UNIVERSITY OF WASHINGTON
CREATING AND CHANGING UNDERGRADUATE ACADEMIC PROGRAMS

After college/school/campus review, send a signed original and 1 copy to the Curriculum Office/FCAS, Box 355850.

For information about when and how to use this form: http://depts.washington.edu/uwcr/1503instructions.pdf

College/Campus CBE/UW Seattle	**Department/Unit** UDP/CEP	**Date** May 8, 2012

New Programs

☐ Leading to a Bachelor of ___ in ___ degree.

☐ Leading to a Bachelor of ___degree with a major in ___.

☐ Leading to a ___ Option within the existing major in ___.

☐ Leading to a minor in ___

Changes to Existing Programs

☐ New Admission Requirements for the Major in ___ within the Bachelor of ___.

☒ Revised Admission Requirements for the Major in <u>Community, Environment, and Planning</u> within the Bachelor of <u>Arts</u>.

☒ Revised Program Requirements for the Major in <u>Community, Environment, and Planning</u> within the Bachelor of <u>Arts</u>.

☐ Revised Requirements for the Option in ___within the major in ___.

☐ Revised Requirements for the Minor in ___.

Other Changes

☐ Change name of program from ___ to ___.
☒ New or Revised Continuation Policy for ___.
☐ Eliminate program in ___.

Proposed Effective Date: **Quarter:** ☒ Autumn ☐ Winter ☐ Spring ☐ Summer **Year: 20 12__**

Contact Person: Caitlin Dean	Phone: 206.543.1508	Email: caitdean@uw.edu	Box: 355740

EXPLANATION OF AND RATIONALE FOR PROPOSED CHANGE

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

The majority of the changes are requirements and processes that we already practice internally. We have recently gone through a program review with some structural changes (changing core seminar courses from CR/NC to allowing students to choose between CR/NC or the standard 4.0 scale and marking existing requirements with credits), and felt that is was good timing to do a general tightening of our program overview. Current students, faculty, and staff have discussed significant changes and unanimously approved them. Please see attached letter addressed to the CBE Curriculum Committee for further explanation and rationale of the CR/NC and standard 4.0 grading scale change.

Changes to the Admission Requirements, the Continuation Policy (we didn't have one is the catalog), and some major requirements (CEP 300 and a Diversity course) are already practiced internally.

Additional major requirements (CEP 400, 490, and 491) have always been required by students, but with courses and credits attached to them, we hope to increase accountability and improve evaluative measures in the program.

OTHER DEPARTMENTS AFFECTED

List all departments/units/ or co-accredited programs affected by your new program or changes to your existing program and acquire the signature of the chair/director of each department/unit listed. Attach additional page(s) if necessary. *See online instructions.

Department/Unit: n/a	Chair/Program Director: n/a	Date: n/a

CATALOG COPY

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

Community, Environment, and Planning (CEP) is an interdisciplinary bachelor of arts degree program offered through the College as one of the University's interdisciplinary undergraduate programs. CEP has gained distinction as a model for a highly personalized, active, and ~~relevant~~ educational experience within a large research institution. CEP students draw liberally upon the entire range of courses, faculty, and programs at the UW.

Department Admission Requirements

- ~~Minimum 90 credits completed by beginning of autumn quarter of admission.~~

- ~~While cumulative GPA is an important factor, the admissions committee places emphasis on written essays, academic work, and a final interview.~~

- Admission is once a year, for autumn quarter. Application deadline: February 15 for early consideration. ~~Applications submitted later are considered, depending on when admission quotas have been met.~~

Graduation Requirements

~~General Education Requirements~~

1. ~~Written Communication (15 credits): 5 credits English composition; 10 credits additional composition or W courses. W courses, if applicable, may also be counted toward Areas of Knowledge or major requirements.~~

2. ~~Quantitative or Symbolic Reasoning (4-5 credits): One course from the University list (MATH 112 or MATH 124 recommended). The QSR course, if applicable, may also be counted toward an Area of Knowledge or major requirement.~~

3. ~~Areas of Knowledge (60 credits): 20 credits Visual, Literary, & Performing Arts (VLPA); 20 credits Individuals & Societies (I & S); 20 credits Natural World (NW). Required CEP courses and other non-CEP courses used to satisfy major requirements may also be counted toward Areas of Knowledge requirements, if applicable.~~

4. ~~Diversity Course (5 credits): One course from an approved list. See program advisers. The diversity course, if applicable, may be counted toward an Area of Knowledge or major requirement.~~

~~Major Requirements~~

~~60~~ credits as follows:

1. Core Seminars (30 credits): CEP 301, CEP 302, CEP 303, CEP 460, CEP 461, CEP 462.

2. Methods Courses (25 credits): Chosen with guidance of program adviser.

3. Internship (5 credits): CEP 446

Electives to complete minimum 180 credits for degree; varies, depending on how many general education courses apply to more than one requirement.

