Western Washington University

Huxley College of the Environment

Department of Environmental Studies

Program in Urban Planning and Sustainable Development

Degree: B.A. Urban Planning and Sustainable Development

Self-Study Report

for the

Planning Accreditation Board

October 2019
The Self-Study Report (SSR) is the result of a planning program’s careful self-analysis in the context of the Planning Accreditation Board’s (PAB) preconditions to accreditation, Standards, and Criteria. A program applying for accreditation or candidacy status must demonstrate that it meets the preconditions to accreditation, that it is in substantial compliance with the accreditation Standards and Criteria, and that it expects to continue to be in substantial compliance. The burden of proof for demonstrating compliance rests with the Program. Making the case for compliance involves bringing together effective narrative with supporting evidence. While an SSR is a comprehensive report that addresses all aspects of a Program, it should not allow narrative and data to be obscured by large volumes of marginally relevant information.

1. Enter the degree title and name of planning program or unit.

   Program Name:  **Urban Planning and Sustainable Development**

   Degree Title:  **Bachelor of Arts, Urban Planning and Sustainable Development**

2. Provide the institution’s organizational chart in SSR Evidence. Include the names and titles of administrators in the planning program, in related programs, and in the line of hierarchy through the institution’s chief executive officer. Multiple diagrams may be required to provide a visual summary of the Program’s place within its School/College and University.
3. Other Degrees: Provide a brief description of any other degrees (e.g. undergraduate, master's, PhD, joint degrees etc.) offered by the unit in which the Program resides and indicate if they are accredited.

Huxley College comprises two Departments: the Department of Environmental Studies and the Department of Environmental Sciences offering both undergraduate (BA, BS) and graduate degrees (MS, MA, M.Ed). The Urban Planning and Sustainable Development program resides in the Department of Environmental Studies.

Graduate Degrees: Huxley College offers graduate degrees in Environmental Science (MS), Environmental Studies (MA), and Environmental Education (M.Ed). Huxley's M.S. programs require a thesis; the M.A. and M.Ed. offer thesis, field project, and non-thesis options. Huxley is currently applying to participate in the Peace Corps’ International Masters Program. A graduate Urban Planning degree is not offered at this time.

Baccalaureate Degrees: The Department of Environmental Studies approaches environmental understanding and problem solving through diverse programs that examine interacting social and natural systems. By placing urban planning, the social sciences, natural sciences, humanities, and environmental studies fields into direct dialogue, the Department’s curriculum is designed to help students make the intellectual connections and gain the practical skills necessary for building socially just and environmentally sustainable futures. The Department offers five distinct BA degree programs under the following academic majors: Urban Planning and Sustainable Development, Environmental Studies, Environmental Education, Environmental Policy, and Geography. The Urban Planning and Sustainable Development major is the only professional degree program offered in the Department. Furthermore, the Department of Environmental Studies voted to combine the non-planning majors (Environmental Education, Policy, Environmental Studies, and Geography) into a single BA in Environmental Studies degree. After formal approval of the revision to these majors, anticipated to take effect in AY 2020-2021, the Department will thereafter offer two majors: the BA in Urban Planning and Sustainable Development and the BA in Environmental Studies.

Combined Majors: In conjunction with the College of Business and Economics and Woodring College of Education, The Department of Environmental Studies offers several combined majors: Economics/Environmental Studies, B.A.; Business and Sustainability, B.A.; Geography/Social Studies, B.A.; Environmental Studies - Elementary Education, B.A.E.; Geography - Elementary Education, B.A.E.

Minors: The Department of Environmental Studies offers seven Minors: Disaster Risk Reduction; Environmental Education; Environmental Studies; Environmental Policy; Geography; Environmental and Social Justice, and Geographic Information Systems. The Department of Environmental Sciences offers a Minor in Environmental Science.

Combined Minors: Combined Minors are offered in Energy Policy (in conjunction with the College of Business and Economics and the Institute for Energy Studies) and Sustainable Design (in conjunction with the Department of Industrial Design, College of Sciences and Technology).

Distribution of Students among Department Majors: Within the Department of Environmental Studies, five (5) BA degree programs are currently offered: 1) Urban Planning and Sustainable Development; 2) Geography; 3) Environmental Education; 4) Environmental Policy; and 5) Environmental Studies. Student enrollment in the Department of Environmental Studies averages about 250 students in its combined two-year cohort. Students are relatively equally distributed among the five (5) degree programs with approximately 40-50 students enrolled in each respective degree major.

4. Non-Degree Programs: Provide a brief description of any non-degree programs, such as certificates, etc. offered by the unit in which the Program resides and indicate if they are accredited.
The Department of Environmental Studies offers a certificate in GIS.

5. Program History: Provide a concise summary of the Program’s development from inception to the present, highlighting the changes and constant features that have driven the Program (including academic and administrative evolution, milestones, etc). Also indicate the dates and purposes of any non-accreditation related Site Visits within the last five years.

Western Washington University has continuously offered the Bachelor of Arts Degree in planning since the 1960s. The program was initially offered through Western Washington University’s Department of Geography as a BA in Urban and Regional Planning. Upon the creation, in 1968, of Western’s Huxley College of the Environment, the Planning major was established concurrently as one of its first majors along with the offering of the master degree in Environmental Planning (jointly with the “then” Department of Geography). When the Department of Geography merged with Huxley College in the 1990s, the planning degree programs merged into the BA in Environmental Studies: Planning and Environmental Policy major, offered through the Center of Environmental Studies, which later became the Department of Environmental Studies. In 2012, the Department of Environmental Studies reestablished the undergraduate planning degree program as a separate major, establishing the major as a separate Academic Program, and renaming the BA degree program “Urban Planning and Sustainable Development.”

Huxley College is comprised to two Departments: Department of Environmental Sciences and Department of Environmental Studies. The Urban Planning program is housed in the Department of Environmental Studies that offers, in addition to the Urban Planning and Sustainable Development degree, BA degrees in Environmental Policy, Environmental Education, Geography, and Environmental Studies as well as a Masters in Environmental Studies. Together, the two Departments of Huxley College have averaged about 500 students roughly distributed between the two Departments. Of the approximately 250 students enrolled in the Department of Environmental Studies, students are roughly distributed among 5 distinct majors. The Urban Planning major has maintained a consistent enrollment of approximately 50 students; about 25 students in each of the junior and senior years of study.

Huxley’s Urban Planning and Sustainable Development program has been continuously refined and expanded over the past decade, with the addition of new courses and faculty enabling the expanded curriculum. Curriculum development over the past decade has carefully emphasized adherence to PAB guidelines for undergraduate planning education. The program was first accredited in 2016 and became the second accredited program in Washington State (along with Eastern Washington University’s BA in planning). As Washington State is one of several states that have enacted comprehensive Growth Management legislation (1990) mandating local government growth management planning, there is an increasing demand for educating future planners in our state, and we recognize and value the importance of accreditation for our program. Accredited status is an important indication of the value and quality of Western’s program for students and the public. In maintaining accreditation of our program, we are fulfilling an important University mandate for educating students in high demand public and private service work as professional planners. Many of our past graduates have entered professional planning work in the private, civil society, and public sectors of Washington State.

The Urban Planning and Sustainable Development program is one of the most popular degree programs in the Department of Environmental Studies at Huxley College and continues to attract a competitive student body that are committed to pursuing professional planning education with an emphasis in environmental studies. As the program is housed within a College of Environmental Studies and Sciences, our students benefit from a core curriculum that concurrently emphasizes urban planning and environmental management. Our graduates have
been highly successful in entering professional practice upon graduation, and many have pursued advanced degrees in planning and related fields. We aim to maintain the enrollment at about 25 students in each cohort year in order to best accommodate students with our program’s available resources.

6. **Student and Faculty Composition Data**: Complete the Student and Faculty Data excel workbook. Provide any footnotes or clarifications in this section.

   Please see the separate Student Faculty Data excel workbook files.
All programs applying for accreditation review must meet five preconditions. Programs must demonstrate in their Self-Study Reports that they meet the preconditions of accreditation at each accreditation review. The existence of a campus-based program which meets all preconditions is a prerequisite for an application from a program delivered via distance education. For accreditation purposes, programs are evaluated in the same way regardless of locations or modalities of delivery. As PAB is desirous of promoting innovation and experimentation in planning education, programs which do not meet the preconditions in a strictly literal sense, but which meet the spirit of these provisions, may petition PAB for special consideration. Such petitions and Self-Study Reports must provide evidence that the Program meets the spirit of the preconditions. All programs applying for accreditation review must meet five preconditions.

1. **Program Graduates.** Programs shall have granted the degree for which accreditation is sought to at least 25 students.

*Provide an explanation of how your program meets Precondition 1. Program Graduates:*

Huxley College’s BA Degree Program in Urban Planning and Sustainable Development, and its predecessor BA programs in environmental planning and urban and regional planning, has continuously operated at Western Washington University for 50 years. Over the course of decades, we estimate that we have granted the BA degree in Planning (under former degree titles including: “urban and regional planning”, “environmental planning”, and, currently, “urban planning and sustainable development”) for which accreditation is sought, to well over 600 students. More than 160 students have been granted the BA degree in Urban Planning over the past eight-year period, 2011-2019.

2. **Accreditation Status of the Institution.** The Program’s parent institution shall be accredited by an institutional accrediting body recognized by the Council for Higher Education Accreditation (CHEA) or by its successor organization.

*Provide an explanation of how your program meets Precondition 2. Accreditation Status of the Institution:*

The Northwest Commission on Colleges and Universities (NWCCU), which recognizes compliance with its standards of higher education, accredits Western Washington University. NWCCU is the regional accrediting body recognized by the United States Department of Education. To enrich education through diversity, Western Washington University is an equal opportunity/affirmative action employer.

3. **Program and Degree Titles.** Formal titles of programs and degrees shall contain the word "planning."

*Provide an explanation of how your program meets Precondition 3. Program and Degree Titles:*

**Program Name:** Urban Planning and Sustainable Development

**Degree Title:** Bachelor of Arts, Urban Planning and Sustainable Development

**Description of Degree Program:** *Urban Planning and Sustainable Development, BA*
This interdisciplinary program prepares students to enter professional fields concerned with the sustainability of the human and natural environment. The Urban Planning and Sustainable Development program consists of a foundation core, the urban planning core, specialization electives, and a capstone and experiential requirement. The foundation core incorporates interdisciplinary courses of Huxley College’s approach to the study of the environment. The urban planning and sustainable development core concentrates studies in the knowledge, methods, skills and processes of planning and decision-making. The specialization elective component of the program focuses in a planning subfield. Huxley’s Urban Planning and Sustainable Development major (degree) emphasizes an interdisciplinary approach to solving complex problems that face communities from the local to the global level. The program emphasizes a concern for progressive change that is needed towards the design of equitable, healthful, livable, and sustainable communities for present and future generations. The curriculum combines urban planning, sustainable design, environmental policy, and environmental science to provide students with an understanding of the linkages between urban and natural systems and the multidimensional problems in urban development. The program prepares students with the knowledge and skills necessary to make positive changes towards sustainability in an increasingly complex world. Graduates are prepared for careers in planning agencies, consulting firms, and nonprofit organizations at the local, state, and federal levels of government, as well as advanced graduate study. Students are accepted into the Urban Planning and Sustainable Design major based on the completion of prerequisite coursework and the review of their application and portfolio of work demonstrating their affinity to integrate sustainable design, social equality concerns, and environmental systems principles, and on enrollment limits.

4. Length of Program. Undergraduate degree programs shall require a minimum of four academic years of full-time study or the equivalent. For students for whom the graduate degree constitutes the first professional degree in planning, a minimum of two academic years of full-time study or the equivalent in planning is required.

Guideline: Residency. A Program, whether undergraduate or graduate, shall normally require students’ presence at the accredited program institution for a minimum of two academic years, or its equivalent. The intentions of this guideline are to ensure significant interaction with other students and with faculty, hands on collaborative work, socialization into the norms and aspirations of the profession, and observations by faculty of students’ interpersonal and communication skills. Programs departing from campus-centered education by offering distance learning, international exchanges, or innovative delivery systems must demonstrate that the intentions of this guideline are being achieved, and that such programs are under the supervision of fully qualified faculty. Such determination may include, but is not limited to, evidence of faculty of record, and communications between faculty and students.

Guideline: Fast-tracking. Programs that combine undergraduate education with a graduate degree in planning in a total of less than six academic years or the equivalent shall meet the standards of an accredited graduate degree.

Guideline: Dual Degrees. Programs may allow a degree in planning to be earned simultaneously with a degree in another field, in less time than required to earn each degree separately. All standards of an accredited graduate degree in planning must be met and the electives allowed to meet requirements of the other degree must be appropriate as electives for a planning degree.

