

Community, Environment and Planning's Individual Study Plan (ISP) Guidelines

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

ISP Components

Your ISP will be personalized to reflect your interests, but it should also contain the following required elements:

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

There are no limits to the number of pages or creativity you bring to this exercise, so add as many pictures, diagrams or models as you need to make your plan work! Of course your first draft will undoubtedly be less developed in the areas you are still figuring out, but even if you do not have firm plans you should describe the options as you understand them now.

Letter of Introduction

The Letter of Introduction is a statement that summarizes your educational goals and plans for the next two years. It should address how you got to where you are (PAST), what you plan to do in the next two years (PRESENT), and how your plan will prepare you for your next steps (FUTURE). In this manner, you can think of the Letter as a charge to yourself, or as a more detailed educational goal statement bookended with concise descriptions of the past and future. To write the letter, we recommend revisiting and drawing upon your CEP admissions statements and summer essays. While much of the content of the Letter of Introduction may be similar to what you wrote in these earlier essays, it is also likely that your interests have evolved over the previous six months, and that what you wrote then may no longer be as relevant today.

Methods Courses (please denote with an 'M')

Students must take 25 credits of **upper division** methods courses. Methods courses are broadly defined in CEP as classes that provide "ways of knowing, ways of thinking, or ways of doing". Methods courses are meant to augment the core CEP courses while also supporting your personal learning goals. Appropriate methods courses include qualitative (interviews, observations) and quantitative (surveys, statistics) methods; research design methods; design and visual analysis and communication; methods of symbolic or discursive interpretation or analysis; critical theory; computer applications (including GIS) and modeling; group dynamics and methods of facilitation and leadership; ethics and philosophy; theory and methods of organizational change; processes of communication; specialized writing; and so on. You should select your methods based on your stated educational goals. For example, if you are interested in community organizing, then your methods courses might focus on organizational theory and small group practices, design as a communications tool, and qualitative methods of data gathering and analysis. If you are more interested in restoration ecology, then your methods might include statistics, plant identification, and soil analysis. It all depends on what your learning goals are.

Diversity Course Requirement (please denote with a 'D')

Students must take at least 5 credits that critically analyze and address issues of social difference in our society. This can be done by taking a course that explicitly addresses social constructs or experiences of race, ethnicity, culture or other forms of difference within American society, or a course that examines issues from a perspective different than that of dominant US cultures.
**Note – Language courses are not usually considered a diversity course.*

CEP Core Courses and other Requirements

There is one required 5-credit CEP class each quarter

Junior Year

CEP 301: The Idea of Community
CEP 302: Environmental Response
CEP 303: Social Structures and Processes

Senior Year

CEP 460: Planning in Context
CEP 461: Ethics and Identity
CEP 462: Community and Environment

Additionally, students must take the required CEP internship course, CEP 446 (5 credits), at some point in their two years.

Finally, remember to include the follow credits to your course plan:

- Autumn, year one: CEP 400, CEP 300 (2 credits)
- Winter, year one: CEP 400 (1 credit)
- Spring, year one: CEP 400, CEP 300 (2 credits)
- Autumn, year two: CEP 400, CEP 300, CEP 490 (3-5 credits)
- Winter, year two: CEP 400, CEP 491 (2-4 credits)
- Spring, year two: CEP 400, CEP 300 (2 credits)

Internship Requirement

You must have an internship page in your ISP. Even if you don't know what your internship is, this is an opportunity to write about what you want from an internship. Try to narrow down an area or subject that you would like to pursue as your internship. Write about your goals and some potential organizations or companies you might wish to work with. Along with your internship, you must take the 5-credit CEP internship course, **CEP 446: Internship**.

Study Abroad/Extracurricular Activities

Education doesn't only happen in the classroom. In CEP, we encourage you to incorporate other forms of learning into your ISP that augment and enhance your learning goals.

Study Abroad is one option open to CEP students. A CEP student may miss one core course (except CEP 301 or 462) to make room for a study abroad experience. However, if you study abroad you must make sure that you will still be able to complete all the remaining CEP requirements as well as the UW requirements and those of any other degrees you may be pursuing. If you include a study abroad experience in your ISP, explain where you want to go, what you hope to learn from the experience, and how it relates to the rest of your ISP and your learning goals.

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 your learning and broader educational goals. Include these experiences in your ISP.

Senior Project

During your senior year you must complete a Senior Project. This is a 9-month, substantive body of independent work that serves as a capstone to your academic career. If you have ideas for your Senior Project, include them in your ISP and discuss how they relate to the rest of your study plan.

* A Note on Choosing Courses *

The Course Catalog lists all the courses that are offered at the University along with a brief description and which quarter they are offered. CEP has also created a condensed list, but because available courses change quarter by quarter it is meant to be used only as a general guide. CEP also strives to make available to students an up-to-date quarterly list of courses that might be relevant. **Be flexible when planning your quarters!** It is a good idea to choose backup courses because many times courses do not follow what is listed in the Course Catalog or classes are full. Also, make sure that you have all the university general education requirements completed before you graduate. To learn more about general ed requirements and degree planning, see the following website: <http://www.washington.edu/uaa/advising/degreeplanning/gebsrofuwsc.php>.