Student Outcomes and Opportunities

- *Learning Objectives and Expected Outcomes:* A CEP education is founded on the following: start where you are; articulate and embrace a vision of how you intend to make a difference in the world; construct a plan (with guidance from faculty and peers) of CEP seminars, cross-disciplinary courses, and field experiences; move deliberately with this plan in the final two years of undergraduate education; through first-hand experience and in the context of the CEP community of learners, become acquainted with effective ways for working constructively together to anticipate and address critical issues facing the complex communities and world we inhabit.

  A CEP education is fully lived, not passively taken. CEP students actively make their education in community with others. ~~Students learn in groups of seventeen.~~ Each group comprises a community of mutual learning that requires commitment, personal investment, and strong teamwork strategies for two years. Through six interconnected, quarterly seminars students engage the core content of the major: community, environment, and planning. These contemporary academic fields and areas of research include the study of community as subject and practice, exploration of the ecological context of all societal life, and an investigation of the potentials of planning for developing strategies for positive change.

  CEP students have gone on to careers in a variety of interdisciplinary fields such as community planning and organization, urban development, communications, work in for-profit and nonprofit sectors, public administration, education, community and

environmental activism, ecology, and government/community relations.

- *Instructional and Research Facilities:* See College of Built Environments section.

- *Honors Options Available:* For Interdisciplinary Honors, see University Honors Program.

- *Research, Internships, and Service Learning:* See College of Built Environments section.

- *Department Scholarships:* ~~None offered.~~

- *Student Organizations/Associations:* See College of Built Environments section.

Community, Environment, and Planning (CEP) is an interdisciplinary bachelor of arts degree program offered through the College as one of the University's interdisciplinary undergraduate programs. CEP has gained distinction as a model for a highly personalized, collaborative, and active educational experience within a large research institution. CEP students draw liberally upon the entire range of courses, faculty, and programs at the UW.

Department Admission Requirements

1. A minimum GPA of 2.5 with additional emphasis on a written essay, demonstration of relevant extracurricular activities, and a final interview.

2. Significant progress towards completion of UW's general education requirements and Junior status (90 credits).

3. Admission is once a year, for autumn quarter. Early Admissions Deadline is February 15th. Additional application dates vary per year. Contact the program adviser for specific dates.

Graduation Requirements

All students must complete the College of Built Environments general education requirements.

Major Requirements

77 credits as follows:

4. Core Seminars (30 credits): CEP 301, CEP 302, CEP 303, CEP 460, CEP 461, CEP 462. For these courses, students choose between a CR/NC evaluation and the standard 4.0 grading scale. Core course evaluation also includes a student narrative evaluation and an exit interview with the instructor.

5. Methods Courses (25 credits): Upper-division courses within the university; Chosen with guidance of program adviser.

6. Diversity Course (5 credits): One course that critically analyzes and addresses social constructs and/or issues from a different perspective than that of our dominant culture. Must be approved by the program adviser.

7. Leadership Retreats (4 credits): CEP 300 in Autumn and Spring; graded with CR/NC

8. Governance Practicum (6 credits): CEP 400; quarterly; graded with CR/NC and a student narrative evaluation

9. Internship (5 credits): CEP 446; 120-150 hour internship required; graded with CR/NC

10. Senior Project Capstone (Variable Credits; 2-6): CEP 490 and 491 in Autumn and Winter; graded with CR/NC and an exit interview with the instructor.

Electives to complete minimum 180 credits for degree; varies, depending on how many general education courses apply to more than one requirement.

Additional Degree Requirements and Conditions

11. Each student must present their Senior Project Capstone to a public audience in May with formal presentation and poster.

12. Each student must complete an online portfolio by the time of graduation

13. For Double Majors/Degrees, there can only be 15 credits of overlap between the majors. Minors have to be 60 percent different than your major (ex. for a 30-credit minor, only 12 credits could count towards your CEP major requirements).

14. Students must earn a minimum course grade of 2.0 on all standard-graded courses taken outside of CEP (Methods Courses and Diversity Course) to count towards major requirements. Upon graduation, these courses must have a cumulative GPA of 2.5.

15. Students must earn a minimum course grade of CR or 2.5 in Core Seminar Courses to count towards major requirements.

Student Outcomes and Opportunities

16. *Learning Objectives and Expected Outcomes:* A CEP education is founded on the following: start where you are; articulate and embrace a vision of how you intend to make a difference in the world; construct a plan (with guidance from faculty and peers) of CEP seminars, cross-disciplinary courses, and field experiences; move deliberately with this plan in the final two years of undergraduate education; through first-hand experience and in the context of the CEP community of learners, become acquainted with effective ways for working constructively together to anticipate and address critical issues facing the complex communities and world we inhabit.