Provide an explanation of how your program meets Precondition 4. Length of Program:
The BA in Urban Planning and Sustainable Development is a full time, four academic year program. The University requires a total of 180 minimum quarter credits for baccalaureate degrees. In addition to general University requirements, the Urban Planning and Sustainable Development Major requires a minimum of 102 quarter credits that are completed during the junior and senior years of study and distributed among the following parts: 1) Department of Environmental Studies foundation courses; 2) Urban Planning and Sustainable Development major core coursework, 3) required specialization electives, 4) a capstone course, and 5) Experiential service credits earned through internship, international study, or directed research.

Students can declare a major in the Department of Environmental Studies (ENVS) at any time during their freshman or sophomore year. Once declared as a phase I major, students are assigned a faculty advisor based on student interests at the time of declaration. Students then meet with the faculty advisor to discuss which courses to take and when, how to prepare the formal application to the Urban Planning program, discussions about future careers in planning or advanced graduate education, and for assistance navigating through the Huxley curriculum. Phase I student emails are added to an email distribution list for Huxley majors to receive notifications and general announcements, as well as information about jobs, internships, or research opportunities. Students begin the Urban Planning and Sustainable Development major in Phase I, while completing the preparatory classes required for Phase II admission (includes political science, economics, math, and environmental studies prerequisite courses). Admission to Phase II is a competitive process and requires the coursework above and a grade of B- or better in the urban planning environmental studies courses, as well as a satisfactory GPA in all other coursework. Students then submit an application that includes an essay describing reasons for wanting to enter into the Urban Planning major, a portfolio of work, and a plan of study. Urban Planning Phase II applications are accepted in the spring quarters.

*Provide an explanation of how your program meets the Residency Guideline:*

Urban Planning and Sustainable Development majors meet the required minimum of two academic years, or its equivalent, residency requirement. Planning major courses require a minimum of two residency years to complete, in addition to other University course requirements. All of the required courses are offered at our home campus.

*If fast-tracking is offered, provide information that demonstrates the fast-track students receive an equivalent education as the 2-year students.*

Fast-tracking programs are currently not offered.

*If Dual Degrees are offered, provide evidence that demonstrates the dual-degree students receive an equivalent education as the 2-year graduate students.*

Urban planning majors may earn a second degree in another field but must fulfill the requirements for each major. Urban Planning majors are encouraged to minor in several fields of study and their fulfillment of their required minor electives also may serve as their “specializations” in the Urban
Planning course of study. Specializations offered include Hazards Planning and Spatial Analysis. Minors approved for urban planning majors include: 1) geographic information systems, 2) sustainable design; 3) community resiliency; 4) food security; 5) environmental policy; environmental and social justice; and 6) energy and climate policy.

5. Primary Focus. The degree program’s primary focus shall be that of preparing students to become practitioners in the planning profession.

Provide an explanation of how your program meets Precondition 5. Primary Focus:

The primary focus of Huxley College’s Urban Planning and Sustainable Development Bachelor of Arts degree is the preparation of undergraduate students to become practitioners in the planning profession and requires a minimum of 102 credits. The Urban Planning curriculum emphasizes a dual core of courses: a) foundation and environmental courses comprised of 30 credits in economics, quantitative methods, human ecology, sustainability, ethics, environmental studies, urbanization, and environmental sciences; and b) urban planning core requirements include a minimum of 62 credits in the urban planning curriculum. In addition to the required urban planning and environmental studies core classes, the program requires: c) experiential service learning (minimum 5 credits of internships, international studies); d) a capstone course (a problem solving, multidisciplinary applied course; and e) elective specializations classes (minimum 10 credits) which serve as a planning specialization. Because our Urban Planning and Sustainable Development program is embedded within Huxley College of the Environment, our planning students receive an emphasis in environmental policy and sciences, which serves as an overarching specialization complementing the Urban Planning major.

STANDARD 1 – STRATEGIC PLANNING AND PROGRESS

The Program or the Department in which it resides shall strive for self-improvement using an intentional process of goal articulation, planning, outcomes assessment, reflection and correction.

Provide an explanation of how your program meets Standard 1:

In this section we present reflections and responses to our first accreditation review in 2016. All standards that were identified as "partially met" have been thoroughly considered by the UPSD Program committee, students, and the Program's advisory board. Those standards that were found to have been "met" by the Board were further evaluated for program improvement. The strategic plan carefully addresses each standard and provides evidence reflecting the responsiveness of the program to concerns and recommendations raised by the Board as well as by students, alumni, and faculty.

A. Prior Strategic Plan and Accreditation Review: The Program should be engaged in continuous improvement based on ongoing planning activities, and responses to prior accreditation reviews. The Program shall demonstrate progress since the last accreditation review in meeting the goals and objectives articulated in the strategic plan in place at the prior accreditation review, and document progress towards compliance in meeting accreditation standards assessed as partially-met or unmet at the last Site Visit.

Provide an explanation of how your program meets criterion 1A: Provide the prior strategic plan in SSR Evidence.

The following reflects the Program’s reflection continuous improvement based on ongoing Program reviews and responses to prior accreditation review.
**Standard 1 / Mission and Strategic Plan - Criterion 1A / Strategic plan**
The Board, in 2016, has assessed this information as met, based on information in the Program’s Post Site Visit Report. The Board, however, found the goals in the 2016 Strategic Plan to lack necessary specificity to the Program. The Board emphasized the importance of a planning program-level strategic plan that focuses on the mission and purpose of the Program, as well as a process for planning that engages all stakeholders. The Board recommended that, in its subsequent Self-Study Report, the Program provide evidence that the plan has been refined to reflect the mission, goals, and objectives of the Program.

**Evidence:** The Program’s Strategic Plan was revised in 2019 to reflect the Program’s mission, goals, and objectives more clearly. The revision process incorporated direct involvement of students enrolled in the Program, the Program faculty, alumni, and the Program’s professional advisory committee, as discussed further below.

**Criterion 1C / Program goals and Criterion**
The Board assessed this criterion as partially met, citing Strategic Plan goals that lacked future aspirations and did not aim toward evidence-based accountability. The Board recommended that the Program provide evidence that the strategic goals have been reformulated to reflect stakeholder input, aspirations of excellence, and feedback from PAB’s accreditation.

**Criterion 1D / Measurable Objectives:** The Board assessed this criterion as partially met, citing the lack of measurable objectives and benchmarks in the plan which would enable the Program to measure progress toward goal attainment. In its Self-Study Report, the Board recommended the Program provides evidence that measurable objectives have been developed to support strategic goals.

**Evidence:** The Program’s Strategic Plan has been revised to reflect the Program’s mission, goals, and measurable objectives more clearly. The revision process incorporated direct involvement of students enrolled in the program, as well as program faculty, alumni, and the program’s professional advisory committee, as presented in the SSR.

**Standard 2 / Students - Criterion 2B / Student diversity**
The Board has assessed this criterion as met. In its Post Site Visit Report and at the November 5 meeting the Program provided evidence the plan has been implemented and is working, including recent diversity-targeted scholarship offers from a local American Indian tribe and Washington State planning directors.

**Evidence:** The program’s diversity plan has been in place since 2016 and measures of achievement have been identified. Student recruitment has shown a substantial increase in diversity over the period since our initial PAB review in 2015 as reflected in Table S-7. Current student enrollment of 51 students include 33% students of color, identified as Black or African American, American Indian or Alaska Native, Asian, Native Hawaiian or Other, Hispanic or Latino. This compares to WWU’s student diversity rate of 27.8%, and the State of Washington diversity rate of 29%. The UPSD program’s diversity rate has increased substantially compared to 2015, where students of color represented about 6% of total enrollment.

In addition, in January 2019, WWU recruited and appointed its first Tribal Programs Director and Tribal Government Liaison position in order to promote greater recruitment among tribal members in Washington State and coordinate service learning opportunities with Native tribal governments. As one of the UPSD program’s strategic objectives, the university’s formal commitment to providing greater service to Native American communities greatly furthers our program’s objectives. Coordination is now underway to expand Native American enrollment in our program through a cooperative agreement with Northwest Indian College,
and to expand applied service learning under the UPSD program’s Urban Transitions Studio program to extend planning assistance to Native communities. Huxley College has also recruited a Diversity Specialist who assists the UPSD program and the College in advancing its goals for increased student diversity recruitment.

**Standard 3 / Faculty - Criterion 3G / Professional development**

The Board has assessed this criterion as met. The Program provided additional information in its Post Site Visit Report to document that sabbatical leave as well as funding for faculty professional development is provided by the Department, College, and University and has been utilized by Program faculty.

**Evidence:** Although this criterion was determined to have been met by the Board, this SSR provides supplemental information concerning several UPSD faculty who had been granted professional leave during this period, funding support for faculty enrollment in professional and academic organizations, eligibility for summer teaching and research grants, and summer teaching and overload teaching opportunities available to the faculty. Professor Stangl was offered professional leave during A2017. Professor Zaferatos was offered professional leave in AY 2019. Professor Melious was offered professional leave in AY 2018. Professors Paci-Green and Kamel are preparing to submit applications for professional leave in AY 2019-2021. Professor Zaferatos received overload teaching contract to offer his Native American Planning course through Huxley’s Peninsula program in 2017 and 2019. Professors Kamel, Zaferatos, and Stangl each offer summer field courses compensated through overload contracts.

**Standard 4 / Curriculum and Instruction - Criterion 4A1c / Planning Law**

The Site Visit Team assessed this curriculum sub-component as partially met, citing insufficient coverage of the knowledge component based on courses where only legal cases are taught. The Board concurred with this assessment, while acknowledging the Program has developed a new course in administrative planning and land use regulations, though it had not yet, at the time, been implemented. In its Self-Study Report the Program should provide evidence that this knowledge area is being adequately presented within the required curriculum.

**Evidence:** As was proposed in the 2015 SSR, the revised curriculum has been adopted to more fully comply with the criterion. In addition to the dedicated course in land use law, two additional courses have been included in the core-planning curriculum. These courses include ENVS 374, Land Use Law and Technical Writing, and ENVS 475, Community Development and Participatory Methods. Both courses emphasize short range planning knowledge, methods, and skills development. In addition, ENVS 360 Plan Graphics and Methods in Site Design emphasizes form based zoning code interpretation that students employ in site design assignments emphasizing short-range administrative planning knowledge, methods, and skills. These courses each combine to address the legal, regulatory, and administrative functions of planning.

**Criterion 4A2a / Research**

The Site Visit Team assessed this curriculum sub-component as partially-met, citing alumni and employer comments indicating a need for additional training in research methods such that students could more effectively analyze planning problems. The Board concurs with this assessment, while acknowledging the Program has completed a curriculum revision to an existing planning methods course, though the changes have yet to be implemented. In its Self-Study Report the Program should provide evidence that this knowledge area is being adequately presented within the required curriculum.

**Evidence:** To ensure that knowledge, methods, and skills in assembling and analyzing ideas and information is adequately incorporated within the required curriculum, curriculum revisions proposed in 2016 were adopted in 2018 to ensure attainment of this criterion. The curriculum revisions include revisions to ENVS 470 Planning Methods that has, in part, been integrated in the studio sequence as “Studio I” to emphasize methods and skills in data collection and analysis supporting a year-long studio investigation in winter Studios II and spring Studio III. Research methods in data analysis and
applications in ENVS 470 include: regional data analysis; population and demographics, socio-economic; housing, transportation, ethnographic, and built form.

The addition of a quantitative methods requirement to the curriculum provides a choice among several class selections to further knowledge in quantitative methods used in planning. These classes include: ENVS 320 GIS I: Introduction to GIS; ENVS 322 Analysis of Spatial Data; ENVS 372 Natural Hazards Planning; and ENVS 442 Regional Environmental and Economic Modeling. These additional courses complement ENVS 470 Planning Methods as well as ENVS 201 Understanding Environmental Data and Information, a foundation course in the curriculum. In addition, the curriculum provides for a required specialization in planning’s subfields that further emphasize quantitative methods and analysis. These specialization fields include Geospatial Analysis and Hazards Planning, requiring the completion of a minimum of three courses in either specialization. In addition, methods in qualitative analysis are emphasized in the new core course ENVS 475 Community Development and Participatory Methods.

**Criterion 4A2c / Quantitative and Qualitative Methods**
The Site Visit Team assessed this curriculum sub-component as partially-met, citing evidence of uneven knowledge of research methods used in modern planning literature and project analysis. The Board concurred with this assessment, while acknowledging the Program has developed a new course on Community Development and has completed a curriculum revision to two existing courses on economic modeling and special data, though changes have yet to be implemented. In its Self-Study Report the Program should provide evidence that this knowledge area is being adequately presented within the required curriculum.