    A CEP education is fully lived, not passively taken. CEP students actively make their education in community with others. CEP class cohorts range from 25-30 students. This group comprises a community of mutual learning that requires commitment, personal investment, and strong teamwork strategies for two years. Through six interconnected, quarterly seminars students engage the core content of the major: community, environment, and planning. These contemporary academic fields and areas of research include the study of community as subject and practice, exploration of the ecological context of all societal life, and an investigation of the potentials of planning for developing strategies for positive change.

    CEP students have gone on to careers in a variety of interdisciplinary fields such as community planning and organization, urban development, communications, work in for-profit and nonprofit sectors, public administration, education, community and environmental activism, ecology, and government/community relations.

17. *Instructional and Research Facilities:* See College of Built Environments section.

18. *Honors Options Available:* For Interdisciplinary Honors, see University Honors Program.

19. *Research, Internships, and Service Learning:* See College of Built Environments section.

20. *Department Scholarships:* Department and Program offers specific scholarships. Contact program adviser for details.

21. *Student Organizations/Associations:* See College of Built Environments section.

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 is approved by the program adviser. Any changes must be updated and approved by the program adviser in subsequent quarters.

3. Students are required to pass all CEP core seminars with a minimum grade 2.5 or CR and earn CR for other CEP-prefix major requirements. Courses taken outside the major that count towards major requirements must earn a minimum grade of 2.0. 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 the Program Director and Program Manager to create an Individualized Learning Contract (ILC), including but not limited to:

        i. Identifying a substitute course for a major requirement

        ii. Maintaining a 2.75 GPA for each succeeding quarter until the cumulative for major course requirements is equal to or exceeds 2.5.

    b. If the student fails to meet the requirements outlined in the ILC, an additional meeting is scheduled. The ILC may be updated, or the student will be dropped from the major and coded 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.

APPROVALS

	Date:
Chair/Program Director:	5/19/12
College/School/Campus Curriculum Committee:	5/30/12
Dean/Vice Chancellor:	5/31/12
Faculty Council on Academic Standards/ General Faculty Organization/Faculty Assembly Chair:	Date:

POST TRI-CAMPUS APPROVAL (when needed)

	Date:
Faculty Council on Academic Standards/ General Faculty Organization/Faculty Assembly Chair:	

Current Catalog Copy:

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Department Admission Requirements

- ~~Minimum 90 credits completed by beginning of autumn quarter of admission.~~
- ~~While cumulative GPA is an important factor, the admissions committee places emphasis on written essays, academic work, and a final interview.~~
- Admission is once a year, for autumn quarter. Application deadline: February 15 for early consideration. ~~Applications submitted later are considered, depending on when admission quotas have been met.~~

Graduation Requirements

General Education Requirements

1. Written Communication (15 credits): 5 credits English composition; 10 credits additional composition or W courses. W courses, if applicable, may also be counted toward Areas of Knowledge or major requirements.
2. Quantitative or Symbolic Reasoning (4-5 credits): ~~One course from the University list (MATH 112 or MATH 124 recommended).~~ The QSR course, if applicable, may also be counted toward an Area of Knowledge or major requirement.
3. Areas of Knowledge (60 credits): 20 credits Visual, Literary, & Performing Arts (VLPA); 20 credits Individuals & Societies (I & S); 20 credits Natural World (NW). Required CEP courses and other non-CEP courses used to satisfy major requirements may also be counted toward Areas of Knowledge requirements, if applicable.
4. ~~Diversity Course (5 credits): One course from an approved list. See program advisers. The diversity course, if applicable, may be counted toward an Area of Knowledge or major requirement.~~

~~Major Requirements~~

~~60~~ credits as follows:

1. Core Seminars (30 credits): <u>CEP 301</u>, <u>CEP 302</u>, <u>CEP 303</u>, <u>CEP 460</u>, <u>CEP 461</u>, <u>CEP 462</u>.
2. Methods Courses (25 credits): ~~Chosen with guidance of program adviser.~~
3. Internship (5 credits): <u>CEP 446</u>

Electives to complete minimum 180 credits for degree; varies, depending on how many general education courses apply to more than one requirement.

Student Outcomes and Opportunities

- *Learning Objectives and Expected Outcomes:* A CEP education is founded on the following: start where you are; articulate and embrace a vision of how you intend to make a difference in the world; construct a plan (with guidance from faculty and peers) of CEP seminars, cross-disciplinary courses, and field experiences; move deliberately with this plan in the final two years

of undergraduate education; through first-hand experience and in the context of the CEP community of learners, become acquainted with effective ways for working constructively together to anticipate and address critical issues facing the complex communities and world we inhabit.

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CEP students have gone on to careers in a variety of interdisciplinary fields such as community planning and organization, urban development, communications, work in for-profit and nonprofit sectors, public administration, education, community and environmental activism, ecology, and government/community relations.

- *Instructional and Research Facilities:* See College of Built Environments section.
- *Honors Options Available:* For Interdisciplinary Honors, see University Honors Program.
- *Research, Internships, and Service Learning:* See College of Built Environments section.
- *Department Scholarships:* ~~None offered.~~
- *Student Organizations/Associations:* See College of Built Environments section.

Proposed Catalog Copy:

Community, Environment, and Planning (CEP) is an interdisciplinary bachelor of arts degree program offered through the College as one of the University's interdisciplinary undergraduate programs. CEP has gained distinction as a model for a highly personalized, **collaborative**, and active educational experience within a large research institution. CEP students draw liberally upon the entire range of courses, faculty, and programs at the UW.

Department Admission Requirements

1. **A minimum GPA of 2.5 with additional emphasis on a written essay, demonstration of relevant extracurricular activities, and a final interview.**
2. **Significant progress towards completion of UW's general education requirements and Junior status (90 credits).**
3. Admission is once a year, for autumn quarter. **Early Admissions Deadline is February 15th. Additional application dates vary per year. Contact the program adviser for specific dates.**

Graduation Requirements

General Education Requirements

1. *Written Communication (15 credits):* 5 credits English composition; 10 credits additional composition or W courses. W courses, if applicable, may also be counted toward Areas of Knowledge or major requirements.
2. *Quantitative or Symbolic Reasoning (4-5 credits):* The QSR course, if applicable, may also be counted toward an Area of Knowledge or major requirement.
3. *Areas of Knowledge (60 credits):* 20 credits Visual, Literary, & Performing Arts (VLPA); 20 credits Individuals & Societies (I & S); 20 credits Natural World (NW). Required CEP courses and other non-CEP courses used to satisfy major requirements may also be counted toward Areas of Knowledge requirements, if applicable.

Major Requirements

77 credits as follows:

1. Core Seminars (30 credits): minimum grade of 2.0 in each of CEP 301, CEP 302, CEP 303, CEP 460, CEP 461, CEP 462.
2. Methods Courses (25 credits): **Upper-division courses within the university with no more than 15 credits coming from one department;** Chosen with guidance of program adviser.
3. **Diversity Course (5 credits): One course that critically analyzes and addresses social constructs and/or issues from a different perspective than that of our dominant culture. Must be approved by the program adviser.**
4. **Leadership Retreats (4 credits): CEP 300 in Autumn and Spring**
5. **Governance Practicum (6 credits): CEP 400; quarterly**
6. Internship (5 credits): CEP 446; 120-150 hour internship required;
7. **Senior Project Capstone (Variable Credits; 2-6): CEP 490 and 491 in Autumn and Winter**
8. **Minimum 2.5 cumulative GPA in all graded coursework.**

Electives to complete minimum 180 credits for degree; varies, depending on how many general education courses apply to more than one requirement.

Student Outcomes and Opportunities

4. *Learning Objectives and Expected Outcomes:* A CEP education is founded on the following: start where you are; articulate and embrace a vision of how you intend to make a difference in the world; construct a plan (with guidance from faculty and peers) of CEP seminars, cross-disciplinary courses, and field experiences; move deliberately with this plan in the final two years of undergraduate education; through first-hand experience and in the context of the CEP community of learners, become acquainted with effective ways for working constructively together to anticipate and address critical issues facing the complex communities and world we inhabit.

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5. *Instructional and Research Facilities:* See College of Built Environments section.
6. *Honors Options Available:* For Interdisciplinary Honors, see University Honors Program.
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2. Students must complete an Individual Study Plan by the end of their first quarter in the program. It is then is approved by the program adviser. Any changes must be updated and approved by the program adviser in subsequent quarters.
3. Students are required to maintain a cumulative of 2.5 in all graded courses that count towards graduation requirements in CEP; 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 the Program Director and Program Manager to create an Individualized Learning Contract (ILC), including but not limited to:
      i. Identifying a substitute course(s) for major requirements
      ii. Maintaining a 2.75 GPA for each succeeding quarter until the cumulative for major course requirements is equal to or exceeds 2.5.

       b.   If the student fails to meet the requirements outlined in the ILC, an additional meeting is scheduled. 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.

May 19, 2012

Dear Aziz and Members of the CBE Curriculum Committee:

Thank you very much for your quick and thoughtful review of our courses and program changes. I appreciate your support for the program and am grateful for your help as we work to improve the major by making it more responsive to the changing needs of our students as well as the evolving conditions of the college and university.

In your May 17th email to Caitlin Dean, you noted several issues that you would like us to address before you approve our requests, specifically those related to the grade changes for CEP 301, 302, 303, 460, and 461 and to the 1503 form. I'd like to address those issues in this letter.