**Evidence:** As stated above in 4A2a, qualitative and qualitative analysis methods have been incorporated in the curriculum revisions adopted in 2018. In addition to these courses, methods in policy analysis are emphasized in several of the core and foundation courses that include: ENVS 450 Science in the Policy Process; ENVS 456 Environmental Governance; ENVS 457 Environmental Dispute Resolution; and in the Capstone course ENVS/ESCI 493 Environmental Impact Assessment.

**Standard 4 / Curriculum and Instruction - Criterion 4B1 / Specializations**
The Site Visit Team assessed this criterion as partially met, citing confusing marketing materials that promoted 6 specializations while implying a limitless list of individual specializations. The Board concurred with this assessment, while acknowledging the Program’s Post Site Visit Report, which provided reasonable definitions for each of the specific specializations. Specializations, while not mandatory, can provide students concentrated mastery in a specific area. The specialization curriculum should be structured to include, at a minimum, a foundation course, a methods course, and an applications course. In its Self-Study Report the Program shall provide evidence that its specializations contain planning content that is true to planning contexts, and that the knowledge, skills, and values gained are of sufficient depth and breadth beyond the required curriculum.

**Evidence:** The program’s specializations have been refined to focus on two planning subfields, which are supported by the particular curriculum depth offered within our Department of Environmental Studies. These specialization fields include Hazards Planning (Disaster Risk Reduction) and Geospatial Analysis (Geographic Information Sciences). To fulfill the specialization requirement, students must select from 3 courses in one of these fields that consist of a foundation course, a methods course, and an applications course. Each of these specializations represents important subfields in planning and therefore emphasizes planning content that is true to planning contexts. While these two specialization fields are emphasized in the program, students may also fulfill their elective specialization requirements, with faculty advisor review and approval, by completing one of the more course-intensive minor offered in the College, including the Minor in Sustainable Design, GIS, Environmental and Social Justice, Energy, and Environmental Policy.

**Standard 5 / Governance - Criterion 5 A / Program autonomy**
The Board has assessed this criterion as met. Based on evidence in its Post Site Visit Report the Program and the College in which it resides have provided sufficient documentation that addresses PAB’s concerns regarding program autonomy that is reasonable and customary pursuant to policies and procedures at Western Washington University.

Evidence: The UPSD Program Governance Policy had been further updated in 2018 to strengthen the faculty’s governance with respect to program planning, curriculum design, faculty evaluation, and other strategic features of program management, fully incorporating the participation of students and the professional community.

**Standard 6 / Program Assessment - Criterion 6D / Outcomes**
The Site Visit Team assessed this criterion as partially met, citing a lack of evidence the Program had adopted student learning objectives for the entire curriculum or sequences of courses in the required curriculum or specializations. In addition, the SVT expressed its concern that no program graduate had taken the AICP exam within 5 years of graduation. The Board concurs with this assessment. The Program's Self-Study Report and Post Site Visit Report provide very limited student learning outcome measures, as they are “in process,” with rubrics to be developed. In its future Self-Study Report the Program should provide evidence of implementation of the assessment plan and data collection.

Evidence: The program’s assessment and outcomes has been revised to more fully address this criterion. Several measurement instruments assessing student learning were integrated in the program’s assessment plan, including the formulation of rubrics for evaluating student learning in annual reviews of courses; the implementation of a comprehensive entrance and exit examination issued to all incoming juniors and graduating seniors, and the inclusion of student learning outcomes associated with course syllabi. The additional student learning assessment tools complement a series of survey instruments the Program employs to evaluate student learning, the curriculum, and employment upon graduation, Surveys are distributed to students, recent graduates, and alumni of the program.

**Standard 7 / Progress - Criterion 7C / Strategic issues for the next 5-7 years**
The Site Visit Team assessed this criterion as partially met, citing a list of 6 items in the Self-Study Report that did not reflect mission-specific strategic issues faced by the Program. The Board concurred with this assessment. Issues listed in the SSR are really next steps for the Program to complete rather than strategic issues. The Program may be officially new in terms of accreditation and its official structure, but there are certainly known issues it faces which warrant identification and focus. In its future Self-Study Report, the Program should provide evidence that its strategic plan has been revised to identify longer-term strategic issues.

Evidence: The program’s strategic plan was updated in 2018 and adopted in 2019 with a re-evaluation of program goals and mission-specific strategic issues faced by the program. The WWU student urban planners club organized student interviews and review sessions to provide the UPSD Committee with recommendations. The UPSD faculty revised the program’s Strategic Plan and provided drafts for review by students in the program as well as to the UPSD professional advisory board. Several meetings among faculty and students resulted in refinement of the plan, which was adopted by the UPSD program committee in March 2019. The strategic issues are presented in the next section.

**Standard 7 / Progress - Criterion 7D / Public Information**
The Site Visit Team assessed this criterion as partially met, citing outdated and/or incomplete information on the Program’s website at the time of the Site Visit. The Board concurred with this assessment, noting the Program had 8 months since the Site Visit to make corrections. Accredited planning programs are expected to publish information that is as current as possible at all times. In its Progress Report the Program should provide evidence that the information on its website is as current and up-to-date as possible.
Evidence: The public information website page is routinely updated to reflect program accomplishments and other pertinent information required for public dissemination.

Reflection and Evaluation of the 2016 UPSD Strategic Plan
The 2016 UPSD Strategic Plan (2016) identified the following Program goals:

1. Assess the UPSD curriculum to match needed knowledge and skills;
2. Increase student diversity;
3. Revise the UPSD curriculum to match needed knowledge and skills;
4. Expand opportunities for experiential learning;
5. Expand professional and community outreach;
6. Expand graduate education;
7. Encourage the application of scholarly research to meet the needs of local and global communities.

Specific objectives and metrics (benchmarks) were associated with each goal. The 2019 review of the Strategic Plan shows that goals 1, 2, 3, 5, and 6 were fully met or exceeded benchmarks and progress continues to be made. Goals 4 and 7 benchmarks were partially met and progress continues to be made. With respect to PAB assessment of the Strategic Plan, the review pointed out two components that were partially met: Program goals and measurable objectives.

Assessing PAB recommendations and revising the curriculum in 2018 as discussed above achieved goal 1. Goals 2 was achieved by the Program’s successful diversity recruitment exceeding university student diversity demographics. Goal 3 was achieved through curricular revisions emphasizing planning methods and refining elective specializations. Goal 4 has been partially achieved by the Program’s engagement in the university’s Sustainable Communities Partnership program, expanding our service learning programs regionally. Goals 5 was achieved by increasing our Program’s participation in statewide and regional APA organizations and activities. Both faculty and students serve on representative APA boards and students have increased their participation in APA workshops and conferences. Goal 6 is in the process of being met through continued Program efforts to develop a graduate program specialization in planning for graduates of Northwest Indian College’s (NWIC) BA degree in Tribal Governance. Finally, Goal 7 is in the process of attainment through the Program’s drafting of guidelines that further define “applied research” to append the Department’s Unit Evaluation Plan for tenure and promotion, that encourages faculty research that directly benefits local and underprivileged communities.

This 2019 Strategic Plan addresses these and other elements of the Program where the 2016 accreditation review indicated a need for further improvement.

Review of the 2016 UPSD Program’s Strategic Plan’s Alignment With the University’s Strategic Plan
In addition to addressing the PAB Board’s recommendation, the revised 2019 Strategic Plan was evaluated against the University Strategic Plan, adopted Fall 2018 to ensure alignment. The University Strategic Plan emphasizes the following goals that align with the Program’s Strategic Plan:

• Increasing diversity of students, faculty, and staff.
• Deepening engagement with local, regional, and international communities.
• Expanding students’ international experience and international programs.
• Supporting research and graduate education.

Review of the UPSD Program by Program Faculty, Students, and Professional Advisory Board
Program faculty, students, staff, alumni, and Advisory Board members further informed the evaluation of
the Program’s Strategic Plan. The Strategic Plan reflects increased student demand for enrollment in the program. This review found:

- **Student enrollment has increased** - Applications and admissions to the Program have increased steadily since accreditation. This comes at a time when enrollment in other ENVS programs has not experienced similar increases. A number of factors can explain such an increase, including:
  - Improved marketing and information about the accredited program;
  - The hiring of a College recruiting and retention specialist;
  - The elimination of rolling admissions; and
  - A streamlined advancement to degree based on clear requirements for progress through a specified progression of courses.
  - Revisions to the curriculum that reduced credit requirements by about 15 credits.

- **Student placement and retention remains strong** - UPSD students continue to obtain relevant employment in the field of planning, in planning-related fields, non-profits, community-based and advocacy organizations. UPSD graduates that choose to pursue a Master’s degree are admitted to competitive programs.

- **Student satisfaction remains high** - While there has been some minor fluctuation across the years, student satisfaction remains high. In 2018, 87% of students rating the program “very good” to “excellent” in training students for a career in planning, and 77% for preparation for graduate education. Overall, 91% of students rated the program “good” to “excellent.”

- **Community engagement is expanding** - The UPSD program works closely with communities at the local, regional, national, and international level. This is achieved in various ways:
  - A full year of studio classes incorporates applied service learning classes under the UPSD Urban Transitions Studio program and WWU’s Sustainable Community Partnership program;
  - Faculty applied research and scholarship that focused on community engagement has increased;
  - Faculty service includes local, regional, national and international organizations, pro-bono consulting, and leading global educational programs; and
  - A 10-year applied international service learning project received the “2017 best student project” award from the American Planning Association WA Chapter and the Planning Association of Washington.

- **Student participation in research and internships has increased** - In the last 3 years, more than 15 UPSD students were hired as paid research assistants for periods ranging from one to three quarters. The number of students hired in planning and planning-related professional internships continues to increase, constituting approximately 75% of our senior cohort.

- **Curriculum coherence** - Following recommendations from the 2016 PAB review, the UPSD curriculum was streamlined, specializations were refined and more focused, and several new core courses were included in the core curriculum. Progress continues to be made in assessing curriculum structure, course material, and instruction quality.

**Student concerns: The plan review highlighted areas that needed further progress**

- University administrators are often perceived as not responsive to student concerns regarding transparency in review of professional staff conduct that can affect student trust and climate;
- Progress on diversity, inclusion, and equity initiatives viewed as slow;
- Career opportunities are not sufficiently supported by the program;
- The curriculum should increase exposure to community-based, advocacy, and non-profit forms of planning in addition to public sector planning;

**Faculty concerns: The plan review highlighted areas of faculty concerns.**
- A need for increased transparency in university and college administration decision-making affecting faculty, students, and the Program;
- A need for additional resources to address diverse populations in teaching, advising, and in the curriculum;
- A need for a concerted effort to integrate equity and justice considerations throughout the curriculum, in student learning objectives, and in hiring and new faculty orientation;
- A need for broadening the curriculum to address diverse employment and career opportunities;
- Concerns that faculty workload limits service and research due to administrative duties related to program, department, college, and university committees; and
- Concerns that service and administration of the Program, as well as community service, is largely voluntary, lacks sufficient financial support, and is undervalued by college and department administrations.

**B. Current Strategic Plan:** The Program shall have a strategic plan for achieving its goals and objectives – either as a free-standing plan or part of a broader departmental strategic plan – and must be able to demonstrate progress towards goal attainment.

The strategic plan must address: the Program’s vision; its definition of mission fulfillment; the elements identified as necessary to carry out the plan (including financial resources); the process by which the strategic plan is developed, refreshed, and disseminated; and a method for evaluating progress and making improvements. Programs must document participation in plan development by faculty, students, alumni, and practitioners. It is suggested that practitioners include a broad spectrum of the profession who can be resources for the Program during plan development and implementation.

*Provide an explanation of how your program meets Criterion 1B: Provide the current strategic plan in SSR Evidence.*

**Program Vision**
The program envisions advancing a society where individuals and groups can fully participate in the planning and development of their communities such that basic needs of safety, shelter, livelihoods and opportunity for self-realization and participation are met for all. Community aspirations, as understood by diverse segments of the community, are discussed freely and form the foundation of planning for a more sustainable future, with special consideration for those who are most marginalized and for the ecological systems that sustain and inspire us.