2A i-iv: Dual Grading System
I'll begin with the concerns related to our grade change request, listed as items 2.A.i-iv in the May 17th email. For purposes of expediency, my comments will also apply to a 6th course – CEP 462 – which you did not review but which we are also submitting for the same grade changes being proposed for the other courses.

In item 2a you note the committee's support for the switch from a CR/NC grading system in our core courses (CEP 301, 302, 303, 460, 462, 462) to a grading system based on the standard 4.0 scale. However, you question the decision to also offer the CR/NC system as an optional grading system, suggesting that doing so might "undermine the intent of the change and present a complication in the teaching of such courses (separate sections...)." You urged us instead to adopt a single grading system for each course, either CR/NC or 4.0, but not both at the same time.

Indeed, this is a reasonable suggestion. However, we believe that for our program, at this time in its development, the optional system works best. We came to this conclusion after nearly two years of careful evaluation, deliberation, and debate. For us, moving to a 4.0 graded system is challenging. The 4.0 system runs counter to many of the core values of the program, and we believe risks undermining the pedagogical foundation on which this program has stood for nearly 16 years. We do not believe that CR/NC compromises the learning environment of the major nor student performance within it; on the contrary, our experience shows, perhaps counter-intuitively, that eliminating student concerns for GPA actually strengthens the learning environment for many students by directing attention to the learning process itself, rather than the final grade, and by increasing student commitment to the work for the work's sake.

However, as a program we also recognize that the CR/NC system carries some costs: students are not eligible for honors; their best work does not contribute to their UW GPA; faculty (and even some students) can feel burdened by our assessment system; and students can, at times, abuse the system by aiming at the minimum level of commitment to pass a course.

Our proposed solution is to offer students a choice between the two systems. They must make this choice when they register for the course, and they must stick with it (unlike S/NS, they can not change from the 4.0 system to the CR/NC – or vice versa - part way through the quarter). This
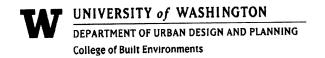
provides us with several advantages: 1) It forces students to think carefully about processes and methods of assessment, a subject quite important to planning; 2) It forces students to make decisions regarding their educational choices with greater intention, a core value and outcome of the CEP program; 3) It preserves CEP's commitment to providing an alternative learning environment within the UW while also allowing students to participate in more traditional programs like honors if they desire; and 4) It provides a workable policy compromise between those who would like to see the assessment system remain CR/NC and those who would like to see it augmented or changed.

Although, as the Curriculum Committee suggests, there is the possibility that having a dual system will undermine the intentions of including a 4.0 scale, we do not think that will happen. In fact, our best students tend to prefer the CR/NC system, and in fact with the bar for passing a class set at the equivalent of a 2.5, for the weaker students CR/NC is in some ways *more* risky than the 4.0 scale. A student receiving a 2.4 grade on a 4.0 scale will still receive university credit for a course (though not toward the major requirements), but in our proposal the same score converted to the CR/NC scale would result in no credit at all.

We also believe that our dual system will not increase faculty or staff work load, nor cause confusion among students or instructors. Under our proposed system, students will enroll in one of two sections – one graded CR/NC, the other graded on the 4.0 system – but in effect these will be "virtual" sections since in practice students will be in the same classroom, taught from the same syllabus, by the same instructor, and assessed up until their final grade in the same way. Assignments will be assessed, as they largely are now, using a point scale or its equivalent in addition to other more qualitative systems such as written comments. Points will be tallied at the end of the quarter for each student and translated into a final mark using a single grading rubric. Students who enrolled in the section with the 4.0 scale assessment system will be assigned a final grade based on the 4.0 scale; those in the CR/NC section will simply receive either a CR or a NC on their transcripts. Thus, for example, if a student receives a final score of 80 out of 100, the instructor would first convert the 80 to a standard score, say a 3.0. If the student was in the section using the 4.0 scale then that student would receive a 3.0 on his or her final transcript; if in the CR/NC section then the same score would be appear on the transcript as a CR. Likewise, if the final score was a 2.2, then the student would receive either a 2.2 or a NC, depending upon the section he or she was enrolled in.

One additional advantage of the dual system is that we can, in fact, track the impact of these two systems on student performance and compare the differences between them. In fact, as part of the internal proposal to change the grading system, we have obligated ourselves to review the new system after a full academic cycle. If we find significant problems with the dual program our internal policies require that we address them.

Finally, we believe it is useful for the Curriculum Committee to understand the politics behind the dual system proposal. CEP is a program that teaches collective decision making by practicing it. In this case, the proposal came out of a long, careful, and very thoughtful discussion involving students, faculty, and staff, and then was formally approved by the major by unanimous vote. Under our governance system we can not alter our grade change proposal without returning to the full major for a second vote. At this point in the program's evolution, it is unlikely that a single system based on a 4.0 scale would pass; indeed, it has already been rejected on the grounds that it would move the major too far from its core values and practices.

Given the above considerations, we do hope that the Curriculum Committee will agree to approve our grade change proposal. We understand that in some ways it is unconventional, but, to put it simply, we believe that the dual system will work very well for us and is the best and simplest method for meeting our educational objectives while preserving our core values.

To clarify how the dual grade system will work, we have altered the language on the syllabi, course change forms, and 1503 forms under the appropriate sections, and we will include this letter as an addendum to our change request providing further explanation and detail.

2B: Continuation Policy

We have reviewed University of Washington's Low Scholarship rules as well as various departments' continuation policies (Program on the Environment, Geography, English, and Construction Management). We have made what we feel are appropriate additions and changes, and are reflected in the new 1503 form.

Again, I would like to thank the Curriculum Committee for its support of the program and careful review of our proposed changes. We are happy to provide additional information should it be needed.

Sincerely,

Christopher D. Campbell Ph.D.
Director, Community, Environment, and Planning
Department of Urban Design and Planning

University Curriculum Office

Hello Jennifer,

I'd like to begin by saying how much we have appreciated your guidance and recommendations today as we move ahead with our program changes. Per your conversations with Caitlin Dean, we have made changes to our 1503 form, which is attached as an updated copy.

Specifically, we have revised our minimum course grade requirements. In our updated 1503, you will see that we have lowered are minimum course grade requirement from a 2.5 to a 2.0. We understand that this is still higher than what is recommended by the committee, but it is lower than what our longstanding practice has been in the major. Our objective, as we move to integrate a 4.0 grading scale into the major, is to 1) maintain the high academic standard that we have worked hard to establish; and 2) ensure that student expectations are the same between the Cr/NC and 4.0 grading systems. Currently, students need to score 75-80% to earn Credit in our core courses, which is closer to a 2.5 than a 2.0. Although lowering the minimum to a 2.0 is not ideal from our standpoint, it is a reasonable request. We hope, however, not to have to lower the GPA further since doing so will also, if we are to maintain parity between the two grading systems, require that we lower the minimum score needed to earn Credit to a threshold below what our faculty is comfortable with and risks, we believe, undermining the quality of the classes and the overall standards of the program.

In addition to the minimum GPA changes, we made changes in our language around courses taken outside of CEP. Instead of minimum single course grades, we now require that students maintain a quarterly cumulative of 2.5 for all courses that count towards major requirements, including core seminars, methods, and a diversity course. We understand that this is also higher than the University's standard of 2.0, but feel it is necessary given the unique characteristics of this program. Our students take many courses outside of our department and college, and with a higher GPA standard, we can assure that students are performing well both inside and outside the college. The high standards also help students stay accountable to their Individual Study Plans, a core feature of our program, and their specific courses of study.

One last note as a point of interest: In CEP we have a robust system of shared governance in which the students in partnership with faculty and staff develop key program policy. The desire to set the minimum GPA at 2.5, while certainly strongly supported by faculty, was actually championed by the students, who voted unanimously and enthusiastically for this standard, and would have set it much higher if they thought they could. That commitment to academic achievement is something I am particularly proud of.

Again, thank you very much for your help throughout this process. Please let us know if you have any further questions,

Very best -
Christopher Campbell

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Christopher Campbell
Director,
Community and Environmental Planning
Department of Urban Design and Planning
University of Washington

October 1, 2012

Dear Members of the UW Curriculum Committee,

Thank you for carefully considering the proposed changes for the Community, Environment, and Planning (CEP) program as outline in Form 1503. We are fortunate to have been aided by Jennifer Payne, whose excellent advice has guided us through this process.

CEP has been an established program in the Department of Urban Design and Planning for more than 18 years. The program was founded on several principles that are core to the planning profession, including open and inclusive decision-making; intentional and informed action; systematic assessment and reflection; and the cultivation of individual growth and well-being through a commitment to the civic whole. Reflecting these values, our core curriculum provides a foundation in social and environmental dynamics, especially as they relate to the urban environment. Students build upon this core by creating their own individual learning plans, drawing on classes from across the campus to construct academic paths suited to their particular intellectual interests and professional ambitions. Within the major, CEP students learn fundamental academic skills, including critical thinking and analysis, ethical reasoning, writing, and communication, as well as professional practices such as strategic planning, design, and leadership within a variety of applied settings. Our major is a highly interactive, student-centered program that intentionally cultivates a strong, multidisciplinary learning community. As we like to say, CEP is a major fully lived, not passively taken.

In line with our core ideals, CEP is also a major that is always evolving. We regularly review our course content, pedagogy, and program policies. Our most recent change was to introduce a new grading system in our core courses. Traditionally, all CEP core courses were assessed using a credit/no credit system. This was done to direct student focus away from simple grades and towards more meaningful assessments of personal performance and learning. Despite the success of the system, it also had its weaknesses, and in spring 2012 the major voted unanimously to institute a new grading system. Under this new system, students have the choice to take a core course for credit/no credit or for a traditional grade on a 4.0 scale. This new dual system was approved by the College of Built Environments Curriculum Committee in June 2012 and is being instituted now in the fall 2012 curriculum.