**Process of strategic plan updates and disseminated, and method for evaluating progress**

Huxley’s Urban Planning and Sustainable Development program emphasizes a concern for progressive change that is needed towards the design of equitable, healthful, livable, and sustainable communities for present and future generations. The curriculum combines urban planning, sustainable design, environmental policy and analysis, and environmental science to provide students with a solid understanding of the linkages between urban and natural systems and the multidimensional problems confronted in urban development. Advanced studio classes are aligned with local governments and non-profit organizations in collaborative studio workshops that examine sustainable development problems
and solutions for communities. Our professional partners, several who are APA and/or AICP members, supplement the teaching faculty as lecturing guest faculty and mentors in our senior level planning studio classes.

As a professional major, graduates are prepared for careers in public planning agencies, consulting firms, and nonprofit civil society organizations at the local, state, and federal levels of government, as well as for graduate study. Students are accepted into the Urban Planning and Sustainable Development major based on a review of their application demonstrating their affinity to integrate sustainable thinking, urban design, social equality concerns, and environmental systems principles, and on enrollment limits.

**Process for program review**

As a first step in the process of annual program review, the plan emphasizes facilitating student understanding about the program structure and its requirements. This is accomplished through informational handouts, public meetings with the planning student cohort, and website postings. Informational exchange is essential for supporting student recruitment and retention. Student informational material explain how the program application process works, the structure and rationale of the curriculum, and provides disclosure statements regarding program costs and duration, as well as student guidance in scheduling their course selection sequence. We emphasize the development of a strong cohort group of planning majors from the time students are first introduced to their peers in their first quarter of their junior year, and progressively engage in cohort collaboration in senior level planning studios, capstone courses, and other project-based coursework, creating a strong identify for the cohort group. Public information about the Urban Planning program is posted on WWU’s Urban Planning Program's website.

The urban planning program committee, comprised of faculty, students, and the College Dean, meets regularly to review and revise, as necessary, the program’s strategic plan. The program committee also convenes at least once annually in a retreat format with the student urban planning organization and the program’s professional Advisory Board to further evaluate and refine the strategic plan. Review and assessment outcomes from the annual retreat inform subsequent revisions to the strategic plan.

<table>
<thead>
<tr>
<th>1) <strong>Mission Statement</strong>: The Program or the Department in which it resides shall have a clear and concise mission statement that expresses its core values and fundamental purpose and role in training professional planners.</th>
</tr>
</thead>
</table>

*Provide an explanation of how your program meets sub-criterion 1) Mission Statement:*

**Program Mission Statement**

The mission of the Urban Planning and Sustainable Development Program is to contribute to a more just and sustainable society by cultivating students to become future planning leaders who are ethical, knowledgeable, and technically capable to assist communities plan their equitable, healthful, livable, and sustainable communities for present and future generations. The Urban Planning program’s mission affirms and works within the broader mission of Huxley College to integrate an outstanding urban planning educational program through faculty-student collaboration, applied research, and professional and community service to foster positive outcomes in communities.

Huxley College’s overarching mission is to be a premier institution for the education of future environmental experts and leaders, both regionally and global. Huxley College’s approach to its mission
is through critically addressing today's environmental challenges and preparing tomorrow's interdisciplinary problem solvers. We accomplish this mission by integrating outstanding educational programs, faculty-student collaboration, applied research, and professional and community service – using the teaching, advising, and College structure as an integral resource. Huxley College’s disciplinary majors each emphasize particular fields of study to effectively carrying out the Huxley’s mission in the education of future environmental leaders and experts. The Urban Planning and Sustainable Development major represents the professional field within the College that directly addresses environmental and community problem solving through urban planning practice.

The Program’s strategic mission is fulfilled through curriculum attainment of three values: Collaboration, Application, and Problem Orientation:

- **Collaboration:** We collaborate within the College, with other units of the University, and with the larger community in solving environmental and community problems.
- **Application:** We apply our teaching and learning to the real world and seek to make meaningful contributions to a community’s sustainable development.
- **Problem Orientation:** We engage students, faculty, and the professional community meaningfully in the analysis of solutions to pressing environmental and community problems.

Many of our graduates go on to professional careers in urban planning, while others continue their graduate studies in the urban planning, law, natural resource management, architecture, and public policy fields. Our curriculum is designed to help students make the intellectual connections and gain the practical skills necessary for building socially and environmentally sustainable community futures.

Through the integration of urban planning and the natural sciences, social sciences, and allied fields, the UPSD Program at Huxley College endeavors to educate problem solvers who are able to meet the environmental challenges of our times. Our graduates directly meet statewide demands for training young professionals to enter high demand fields; this is especially pertinent in Washington State, which has enacted progressive land use, growth management, and environmental protection policies.

The Program’s mission emphasizes an interdisciplinary approach to solving complex problems that face communities from the local to the global level. The Program emphasizes a concern for progressive change that is needed towards the design of equitable, healthful, livable, and sustainable communities for present and future generations. The curriculum combines urban planning theory, history, and methods, sustainable design, law, conflict resolution, resilience planning, urban design, environmental policy, and environmental sciences to provide students with a solid understanding of the linkages between urban and natural systems and the multi-dimensional problems faced in urban development. The Program prepares students with the knowledge and skills necessary to make positive changes towards sustainability in an increasingly complex world.

The Urban Planning program further fulfills the broader strategic goals and mission of the College and the University, which include:

- Addressing the critical needs in the State of Washington.
- Providing student access to rigorous and engaging baccalaureate education.
- Fostering and promoting life-long learning and success in an ever-changing world.
- Applying collaborative approaches to scholarship, creativity, and research to strengthen communities beyond the campus.
- Serving as a model for institutional effectiveness, innovation, diversity, and sustainability.

Definition of program mission fulfillment
The Program’s mission is to cultivate students to become future planning leaders in order to assist communities to plan more sustainable futures. That sustainable future is inspired by the Program’s vision for the attainment of a future society where individuals and groups can fully participate in the planning and development of their communities such that basic needs of safety, shelter, livelihoods and opportunity for self-realization and participation are met for all. The program fulfills its mission through its curriculum as well as extracurricular activities.

**Shaping and refining the Strategic Plan**

The Urban Planning faculty, along with Department faculty colleagues, conducted a major reevaluation of its Urban Planning program in AY 2010-11. One of the priorities emerging during the major evaluation work was a recommendation to apply for PAB accreditation, a priority that is achieved through this PAB accreditation review process. The program’s current structure, consisting of the independent Urban Planning major, was revised in 2012. Planning students in the program during the 2010 and 2011 were actively engaged through surveys and a series of discussions and surveys to determine the future directions for the program, and revisions were introduced to the Urban Planning curriculum to 1) strengthen its core program in compliance with PAB curriculum standards, 2) to increase integration with other disciplinary fields within the Department and the College, and 3) to create a more clearly defined program for purposes of program self-administration and maintenance. The program introduced several new courses to the curriculum (including an applied statistics course, methods courses, and an integrated Planning Studio series of classes) where we found that more skills-based knowledge was needed, and we continuously sought to refine the curriculum (for example, a reduction of several prerequisite course and department core requirements in AY 2016-2017 that provided for an expanded urban planning core curriculum to further strengthen the program).

*(See Additional Information: UPSD Strategic Plan, AI-24)*

The UPSD Strategic Plan emphasizes 8 strategic elements and activities in Table 1:

<table>
<thead>
<tr>
<th>Strategic element</th>
<th>Activities and Priorities</th>
</tr>
</thead>
</table>
| 1. Curriculum     | • Assess, evaluate, and enhance curriculum content and administration  
|                   | • Initiate opportunities for graduate studies in urban planning |
| 2. Experiential Learning | • Expand experiential learning opportunities that benefit underrepresented communities in applied curriculum  
|                   | • Expand opportunities for service learning experiences serving Native American communities |
| 3. Constituent and Professional Engagement | • Engage faculty, students, alumni, and professional community in strategic planning and program evaluation |
| 4. Diversity      | • Increase diversity among faculty and the student body  
|                   | • Increase enrollment among Native American students  
|                   | • Initiate communications regarding program climate among faculty, staff and students  
|                   | • Expand student learning objectives by incorporating equity and inclusionary goals |
| 5. Facilities     | • Expand facilities and program resources to meet growing curriculum needs and enrollment |
### 6. Faculty
- Assess need for expanded tenure track and non tenure track faculty
- Strengthen policies that encourage greater applied faculty scholarship

### 7. Extracurricular
- Support extracurricular learning experiences for students
- Provide training services to the public and professional community

### 8. Funding
- Establish program funding support for accreditation maintenance, program extracurricular activities, scholarships, faculty professional membership, program affiliations, and experiential learning.

---

2) **Program Goals and Measurable Objectives:** The Program's strategic plan shall identify goals and measurable objectives that advance the Program’s mission. The goals shall identify the Program’s future aspirations in the context of its mission and that of the University, and shall aim toward excellence beyond that which may already exist. Goals shall reflect the Program’s intent to achieve and maintain diversity in its student body and faculty, and to incorporate into the curriculum the knowledge and skills needed to serve a diverse society.

**Provide an explanation of how your program meets sub-criterion 2) Program Goals and Measurable Objectives:**

**UPSD Program Goals**
As a public university, we educate students to become future practicing professionals in the field of planning in order to address Washington State’s high demand for trained planners. Disciplinary knowledge is integrated with skills so that students gain knowledge that is immediately useful in their careers and the ability to learn and grow over time. We do this through a curriculum that emphasizes knowledge, values, processes, and skills necessary to positively and sustainably address complex problems faced by communities. We seek to increase diversity in our faculty and student body to further enrich our mission. We facilitate applied experiential learning as a keystone to our curriculum. And we are committed to a program that is steeped in creative urban design and planning solutions, strategies that promote sustainable use of land and natural resources, approaches that foster social equity, and the ideals of environmental justice. The Program’s short term and long-term goals are described below.

**Strategic Plan 2019-2022 Short-Term Goals (1-4 years)**

**Goal 1:** Ensure multiple and diverse pathways for sustainable success (relates to Strategic Elements 1 and 4).

**Rationale -** Since our last PAB review in 2016, the UPSD program has attracted a growing number of students, especially students from under-represented groups (people of color, non-traditional, Pell Grant-eligible, and first-generation students). The increased diversity of students inspired efforts to address the multiple roles planners can play in addressing societal needs, as well as increasing efforts to provide a curriculum that addresses planning from the perspective of under-represented social groups. Students have expressed growing interest in grassroots and community-based planning, as well as in affordable housing and community and environmental justice.

While the Program is relatively small, it was able to introduce a number of courses to expand planning domain horizons. In addition, the Program has streamlined its areas of specialization to concentrate in two important planning subfields: Hazards Planning (Disaster Risk Reduction) and...
Geospatial Analysis (GIS). The Program anticipates the future offering of two additional urban planning specializations: “Tribal and Indigenous Planning” and “Urban Design.” UPSD faculty and students have helped establish a Department minor in Environmental Justice, which will provide additional courses for UPSD students interested in further emphasizing social equity and environmental justice considerations as part of their planning education.

The development, adoption, and implementation of the College-wide Diversity and Inclusion Plan was a direct result of UPSD’s earlier adoption of the Program’s diversity plan and associated activities. Among the first outcomes of the attention given to diversity was the creation and filling of a Huxley College Diversity Recruitment & Retention specialist. This position and related activities, while representing critical first steps, have not yet reached their full potential and require expanded and continued support from Program, Department, College, and University resources.

**Goal 2.** Develop Planning Specialization targeting service to Tribal Nations (relates to Strategic Element 1 and 4).

Rationale - Planning’s service to Tribal Nations has been one of the least developed field within the discipline of planning, reflected in the limited contribution in the planning literature on tribal planning. There are 29 federally recognized Tribal Nations in Washington State, each with varying degrees of need for planning expertise. As a public Washington State University with particular expertise in the planning field, the UPSD program recognizes the importance to address this unmet need in expanded planning education that may directly benefit Tribal Nations. Exploration of intercollegiate cooperation by offering a specialized track in planning to students enrolled in the Northwest Indian College’s Tribal Governance BA degree program remains a priority for the UPSD program.

**Goal 3.** Improve Program, Department, and College climate for students, staff, and faculty (refers to Strategic Elements 3 and 4)

Rationale - In the last few years, the University has experienced both a rise in social justice consciousness and an increase in tensions around issues of race, gender, sexuality, citizenship, and freedom of expression. While conflicts around such issues are typically addressed by the University’s administration, the College, Departments, and Programs have also participated in addressing student concerns through listening sessions, faculty and staff workshops, and dedicated meetings with administration, faculty, and staff.

While consensus has not been reached on the best way to resolve some of the contentious and potentially disruptive issues that have arisen within the University, College, Department, and Program, faculty and students are continuing to engage in the discussions and processes that will allow us to improve the Program’s learning environment. Divisions and concerns within the Program are a microcosm of society as a whole. As planners, we not only have an obligation to address the diverse needs of the communities we serve, but we also possess the tools to address them through open communication, the identification of common interests, and a commitment to respectful and meaningful involvement of all members of the community.

**Goal 4:** Advance programmatic integration with Department and achieve facilities improvement (relates to Strategic Elements 1, 5 and 8)
Rationale - The Program benefits from the multiple disciplines available within Huxley and the Environmental Studies Department in a number of ways. As the College continues to grow with new hires and courses in the fields of energy, indigenous land and natural resource management, climate change, GIS, and additional sub-disciplines relevant to the field of planning, UPSD should evaluate its curriculum to expand its offerings in order to provide students with additional depth in planning’s subfields.

**Goal 5.** Expand the Program’s contribution to professional and community planning education (relates to Strategic Elements 3 and 7)

Rationale - Since receiving PAB accreditation in 2016, the Program has considerably expanded its outreach and interaction with the professional community through its participation on the State’s APA Board, the APA Northwest Section Board, through its participation in extended service learning programs, and in other local community engagement capacities. The Program seeks to further its outreach to the professional community and in particular, to assist students in engaging as pre-professionals within the region of professional planners.

**Strategic Plan 2019-2022 Short-Term Goals and Objectives (1-4 years)**

**Goal 1:** Ensure multiple and diverse pathways for sustainable success (relates to Strategic Elements 1 and 4)

**Objectives**
1.1 UPSD student application, admissions, graduation, and job placement rates are tracked annually.
1.2 UPSD develops and adopts a concerted marketing and recruitment strategy.
1.3 UPSD holds an annual “Introduction to Planning” workshop that is open to university freshmen and sophomores and is required by 1st year UPSD students to familiarize students of program requirements and career opportunities.
1.4 Curriculum and syllabi are reviewed and streamlined to eliminate redundancy and address unmet curricular needs.
1.5 A post-graduate workshop is held annually for continued training, skill acquisition, and networking.
1.6 Elective specializations in “Tribal and Indigenous Planning” (see Goal 2) and in “Urban Design” are developed and offered.

**Implementation Strategies**
1.1 Continue to work with College staff to develop and implement a marketing strategy to recruit high quality students.
1.2 Continue to work with College staff to create a database of local, regional, national, and international employers for UPSD graduates.
1.3 Establish regular student-faculty-staff meetings for program orientation, information exchange, career opportunities, and program and curricular updates.
1.4 Increase funding for Western Urban Planners to support expanded extracurricular activities.
1.5 Continue to work with ACSP and APA to create a compendium of syllabi as a faculty instructional resource.
1.6 Conduct yearly curriculum assessment for all UPSD courses.
1.7 Explore practicality and need for introducing additional specializations to curriculum.

**Benchmark Metrics**
Goal 2. Develop Planning Specialization targeting service to Tribal Nations (relates to Strategic Element 1 and 4)

Objectives
2.1 Identify appropriate 400- and 500-level planning and planning-related courses supporting a specialization benefitting Tribal Nation’s unmet planning needs.
2.2 Evaluate program capacity to accommodate additional NWIC students to program.

Implementation Strategies
2.1 Work with Northwest Indian College’s tribal governance program to develop a graduate degree in planning, emphasizing tribal planning.
2.2 Identify systems for reciprocal agreements on tuition and credit exchange.

Benchmark Metric
2.1 By 2021, a cooperative curriculum with Northwest Indian College, leading toward a specialization in planning appropriate to the Tribal Reservation situation, is in place and its implementation is in process.

Goal 3. Improve Program, Department, and College climate for students, staff, and faculty (refers to Strategic Elements 3 and 4)

Objectives:
3.1 Ensure recruitment and retention rates of students from under-represented social backgrounds are at or above local and state levels.
3.2 Conduct annual assessment of student attitudes towards social climate.
3.3 Strengthen UPSD curriculum in the areas of justice and equity.
3.4 Expand Student Learning Objectives to embrace the values of equity and justice
3.5 Expand access to social justice and cultural sensitivity training to UPSD faculty and students.
3.6 Initiate quarterly Faculty-student open informal sessions on campus.
3.7 Continue annual social events with UPSD faculty (tenure- and non-tenure track) and students.
3.8 Initiate annual assessment and tracking of Faculty satisfaction with UPSD climate.
Implementation Strategies

3.1 Continue the current annual “exit” survey for UPSD students includes an assessment of climate.

3.2 Implement an annual climate survey is implemented for all UPSD students and matches the climate assessment in the “exit” survey.

3.3 Integrate Student Learning Objectives addressing the values of social equity and inclusion are adopted and incorporated into the curriculum.

3.4 Institute open, informal sessions and social events every quarter/year, and the events are advertised through student informational materials, faculty announcements, and the Western Planners Club.

3.5 Implement interviews or surveys of faculty to determine satisfaction with the working climate of the Program.

3.6 Continue to work with College and University resources to provide access to social justice and cultural sensitivity training for faculty and students through Department resources supporting teaching, scholarship and service.

Benchmark Metrics

3.1 By 2020, student survey instruments will implement questions assessing social and political climate.

3.2 By 2021, the UPSD program adopts program Student Learning Objectives that address the values of equity and inclusion in all courses.

3.3 By 2021, UPSD public information shall annually report on student climate survey results.

3.4 Program faculty are reviewed on their contributions to diversity, equity, and justice in teaching, scholarship, and service.

3.5 By 2021, UPSD will have instituted quarterly informal faculty-student sessions and annual social events.

3.6 By 2022, surveys indicate a majority of students and faculty rate UPSD program climate acceptable and responsive to student and faculty concerns.

Goal 4: Advance programmatic integration with Department and achieve facilities improvement (relates to Strategic Elements 1, 5 and 8)

Objectives

4.1 Similar to its approach in focusing its current elective specialization in department resources such as GIS and Disaster Risk Reduction, the Program should evaluate additional specialized clusters that include emerging sub disciplines, including social and environmental justice, sustainable energy, urban design, and climate change.

4.2 The Program pursues collaboration with College institutes and research centers that can be mutually beneficial in providing expanded student training and collaborative research opportunities.

4.3 The Program continues to work to ensure sufficient funds to support student, faculty development, and new hiring.

4.4 The Program works toward the development of a minor in urban planning.

Implementation Strategies

4.1 Funding for additional FTE is sought to expand the curriculum, in particular, to offer more classes in housing, community development, and Tribal planning.

4.2 Additional studio space is provided for increased enrollment and to support technology.

4.3 Faculty have access to tailored development and mentoring programs.
4.4 The UEP is revised to reflect clearer expectations for faculty promotion and tenure in the areas of scholarship, teaching, and professional activities.

4.5 Program director position is supported and rewarded by college and department administration.

Benchmark Metrics
4.1 (2020): UPSD has a dedicated annual budget of $60,000 to support NTT teaching needs, student club activities, faculty and student development, PAB accreditation compliance, and program equipment and supplies.

4.2 (2021) Develop a feasibility analysis for a UPSD Program in terms of capacity/enrollment targets, curricular offerings, resources available/needed.

4.3 (2021) Identify the most suitable configuration for a UPSD Program with respect to emphases and faculty composition and appointment.

4.4 (2021) Expand the program’s urban planning studio space, to provide secured space for technology supporting the studio.

4.5 (2022) Secure college and university support to increase admission to up to 35 undergraduate students per year.

4.6 (2022) Gain approval of a minor in urban planning.

4.7 (2023) Work with department, college, and university administration to secure support for planning program with Masters and Undergraduate degrees.

Goal 5. Expand the Program’s contribution to professional and community planning education (relates to Strategic Elements 3 and 7)

Objectives
5.1 Provide local, regional, and national speakers to the Huxley Speakers Program, to address timely urban planning topics.

5.2 Host an annual “local land use” training session in sponsorship with APA Washington and the Planning Association of Washington and reach out to host APA Northwest Section planners’ forums.

5.3 Evaluate opportunities to host training and conference programs for the benefit of students, local professional planners, AICP continued maintenance credit, and the general public.

Implementation Strategies
5.1 Continue working with the APA Washington Chapter and the Northwest Section Board to identify ways to engage students with professional planners.

5.2 Identify with APA NW Section Board training topics and venues for WWU faculty to lead/facilitate.

Benchmark
5.1 By 2020, the UPSD program committee will provide recommendations for planning speakers to participate in the weekly Huxley Speakers program.

5.2 By 2022, the UPSD program will have hosted APA WA NW Section quarterly meeting on campus and secured AICP CM provider status for curriculum delivery.

5.3 By 2022, the Program Committee will has organized an annual Winter quarter panel discussion with Advisory Board members to discuss student preparation in applying for entry level planning positions upon graduation.

C. Programmatic Assessment: The Program, or the Department in which it resides, shall have a clearly defined approach, methodology, and indicators for measuring the Program’s success in
achieving the goals articulated in its strategic plan. Specifically, performance indicators and their results shall be reported at each accreditation review in the areas listed below, in addition to those that are contained within the Program’s strategic plan.

Provide an explanation of how your program meets Criterion 1C:

**Focus of the UPSD Curriculum**
The Program consists of an urban planning core, an environmental studies core, and specialization electives, as well as minors. The environmental studies core incorporates the interdisciplinary foundation of Huxley College’s approach to the study of the environment and serves as an overarching disciplinary focus for our urban planning students. The urban planning core curriculum concentrates studies in urban planning general knowledge, public policy development, land use and environmental law, methods and processes of planning, decision making, planning history, values, and theory and practicum, designed to meet the PAB curriculum standards. The specialization elective component provides for students to elect an area of specialized interest or a minor in one or more sub fields of planning, or to select from thematically oriented clusters of elective courses, with Faculty advisor approval.

The Program emphasizes a concern for progressive change that is needed to further the design of equitable, healthy, livable, and sustainable communities for present and future generations. The curriculum combines urban planning, sustainable design, environmental policy and analysis, and environmental science to provide students with a solid understanding of the linkages between urban and natural systems and the multidimensional problems confronted in urban development. Advanced studio classes are partnered with local governments and non-profit organizations in collaborative studio workshops that examine sustainable development problems and solutions for communities. Our professional partners, several who are APA and/or AICP members, supplement the teaching faculty as lecturing guest faculty and mentors in our senior level planning studio classes.

As a professional major, graduates are prepared for careers in public planning agencies, consulting firms, and nonprofit civil society organizations at the local, state, and federal levels of government, as well as for graduate study. Within enrollment limits, students are accepted into the UPSD major based on an application that requires them to demonstrate their potential to integrate sustainable thinking, urban design, social equality concerns, and environmental systems principles.

**Process for Program Review**
As a first step in the process of annual Program review, the Strategic Plan emphasizes facilitating student understanding about the Program structure and its requirements. This is accomplished through informational handouts, public meetings with planning students, and website postings. Information exchange is essential to supporting student recruitment and retention. These informational materials explain how the Program application process works, summarize the structure and rationale of the curriculum, provide guidance in scheduling students’ course selection sequence, and provide disclosure statements regarding program costs and duration. We emphasize the development of a strong cohort group of planning majors from the time students are first introduced to their peers in their first quarter of their junior year, and progressively engage in cohort collaboration in senior level planning studios, capstone courses, and other project-based coursework, creating a strong identify for the cohort group. Public information about the Program is posted on the Huxley College UPSD website.

The Program Committee meets regularly to review and revise, as necessary, the Program’s strategic plan. The Program Committee also convenes annually in a retreat format with the Western Urban Planners club and the program’s professional Advisory Board to further evaluate and refine the Strategic
Plan. Review and assessment outcomes from these meetings inform subsequent revisions to the Strategic Plan.

**Student Learning Assessment**
Several assessment instruments are used to assess student learning and skills acquisition specific to the goals of the Program. Assessment tools include the evaluation of SLOs, student course evaluations, survey instruments, and a comprehensive entry and graduation exit exam.

**Student Learning Objectives Assessment**
In the first measurement of evaluation, the Program annually performs internal assessments of SLOs, based on the assessment plan for assessing both PAB and Program specific student learning objectives. To map student progress and mastery of SLOs through the program, the Program Committee identifies junior and senior level courses to assess. In 2018, the program evaluated SLOs in the General Planning Knowledge category. For our assessment, three courses were examined: ENVS 361 – Introduction to Planning (final paper and final exam – multiple choice); ENVS 443 – The Urban Environment (final paper); and ENVS 461 – Land Use Law (final exam). ENVS 361 and 443 were used to map student learning between junior and senior level courses for specified SLOs. To conduct the assessment, two faculty, not associated with the courses, collected the syllabi, reviewed them for assignments, and requested copies of student work from the top (2), middle (2) and bottom (2) tiers in each course for a total of six samples from each course. A rubric is used to assess progress in achieving SLOs.