In light of these changes, we must now make other changes to the program, which are reflected in our 1503 Form as follows:

- First, we are requesting permission to institute a new minimum GPA standard to our core courses. In the past, we have not needed an official standard because of the credit/no credit system. However, with the new 4.0 scale grading option, the major felt the need to establish a program-wide "floor" that would uphold its commitment to high academic standards, serve as a guide to the credit/no credit sections, and ensure academic parity between the graded and ungraded sections within and across core courses. We are requesting that this floor be set at a 2.0 for all CEP core courses.
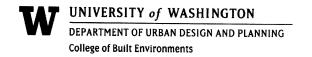
Note, however, that a 2.0 is not our first choice. It is in fact somewhat lower than what has been practiced for several years within the core courses where the minimum to receive credit was set at 75%, a measure rigorously enforced by our faculty who are in the habit of guarding against students wanting to take advantage of the credit/no credit system. It is also lower than what the students in the major unanimously endorsed in a spring 2012 vote. The students (backed by faculty) wanted the minimum for core courses set at 2.5, in part because in a practice-oriented major with many group projects and client-based studios, anyone performing at a level lower than a 2.5 would adversely affect the educational experience of the class as a whole. Moreover, since some of our core courses are sequential, and we have intentions of linking more, faculty felt that a score less than a 2.5 in the core courses could indicate that a student was not fully prepared to move on in the program or to work with outside clients on the many client-based projects within the major. After consulting with Ms. Payne, however, we understand that a 2.0 is more in line with general university policy and have accepted this as our new, if lower, standard. Nevertheless, should the Curriculum Committee be willing to set the minimum GPA for CEP core courses higher than a 2.0, we would be very grateful.

- Second, we are requesting permission to institute a new minimum quarterly cumulative GPA requirement for all courses applied to CEP graduation requirements. This again is to ensure that the collective academic standards that the major set for itself are upheld by all members of the CEP community. A cumulative grade of 2.5 was felt to be an acceptable minimum representation of our academic standards but also fair to the student who might be experiencing academic difficulties in one or more of his or her classes. It should be noted that because we are a small major, we have the ability to identify struggling students early and work with them one-on-one to find solutions. Consequently, we do not anticipate that a 2.5 cumulative GPA will be an unduly burdensome standard for even our struggling students to maintain.

  Moreover, because this is a quarterly cumulative GPA, we believe that it will allow students with historically weaker academic records to more easily redeem themselves with new work. In effect, under this system each quarter provides a new opportunity for success, regardless of how low the student's previous GPA might have been. Students and faculty within the major believe that this will help us focus more on the future, rather than become burdened by actions in the past.

- Third, we are requesting the addition of a Continuation Policy tailored to the major. Currently, we do not have a continuation policy codified in the UW Catalogue. The Continuation Policy described in Form 1503 reflects current practice within the major with the addition of the specific GPA requirements outlined above.

- Fourth, we are requesting updated Program Requirements. All the activities described on Form 1503 are long standing requirements within the major. The difference is that we would now like to provide credit for several practices related to the senior project and to the required governance activities that have historically not received credit. We hope this will further strengthen these important activities within the major.

I hope that I have adequately explained the above requests. Please know that the proposed policy changes described on Form 1503 and in this letter were developed with great care by the major over a three year period of analysis and deliberation and then unanimously approved by the CEP students, faculty, and staff. We believe they will not only strengthen our program, they will do so while achieving a vital balance between the need to bring our policies into closer alignment with the institutional norm, and the imperative of preserving the particular qualities, ideals, and practices that have served this program and our students very well for nearly two decades.

Should you have additional questions about our requests, we would be happy to provide further explanation.

Sincerely

Christopher D. Campbell, Ph.D.
Director, Community, Environment, and Planning
Senior Lecturer, Urban Design and Planning

October 15, 2012

To Members of the Faculty Council on Academic Standards:

Thank you for reviewing the 1503 Form for the Community, Environment, and Planning (CEP) major housed in the Department of Urban Design and Planning at UW, Seattle. We appreciate the close reading of our application by the Council as well as the continued aid and advice we receive from Ms. Jennifer Payne. It is our understanding from Ms. Payne that the Council has some questions regarding portions of our 1503 application that it would like us to address before it votes on our request. Let me answer these questions here:

1. The Council felt that portions of the Program Admissions Requirements were worded vaguely. Specifically, it felt that the phrase, "Significant progress towards completion of UW's general education requirements and Junior status (90 credits)" left room for confusion.