**Studio Evaluation**
A second measurement of evaluation examines applied planning studio, experiential, and capstone courses which are evaluated as faculty collaborative efforts. The objectives of these courses include the following:

- Challenging students to produce solutions to complex urban and environmental problems through studio based problem solving classes;
- Developing plan concept formulation skills, aided by critique and assessment;
- Producing and presenting collaborative creative work;
- Applying knowledge gained in the program;
- Applying academic training in professional settings through internships; and
- Assessing, evaluating, and addressing international community problems through international study.

Studio project development is critiqued throughout the studio experience by Program faculty, alumni, professional planners, and community client representatives, providing students with continuous evaluation and feedback regarding their problem identification skills and solution-making process. Evaluation of student learning occurs in the assessment of final products and in presentations of planning concepts delivered in public meetings.

**Student Course Evaluations.**
A third measurement of learning objectives achievement is carried out through student course evaluations. Students evaluate each course at the end of the quarter, and the evaluation reports are made available to the faculty and reviewed by the program. The evaluation provides assessment of courses and is valuable in considering revisions to curriculum or changes to the delivery of course material in a timely manner.

**WWU Exit Surveys**
A fourth measurement of learning objectives achievement is conducted through an exit survey questionnaire for graduating UPSD majors. The University’s annual survey of graduating students assesses student-learning outcomes in general University education. Additional questions issued only to UPSD graduates are included in the survey to assess acquisition of the Program’s student learning objectives.

**Annual UPSD Program Surveys**  
A fifth measurement of achievement is provided through periodic (usually annual) surveys of current students and alumni to assess achievement in SLOs, evaluation of the Program’s structure and content, and, for graduates, success in finding a job in a planning or related field or enrollment in graduate education.

**Comprehensive Entrance / Exit Exam**  
A sixth measure of achievement is the comprehensive entrance and exit examination for juniors entering the Program and seniors about to graduate, in order to test planning knowledge, skills and values obtained prior and post curriculum. The entry / exit exam is intended to provide a baseline for measuring achievements gained over the 2-year curriculum. Questions address “general planning knowledge” regarding the purpose and meaning of planning, planning theory, history, and law, as well as considerations of futures, and the global context of planning. A section on “planning skills” pose questions relating to planning research and technical writing skills, qualitative and quantitative methods, plan making and implementation methods, and leadership skills. A “values and ethics” section include questions addressing professional planning ethics, governance and participation, sustainability principles, environmental quality, growth management, and social justice considerations in planning.

*(See Additional Information: UPSD Program Assessment AI-13.)*

---

1) **Graduate Satisfaction**: The Program shall document the percentage of graduates who, two to five years after graduation, report being satisfied or highly satisfied with how the Program prepared them for their current employment.

*Provide an explanation of how your program meets sub-criterion 1) Graduate Satisfaction:*

The Program regularly distributes an online survey to program graduates. The most recent survey conducted in 2019 shows 85% of our graduates indicated an overall satisfaction rating with the Program, and about 80% would recommend the program to others. About 75% of our graduates indicated the program prepared them for professional careers either moderately well or very well. About 80% also felt they benefited from the Program’s PAB accreditation.
**Q9:** Overall, how satisfied or dissatisfied were you with the UPSD program?

**Q10:** Overall, how well did the UPSD curriculum prepare you for entry level professional practice?

**Q11:** How likely are you to recommend the UPSD program to others?
In a survey conducted in 2018 of Program graduates between 2014-2018, over 95% indicated their satisfaction with the program (good to excellent).

2) Graduate Service to Community and Profession: The Program shall provide evidence of graduates’ contributions to meeting community needs and to providing service to the planning profession. Evidence for these shall be obtained between 2 and 5 years after graduation.

Provide an explanation of how your program meets sub-criterion 2) Graduate Service to Community and Profession:

The Program tracks our graduates’ career path through online surveys as well as follow up communications. Survey responses indicate a wide range of services to communities our graduates serve, as well as to the profession. Our graduates have largely found professional employment in public and private sector planning positions throughout Washington State, and for a smaller percentage of our graduates, in other states. Our graduates serve in a wide array of planning capacities, ranging from planning agency directors or entry-level planners with development and consulting firms. Several
graduates hold elected positions in the Washington Chapter of the American Planning Association and the Northwest Section of APA.

A snapshot of our 2014-2018 graduates that found careers in the service to local communities is illustrated in the table below. The data indicates nearly 70% of graduates found planning or planning related careers in the service to local communities within 1 year of graduation.

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I found employment within 1 year of graduation in a Professional Planning job</td>
<td>25.0% 15</td>
</tr>
<tr>
<td>I found employment after 1 year in a Professional Planning job</td>
<td>11.7% 7</td>
</tr>
<tr>
<td>I found employment within 1 year of graduation in a Planning-Related job</td>
<td>16.7% 10</td>
</tr>
<tr>
<td>I found employment after 1 year in a Planning-Related job</td>
<td>15.0% 9</td>
</tr>
<tr>
<td>My employer is in Washington State</td>
<td>56.7% 34</td>
</tr>
<tr>
<td>My employer is outside Washington State</td>
<td>11.7% 7</td>
</tr>
<tr>
<td>I did not find a planning or planning-related job within 1 year of graduation</td>
<td>25.0% 15</td>
</tr>
<tr>
<td>I am not working in a planning-related field</td>
<td>23.3% 14</td>
</tr>
<tr>
<td>I pursued graduate education within 1 year of graduation</td>
<td>6.7% 4</td>
</tr>
<tr>
<td>I graduated from a masters program</td>
<td>8.3% 5</td>
</tr>
</tbody>
</table>

Total Respondents: 60

Comments (6)

3) Student Retention and Graduation Rates: The Program shall report student retention and graduation rates (including number of degrees produced each year) relative to the program enrollment and to targets set by the program.

Provide an explanation of how your program meets sub-criterion 3) Student Retention and Graduation Rates:

The urban planning program maintains a consistent level of student enrollment, retention, and graduation rates. Data over the past 10 years show an increased level in program applications, enrollments, and degrees granted. Enrollments have increased from 2008 from about 30 students (combined 2-year cohort) and 10 degrees granted, to 50 students (combined 2-year cohort) in 2018 with 25 degrees granted. The program has averaged 48 students over the past 7 years, or about 24 students per junior and senior cohort year.

Our retention rates are similarly very solid. We have found, under our Huxley admission procedure that
encourages more freshman and sophomores to declare a Phase I early interest in a Huxley major, overall higher enrollments in our entry level courses, which provides students with an introduction to the Urban Planning major as well as to the nature of Huxley College majors. For example, enrollments in the Introduction in Planning course rose fivefold over the past decade from approximately 30 students per year to approximately 150 students per year (largely due to providing entry to both planning and non planning majors). Only after students have applied and have been accepted into the Urban Planning major can they gain admission to the core planning courses. Typically, a small percentage of students may decide that planning is not the right major for them, and thus may elect to select another major. Generally, the urban planning program’s more recent retention rates (7 year period) are nearly 100% for those students granted admission to the program and commencing the program in the fall of their junior year. Students that withdrew from the program after admission over the past decade has typically averaged less than 5%.

4) **Graduate Employment**: The Program shall document the percentage of fulltime graduates who are employed within one year of graduation in professional planning, planning-related or other positions, and the definitions thereof.

*Provide an explanation of how your program meets sub-criterion 4) Graduate Employment:*

The following survey data, generated from a 2019 survey of graduates since 2014, indicated over 50% of our graduates were able to become employed in a planning or planning related field within 1 year of graduation. Virtually all employed graduates found professional jobs in city and county planning agencies or with private consulting firms. Most positions were located in Washington State. The table below from a WWU university survey of graduates shows the percentage of students employed in their fields of study and average starting salaries.

<table>
<thead>
<tr>
<th>Urban Planning Major</th>
<th>Employed</th>
<th>Further Education</th>
<th>Other</th>
<th>Average Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>73%</td>
<td>9%</td>
<td>18%</td>
<td>$34,085</td>
</tr>
<tr>
<td>2015-16</td>
<td>72%</td>
<td>0</td>
<td>27%</td>
<td>$38,780</td>
</tr>
<tr>
<td>2014-15</td>
<td>80%</td>
<td></td>
<td></td>
<td>$34,880</td>
</tr>
<tr>
<td>2013-14</td>
<td>55%</td>
<td>18%</td>
<td>36%</td>
<td>ND</td>
</tr>
<tr>
<td>2012-14</td>
<td>45%</td>
<td>10%</td>
<td>ND</td>
<td>ND</td>
</tr>
</tbody>
</table>

*The table below illustrates the range of planning positions offering employment to our graduates (2018 Program survey).*
5) **Graduate Certification:** The Program shall document the percentage, based on the number who take it, of master’s graduates who pass the AICP exam within 5 years of graduation, and/or the percentage of bachelor’s graduates who pass the AICP exam within 7 years of graduation. If the program believes that alternative credentials are meaningful to its goals and objectives, the program may supplement its AICP data.

Provide an explanation of how your program meets sub-criterion 5) Graduate Certification:

Since the May 2014 AICP exam date, 20 students have attempted the AICP exam and 17 have passed, and 85% pass rate. In a recent 2019 survey of graduates, nearly 40% of our graduates indicated they intend to apply to take the exam when they become eligible.
6) Strategic Plan: The Program shall document any other outcomes identified in its strategic plan.

Provide an explanation of how your program meets sub-criterion 6) Strategic Plan:

The UPSD Program first adopted its strategic plan in 2015, with subsequent revisions adopted in March 2016 and 2019. This 2019 Strategic Plan responds to program needs and to issues identified by the UPSD Program Committee (comprised of Program faculty, student representatives, and the College Dean), the WWU Urban Planners Club, UPSD students, the UPSD Professional Advisory Board (Advisory Board), and the Planning Accreditation Board’s 2016 accreditation evaluation, as more fully presented in sections 1A and 1B above.

D. Student Learning Outcomes Assessment: The Program, or the Department in which it resides, shall have a clearly defined approach, methodology, and indicators for measuring student learning outcomes for the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire. Evidence should clearly identify the learning outcomes sought and achieved for students at either cohort or year level over the accreditation review period.

Provide an explanation of how your program meets Criterion 1D:

1D. Student Learning Outcome Assessment
The Program’s measurement and assessment and student learning outcomes has been updated to more fully address this criterion. Several measurement instruments assessing student learning were integrated in the program’s assessment plan, including the formulation of rubrics for evaluating student learning in annual reviews of courses; the implementation of a comprehensive entrance and exit examination issued to all incoming juniors and graduating seniors, and the inclusion of student learning outcomes associated with each course. These additional assessment tools complement a series of survey instruments employed to evaluate student learning, the curriculum, and employment placement upon graduation. Surveys target current students, recent graduates, and alumni of the program. Evaluation is essential to determine if the goals for our programs and courses are being met. As a first step to assessment, we identify the attributes of a Huxley graduate. These attributes are the result of achieving expected learner outcomes in coursework and other experiences (such as internships and capstone courses). The Learning Objectives for students in the urban planning program include the following indicators for learning the core knowledge, skills, and values of the profession, as outlined in the Program’s Master Assessment Plan. A Student Learning Assessment Committee for the Urban Planning program is comprised of UPSD faculty and other Department faculty members. The student learning indicators include both Department and Urban Planning Program-learning objectives:

Master Assessment Plan: Program: Urban Planning and Sustainable Development
Department Student Learning Objectives (SLO): Upon graduation, Department of Environmental Studies students (in each of our majors) will be able to:

- ENVS 1: Ethically evaluate social priorities and their risks in the context if environmental problem solving.
- ENVS 2: Apply an integrative approach towards understanding human-environment interactions.
- ENVS 3: Work collaboratively to identify and analyze complex environmental problems, recognize diverse stakeholder perspectives, and synthesize creative solutions.
- ENVS 4: Transfer academic learning to a real-world context of constraints and opportunities.
- ENVS 5: Produce, interpret and apply research to an environmental solution context.
• ENVS 6: Analyze and communicate ideas effectively in oral, written, and visual forms.

Urban Planning Student Learning Objectives (SLO): Upon graduation, Urban Planning and Sustainable Development majors will be able to:

• UP 1: Produce, interpret and apply research in an urban-solution-oriented context.
• UP 2: Understand the legal, procedural, theoretical, ideological, and political processes that shape the urban environment.
• UP 3: Meditate the processes of conflict and collaboration among public and private stakeholders in urban planning,
• UP 4: Apply sustainable development methods to achieve greater balance in human and environmental interaction.
• UP 5: Demonstrate an ability to work in collaboratively and in situations involving uncertainty, diversity, and risk.
• UP 6: Demonstrate effective design and communications skills in preparing plan proposals that improve urban life.

Additional Department-level SLOs from the Department mission statement that could be assessed at program level include:

• Graduates are good communicators
• Graduates possess skills needed to enter professional practice or graduate study.

Three common components of learning reflected in these attributes are of interest across the urban planning curriculum: content knowledge, intellectual development, and problem solving skills. Together these reflect important goals for all of our courses. One example of assessment of these goals is performed for the Huxley core foundation classes as well as the urban planning core classes. In recent years, student achievement of the above learning goals was systematically assessed using a problem solving essay and a knowledge assessment instrument. Content analysis of the essays revealed the use of problem solving steps. The core foundation courses were also professionally scored as the standardized Measure of Intellectual Development (MID) by nationally certified judges, and the UPSD faculty evaluated planning core courses. The Knowledge Assessment measured gains in understanding of concepts and content in the course. The results of the evaluation showed gains in all the courses that were taught. The assessment instrument taps the complexity of thinking about a challenging problem – the results show that the course prompted development away from simplistic thinking about environmental and urban planning problems. The Problem Solving scores and the Knowledge Assessment showed both strong and weak areas across the full range of interdisciplinary content, and were used to improve course design and delivery.

Other assessment of student learning include:

• Evaluation of Capstone courses. The complexity of thinking and depth of course work indicates to what extent the student has been able to integrate study at Huxley into real-world problem solving.
• Evaluation of Internships and final projects. These contain the elements of the entire suite of skills a Huxley graduate should have. Advisors approve the internship reports and final projects in light of the goal statements that the student and internship mentor specifies.
• Development, implementation, and administration of student and alumnae survey. These surveys offer detailed information on the success of our graduates, and strengths or weaknesses of the program, as expressed by the graduates as well as data concerning employment upon
graduation.

- Student entrance and exit comprehensive examinations. An exam delivered via the online Canvas platform, is issued to incoming UPSD majors during the fall quarter of their Junior year, and again during the spring quarter of their senior year. The exam is comprised of 100 questions that reflect content from most of the planning curriculum. The question bank contains over 150 questions and questions are arbitrarily selected at each testing period.

- Use of Urban Planning Program Advisory Board, which counsels on the real-world utility of certain features of our curricula, and the attributes of a successful urban planning graduate.

**Student Survey Instruments**

Survey instruments provide an important measurement of student learning success. The following charts summarize the results of surveys conducted in 2016 - 2018. The survey measured six program Student Learning Objectives regarding gained knowledge and skills in: 1) issues of conflict and collaboration; 2) design skills; 3) theoretical and social justice; 4) writing and communication skills; 5) applying methods and principles; and 6) legal, political, and procedural aspects of planning.
### Student Learning Objectives Assessed:

The urban planning program and the Department annually performs internal assessments of student learning objectives relating to the core-planning curriculum. The following table summarizes the methodology used for assessing the urban planning and environmental studies student learning objectives, and how the information is used to further improve the program.

<table>
<thead>
<tr>
<th>Measures</th>
<th>SLO’s Assessed</th>
<th>Use of the Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rubric A-guided rating of major paper in ENVS 305&lt;sup&gt;1&lt;/sup&gt;</td>
<td>UP 1 &amp; ENVS 1</td>
<td>Summaries of student performance, relative to the SLO, are reported to the Chair/assessment coordinator by faculty teaching ENVS 305. The Chair/coordinator summarizes responses for the Department. The faculty will decide the need for, and content of, an improvement plan that responds to the results.</td>
</tr>
<tr>
<td>Rubric B-guided rating of student product from ENVS 303; and rating of a program-specific 400-level course product&lt;sup&gt;2&lt;/sup&gt;</td>
<td>ENVS 2</td>
<td>Students take different courses from among a few options that contribute to this SLO, which should characterize the Department graduates broadly. To determine the pattern of achievement of this SLO the first time it is assessed we will compare a sample of student performance on written products from a Department core course (ENVS 303) with a sample of student performance on at least one program-specific 400 level course using the same Rubric. Summaries of results will be reported to the Chair/assessment coordinator by faculty teaching the courses. These data are summarized, shared, and acted upon, as described for other ENVS 1, above. Information may be used to modify required courses, and/or course content, and future assessment decisions.</td>
</tr>
<tr>
<td>Self-report instrument administered to students at conclusion of Capstone courses&lt;sup&gt;3&lt;/sup&gt;</td>
<td>ENVS 3</td>
<td>Instructors of capstone courses tabulate student responses and summarize main themes for the Chair/assessment coordinator. These data are summarized, shared, and acted upon, as described for ENVS 1, above.</td>
</tr>
<tr>
<td>Assessment of experiential application write up&lt;sup&gt;4&lt;/sup&gt;</td>
<td>ENVS 4</td>
<td>Advisors forward to Chair/assessment coordinator all students’ responses to standard experiential application report prompt; responses summarized and acted upon as described above. Alumni are asked to self-report adequacy of their skill, knowledge &amp; dispositions provided by their degree, as measured by their job</td>
</tr>
<tr>
<td>Alumni survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of experiential applied learning in ENVS 472. Planning Studio I. Final plan and presentation project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UP 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program faculty define program-specific instantiations of this Departmental objectives, construct measures of them, gather data, and summarize student performance. Together with other program-specific learning outcomes enumerated below, these data are shared and discussed with program and Departmental faculty and result in the creation of a program improvement plan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of theories and principles in ENVS 462 Planning theory final paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UP 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patterns of student understanding and cogent use of goals, theories, practice &amp; history of urban planning will be summarized by instructor and presented to program faculty. This information will be discussed and acted upon by course and program faculty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment in Methods and practices in ENVS 457. Dispute Resolution. Exams and/or final project reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UP 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary results of analysis of student products according to rubric will be done by course instructors and presented to program faculty. This information will be discussed and acted upon by course and program faculty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of experiential applied learning in ENVS 472. Planning Studio I. Final plan and presentation project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UP 3, 4, 5, 6, ENVS 2, 3, 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary results of analysis of student products according to rubric will be done by course instructors and presented to program faculty. This information will be discussed and acted upon by course and program faculty. This studio based problem solving class challenges students to produce comprehensive solutions to complex urban and environmental problems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of experiential applied learning in ENVS 473. Planning Studio II. Final plan and presentation project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UP 4, 5, 6, ENVS 2, 3, 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary results of analysis of student products according to rubric will be done by course instructors and presented to program faculty. This information will be discussed and acted upon by course and program faculty. This studio based problem solving class challenges students to produce comprehensive solutions to complex urban and environmental problems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of principles and theories in ENVS 370. Planning history. Final exam and/or paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UP 2, ENVS 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary results of analysis of student products according to rubric will be done by course instructors and presented to program faculty. This information will be discussed and acted upon by course and program faculty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of principles and theories in ENVS 461. Land Use Law. Final Paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UP 2, ENVS 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary results of analysis of student products according to rubric will be done by course instructors and presented to program faculty. This information will be discussed and acted upon by course and program faculty.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:
- Rubric A for assessing student products for ENVS 1
- Rubric B for assessing student products for ENVS 2 will focus on understanding of natural system concepts, understanding of human system concepts, ability to interpret interactions between these systems at different levels of organization and across space and time, and ability to integrate theoretical
perspectives to produce comprehensive and multi-faceted explanations.

- Rubric C will be generated for use in scoring the items related to a Capstone self-report for ENVS3. Questionnaire will tap each student’s self-perceptions of: preparation for teamwork; strengths and weaknesses of team’s work to maintain itself and achieve goals; individual’s ability to understand and work across disciplines and other social perspectives; and ability of the student to define problems in ways that enable effective solutions such as defining the problem in a multi-dimensional fashion, understanding diverse perspectives, generating alternatives, methodically comparing alternatives, foreseeing consequences and defending the option chosen for implementation.

- Standard prompt included in all instructors’ instructions for experiential application write up: “Compare how your coursework on the one hand, and your experiential application work on the other, have contributed to your understanding of the creation and application of knowledge in your field of study.” This question will be examined to determine whether, how, and to what extent students transferred their academic program knowledge and skills to the real-world context, and how that experience may have affected their conceptions of knowledge and professional performance in their field. Applied to urban planning studio based class assessments.

- Essays in UP 2, 3, and 4 in Planning Theory, Land Use Law, Planning History classes will be analyzed for patterns of student understanding and cogent synthesis of history, goals, theories, methods and research base of urban planning.

- Planning Studio (I and II) and Dispute Resolution projects will be assessed on dimensions of: experiential pedagogical foundations; accurate and complete socio-ecological knowledge foundations; procedural organization of plan; engaging learners, and ability to work in a cohort team environment. Criteria for each dimension (exemplary/adequate/inadequate) will be defined by a scoring rubric.

2019 SLOs Assessment Evaluation
The Urban Planning Program annually performs internal assessments of Student Learning Objectives. Table 1 below summarizes the schedule for assessing both PAB and Urban Planning Program student learning objectives, and how the information is used to further improve the program. In AY 20-21, The Program will review the assessment plan, looking at areas for improvement, as well as detailing course adjustments based on assessment findings.

<table>
<thead>
<tr>
<th>PAB SLO</th>
<th>UPSD SLO</th>
<th>Course(s)</th>
<th>Assessment Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. General Planning Knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Purpose &amp; Meaning of Planning</td>
<td>UPSD 2*</td>
<td>ENVS 361</td>
<td>AY 17-18</td>
</tr>
<tr>
<td>b. Planning Theory</td>
<td>UPSD 2</td>
<td>ENVS 361</td>
<td>AY 17-18</td>
</tr>
<tr>
<td>c. Planning Law</td>
<td>UPSD 2</td>
<td>ENVS 461</td>
<td>AY 17-18</td>
</tr>
<tr>
<td>d. Human Settlements &amp; History of Planning</td>
<td>UPSD 2</td>
<td>ENVS 361</td>
<td>AY 17-18</td>
</tr>
<tr>
<td>Topic</td>
<td>Course Code(s)</td>
<td>Year(s)</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-----------------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>e. The Future</td>
<td>UPSD 4</td>
<td>AY 17-18</td>
<td></td>
</tr>
<tr>
<td>f. Global Dimensions of Planning</td>
<td>ENVS 361, ENVS 443</td>
<td>AY 17-18</td>
<td></td>
</tr>
</tbody>
</table>

### 2. Planning Skills

<table>
<thead>
<tr>
<th>Topic</th>
<th>Course Code(s)</th>
<th>Year(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Research</td>
<td>UPSD 1</td>
<td>AY 18-19</td>
</tr>
<tr>
<td>b. Written, Oral and Graphic Communication</td>
<td>UPSD 6</td>
<td>AY 18-19</td>
</tr>
<tr>
<td>c. Quantitative and Qualitative Methods</td>
<td>UPSD 1</td>
<td>AY 18-19</td>
</tr>
<tr>
<td>d. Plan Creation and Implementation</td>
<td>UPSD 1 &amp; 6</td>
<td>AY 18-19</td>
</tr>
<tr>
<td>e. Planning Process Methods</td>
<td>UPSD 3 &amp; 5</td>
<td>AY 18-19</td>
</tr>
<tr>
<td>f. Leadership</td>
<td>UPSD 5</td>
<td>AY 18-19</td>
</tr>
</tbody>
</table>

### 3. Values and Ethics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Course Code(s)</th>
<th>Year(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Professional Ethics and Responsibility</td>
<td></td>
<td>AY 19-20</td>
</tr>
<tr>
<td>b. Equity, Diversity and Social Justice</td>
<td></td>
<td>AY 19-20</td>
</tr>
<tr>
<td>c. Governance and Participation</td>
<td>UPSD 3</td>
<td>AY 19-20</td>
</tr>
<tr>
<td>d. Sustainability and Environmental Quality</td>
<td>UPSD 4</td>
<td>AY 19-20</td>
</tr>
<tr>
<td>e. Growth and Development</td>
<td>UPSD 4</td>
<td>AY 19-20</td>
</tr>
<tr>
<td>f. Health and Built Environment</td>
<td></td>
<td>AY 19-20</td>
</tr>
</tbody>
</table>

*UPSD 1: Produce, interpret and apply research in a solution-oriented context
UPSD 2: Understand the legal, procedural, theoretical, ideological, and political processes that shape the urban environment
UPSD 3: Meditate the processes of conflict and collaboration among public and private stakeholders in urban planning
UPSD 4: Apply sustainable development methods to achieve greater balance in human and environmental interaction
UPSD 5: Demonstrate an ability to work in collaboratively and in situations involving uncertainty, diversity, and risk
UPSD 6: Demonstrate effective design and communications skills in preparing plan proposals that improve urban life
Assessment Approach
To map student progress and mastery of SLOs through the program, we select a junior and senior level course (when applicable). For AY 17-18, we evaluated SLOs in the General Planning Knowledge category. For our assessment, we selected three courses:

- ENVS 361 – Introduction to Planning (final paper and final exam – multiple choice)
- ENVS 443 – The Urban Environment (final paper)
- ENVS 461 – Land Use Law (final exam – written)

ENVS 361 and 443 were used to map student learning between junior (361) and senior (443) level courses for SLOs a, b, d, e, and f (see Table X.2). For planning law, we only had one senior level course that we could evaluate SLO c. Planning Law (461).