   Our response: Noted. We have corrected this language by deleting the problematic phrase and replacing it with, "A minimum of 90 credits completed by the time the student begins the program and at least 80% of Graduation Education Requirements fulfilled". We hope this solves the problem, but if it does not we invite specific recommendations for appropriate wording.

2. The Council, according to our correspondence with Ms. Payne, requested that our Continuation Policy "include what happens to students who repeatedly earn NC grades in addition to students failing to earn a minimum grade in the graded option."

   Our response: Thank you for noticing this. We have tried to make our Continuation Policy clearer by reviewing our language to make sure that we consistently include reference to both grading systems.

   The Council's concerns also prompted us to further clarify other aspects of our Continuation Policy. Our objective, as it has always been, is to develop a Continuation Policy and process that is clear, consistent, transparent, and fair, but also responsive enough to address the particular conditions and needs of the individual student. We believe that the policy described in our revised 1503 Form meets these objectives.

3. According to Ms. Payne, the Council "unanimously said they didn't see why students needed a cumulative 2.5 instead of a cumulative 2.0, which is the university minimum" to remain in good academic standing and meet CEP graduation requirements.

   Our response: This is a more complicated issue. In our original 1503 Form we requested a different set of standards. We requested instead a minimum course grade of 2.0 on all standard-graded courses (Methods Courses and Diversity Course) that count towards major requirements with a minimum cumulative GPA at graduation of 2.5. For CEP core courses, we set the minimum required GPA at 2.5 or 'Credit'. This option was proposed by the full student body, deliberate and studied for nearly a year, supported by all CEP faculty, approved in a unanimous vote by the major as a whole, and, finally, reviewed and approved by the College Curriculum Committee. The reasoning for this standard was quite clear and strongly voiced by students and faculty alike: CEP is committed to maintaining high academic standards and wanted to formally set those standards in its grading policy. This was more than idealistic. Our major is highly collaborative and is structured around a level of educational interdependence that exceeds most other departments on campus. In such an environment, students who are unwilling or unable to maintain a 2.5 academic standard tend to reduce the overall quality of the educational experience for the community as a whole. Setting a higher "floor" GPA in CEP classes clearly communicates our expectations and also more quickly triggers measures – such as the Individual Learning Contract – that are designed to help students who are struggling.

However, after we began the process of seeking formal approval from the UW we were advised that requiring a minimum 2.5 in our core was too high, and that we should lower the requirement to a 2.0. In exchange, we could add a higher minimum quarterly cumulative requirement. This was an imperfect solution for us because it takes the focus off our required courses and distributes it to electives and classes taken outside the department. However, we accepted this modification on the assumption that it would be more likely to pass through the university approval process.

As we understand the concern from the Council, we are now being asked to lower all of our minimum graduation requirements to a 2.0, that is, students would have to receive a 2.0 or above in all required courses for graduation as well as maintain a 2.0 or above cumulative GPA.

We feel that such a standard would be unacceptable for our program, primarily because it would undermine the academic rigor and the student educational experience of our core classes. We would respectfully point out that under our old system – the system currently in place – students must receive a grade of "Credit" in all core classes in order for the courses to count toward graduation requirements. The standard at which a grade of "Credit" is awarded is determined by the individual professor, and at this point, as it has been for nearly a decade, the standard adopted by CEP faculty is the equivalent of a 2.5. If we were to accept the Council's suggestion that we lower the standard to a 2.0 as a condition of adopting the 4.0 grading scale into the major, we would effectively be undermining our own educational objectives. We had hoped that bringing in the 4.0 scale would lead to additional improvements in academic performance, not weaken them by lowering overall performance standards.

We would like to propose a compromise (reflected in the revised 1503 Form accompanying this letter): We propose that the six core courses – CEP 301, 302, 303, 460, 461, and 462 – which make up the heart of the major, and set the academic tone for the entire program, require a minimum GPA of 2.5 (or Credit) to count towards CEP graduation requirements. All other courses required for the major would in turn require a minimum GPA of only 2.0 and we would drop the cumulative minimum requirement. We believe that this compromise solves several concerns. First, it meets the spirit of the original student and faculty proposal by maintaining high standards in the academic core that are consistent with our history. Second, it means that the majority of our curriculum (what is outside the core) maintains minimum GPA requirements that are consistent with other UW departmental requirements. And third, it places a greater emphasis on the core and the intentional sequencing of the skills that are offered in these classes, but allows for more academic experimentation (and the lower grades that sometimes comes with it) around the edges in the un-sequenced 47+ credits of methods and electives that students take to fill out their Individual Study Plans. In short, we feel that this is a creative and fair solution that meets the concerns of the major and the Council. We hope the Council agrees.

We look forward to the Council's review of our 1503 Form proposals and invite the Council to contact us if it has additional questions or concerns.

Sincerely,

Christopher D. Campbell, Ph.D.
Senior Lecturer, Urban Design and Planning
Director, Community, Environment, and Planning