To conduct the assessment, two faculty, not associated with the courses, collected the syllabi, reviewed them for assignments, and requested copies of student work from the top (2), middle (2) and bottom (2) tiers in each course for a total of six samples from each course. The rubric outlined in Table 2.X was used to assess course materials.

Assessment Rubric for General Planning Knowledge category & Findings:

<table>
<thead>
<tr>
<th>SLO Area/Course</th>
<th>Neophyte - Unacceptable</th>
<th>Apprentice -- Acceptable</th>
<th>Novice -- Good</th>
<th>Professional -- Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Purpose and Meaning of Planning</td>
<td><em>Inability to recognize and clearly explain the overall purpose and meaning of planning. Unable to identify and describe more than one planning approach to an issue.</em></td>
<td><em>Can identify and explain the overall purpose and meaning of planning. Able to identify two or more approaches to a planning issue.</em></td>
<td><em>Demonstrates an ability to compare and contrast different approaches on the overall purpose and meaning of planning.</em></td>
<td><em>Demonstrates a professional understanding and presentation of the overall purpose and meaning of planning.</em></td>
</tr>
<tr>
<td>ENVS 361 – paper</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ENVS 443 – paper</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>b. Planning Theory</td>
<td><em>Unable to recognize the value and role of planning theory</em></td>
<td><em>Demonstrates an awareness of the role of planning theory</em></td>
<td><em>Demonstrates an effective understanding of the role of planning theory</em></td>
<td><em>Employs a highly developed awareness of the value and application of planning theory</em></td>
</tr>
<tr>
<td>ENVS 361 – paper</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENVS 443 – paper</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Planning Law</td>
<td>Unfamiliar with the basic legal framework for planning</td>
<td>Shows an awareness of the fundamental legal framework involved in urban planning</td>
<td>Assess the various legal foundations used in planning practice</td>
</tr>
<tr>
<td>---</td>
<td>-------------</td>
<td>------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>c. Planning Law</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENVS 461 – exam</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>d. Human Settlements and History of Planning*</td>
<td>Lacks awareness of the history and context of human settlements and planning</td>
<td>Familiarity with the history of human settlements and its role in planning</td>
<td>Effectively uses planning history to inform current practice</td>
<td>Critically examines urban history and applies the knowledge to contemporary planning issues</td>
</tr>
<tr>
<td>ENVS 361 – paper</td>
<td>5</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENVS 443 – paper</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>e. The Future*</td>
<td>Unable to link planning practice with future conditions</td>
<td>Can recognize trends that may impact the future of planning</td>
<td>Able to analyze and describe trends affecting the planning process</td>
<td>Able to anticipate trends based on empirical research and apply these to future plans</td>
</tr>
<tr>
<td>ENVS 361 – paper</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>ENVS 443 – paper</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>f. Global Dimensions of Planning</td>
<td>Fails to recognize the value of alternate approaches to planning</td>
<td>Identify global approaches to planning</td>
<td>Value and apply global solutions to planning issues</td>
<td>Discriminate among alternative global approaches to planning and translate appropriate techniques for local use</td>
</tr>
<tr>
<td>ENVS 443 – paper</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

*ENVS 361 – Final Exam had questions that fell into the SLO categories of Human Settlements and History of Planning and The Future. Top, mid and bottom tiered exams were collected. For the Human Settlements and History of Planning questions, 72% of the students got 100% correct. For “The Future” questions, 69% of the students got 100% correct.

**Assessment Findings**
The above table shows the findings from our AY 17-18 SLO assessment for General Planning Knowledge. We found the following:
- Neither ENVS 361 or 443 are good courses to evaluate b. Planning Theory
- We see improvements in understanding between junior and senior level course work in
- a. Purpose and Meaning of Planning
- d. Human Settlements and History of Planning

- We do now see the same improvement in understandings between ENVS 361 & 443 for e. The Future
- For c. Planning Law, there is room for improvement among planning students in terms of understanding the legal context; the top two exams submitted for review were from non-planning graduate students
- For f. Global Dimensions of Planning, the results show equal distribution between neophyte and novice; there is room for improvement in this area.

**Action items resulting from assessment:**
- We will request and review course assessment materials from ENVS 462 – Planning Theory to assess b. Planning Theory
- We will make sure all assessment materials received for evaluation is work completed by planning students
- The program will work with faculty to discuss the assessment plan and assessment measures, so that faculty can adjust assignments to in ways that will make them better align with rubrics and SLO goals.

*(See Additional Information: Student Satisfaction Surveys AI-16)*

---

**E. Strategic Issues for the Next 5-7 Years:** The Program shall identify the critical steps consistent with its mission needed to advance its goals and progress during the next accreditation period.

*Provide an explanation of how your program meets Criterion 1E:*

**Strategic Issues - Objectives 5-7 Years (2023-2025)**
The following 7 strategic issues were identified as priorities consistent with the UPSD mission to advance its goals during the next accreditation period:

1. Expand curriculum in areas of tribal planning, housing policy, and community development.
2. Add 1.5-2.0 FTE faculty to the planning faculty to support expanded curriculum.
3. Expand admission to a second cohort for a total of 30-35 students admitted each year, and reducing the enrollment of the planning studio sequence to 15-18 students.
4. Work with the University graduate program to develop a 4+1 graduate degree in urban planning available to UPSD graduates.
5. Upgrade Program facilities, including the addition of a second urban planning studio supporting the increased program enrollment.
6. Commence the specialization track in urban and tribal planning in conjunction with the BA degree in Tribal Governance at the Northwest Indian College.
7. Develop a Master’s degree program tailored to graduates from the Northwest Indian College’s Tribal Governance Program Tribal planning and environmental management.

**F. Public Information:** The Program shall routinely provide reliable information to the public on its performance. Such information shall appear in easily accessible locations including program websites. In addition to the following information, programs are encouraged to showcase student achievement, however it may be determined.
1) **Student Achievement**: student achievement as determined by the program;
2) **Cost**: the cost (tuition and fees) for a full-time student for one academic year;
3) **Retention and Graduation**: student retention and graduation rates, including the number of degrees produced each year, the percentage of first-year students who return in the 2nd year for graduate students, and/or the percentage of students enrolled one year after declaring their major for undergraduate students, the percentage of master’s students graduating within 4 years, and/or the percentage of bachelor’s students graduating within 6 years;
4) **AICP Pass Rate**: the percentage, based on the number who take it, of master’s graduates who pass the AICP exam within 5 years of graduation, and/or the bachelor’s graduates who pass the AICP exam within 7 years of graduation; and
5) **Employment**: the employment rate of fulltime graduates in professional planning, planning-related or other positions within 1 year of graduation.

Provide an explanation of how your program meets Criterion 1F:

**Public Information – AY 2018-2019**
The Planning Accreditation Board requires this information be posted for the BA Urban Planning and Sustainable Development program UPSD Program Website Address: https://huxley.wwu.edu/urban-planning-and-sustainable-development-program
See also Additional Information: UPSD Public Information (14).

Link to UPSD Public Information Page:
Public Information – AY 2019-2020
The Planning Accreditation Board requires this information be posted for the
BA Urban Planning and Sustainable Development program

Student Achievement
The degree of satisfaction regarding student-learning outcomes is summarized below:
- 80% respondents rated their understanding and skills in legal, political, and procedural process of planning “good” to “excellent”
- 93% respondents rated their understanding of theoretical and social justice considerations in planning “good” to “excellent”.
- 95% respondents rated their understanding and skills in issues of conflict and collaboration “good” to “excellent”
- 95% respondents rated their skills in applying planning and methods and principles “good” to “excellent”
- 100% respondents rated their skills for working collaboratively & involving uncertainty and diversity “good” to “excellent”
- 87% respondents rated their skills for working collaboratively & involving uncertainty and diversity “very good” to “excellent”
- 88% respondents rated their design skills as “good” to “excellent”
- 98% respondents rated their writing and communications skills as “good” to “excellent”
- 98% respondents rated their overall Huxley College satisfaction “good” to “excellent”
- 95% respondents rated the program’s preparation for planning careers “good” to “excellent”

<table>
<thead>
<tr>
<th>COMPREHENSIVE JUNIOR / SENIOR COHORT COMPREHENSIVE EXAMINATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
</tr>
<tr>
<td>Senior Class</td>
</tr>
<tr>
<td>Spring 2017</td>
</tr>
<tr>
<td>Spring 2018</td>
</tr>
<tr>
<td>Junior Class</td>
</tr>
<tr>
<td>Fall 2017</td>
</tr>
<tr>
<td>Spring 2018</td>
</tr>
<tr>
<td>Fall 2018</td>
</tr>
</tbody>
</table>

2019-20 Tuition and Fees
In State Residents, per full-time academic year  $ 8,623
Out of State Residents, per full-time academic year $ 24,970

Student Admissions

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students applications received</td>
<td>16</td>
<td>7</td>
<td>9</td>
<td>5</td>
<td>9</td>
<td>30</td>
<td>22</td>
</tr>
<tr>
<td>Number of students accepted</td>
<td>11</td>
<td>7</td>
<td>9</td>
<td>4</td>
<td>6</td>
<td>26</td>
<td>21</td>
</tr>
<tr>
<td>Acceptance rate</td>
<td>68%</td>
<td>100%</td>
<td>100%</td>
<td>80%</td>
<td>66%</td>
<td>86%</td>
<td>95%</td>
</tr>
</tbody>
</table>

*Note: Beginning 2018, applications are only accepted during spring quarter for admission the following fall

Student Retention Rate
Percentage of students who began studies in fall 2017 and continued into spring 2018 100%
Number Students Enrolled in Program Fall 2018 62

Student Graduation Rate
Percentage of students graduating within 4 years, entering class of 2014 100%

Number of Degrees Awarded
Number of degrees awarded for AY 2017 - 2018 22

AICP Certification
Percentage of BA graduates taking AICP exam within 7 years who pass, graduating class of 2010 80%

Employment
Average percentage of graduates obtaining full-time planning or planning-related employment within 12 months of graduation, graduating classes between 2015-2018 51.5%

WWU Urban Planners Student Club Facebook Page: https://www.facebook.com/groups/wwuplanners/
WWU Urban Planners Post Graduate Student Facebook Page: https://www.facebook.com/groups/278941775613135/
STANDARD 2 - STUDENTS

The Program shall attract a sufficient number of well-qualified students from diverse backgrounds and shall adequately prepare, support, and advise these students to pursue and contribute successfully to the field of urban and regional planning. Accordingly, the Program shall demonstrate that its students upon graduation possess the knowledge, skills, and values that will enable them to secure professional employment, to perform effectively as planners, and to participate meaningfully in the planning profession. Among the foremost responsibilities of the Program are to reject discrimination, including discrimination on the basis of race, color, national origin, sex, disability, age, and other classes protected by law - within the Program itself - and to advance diversity and a culture of inclusion among the planning profession’s future practitioners in the Program, particularly with regard to historically underrepresented racial and ethnic minorities.

Provide an explanation of how your program meets Standard 2:

Diversity at Western and in the Urban Planning and Sustainable Development Program

Building diversity among our student body is an important priority at Western. In 1980, only 388 students of color were enrolled at Western Washington University out of 10,616 students (3.7%). In the fall of 2014 the student body was comprised of 3,547 students from ethnic minority groups, in a total student body that numbered 15,060 (23.6%). A total of 28.5% of new freshman and 21.5% of new transfers self reported their racial or ethnic identity as Black/African American, Hispanic/Latino, Asian, American Indian, Alaska Native, Native Hawaiian, or other Pacific Islander. Washington State’s 2012 census indicates a White population of 81.6% compared to the national average of 77.9%. The Black and African American population totaled 3.9% against 13.1% nationally.

As more fully reviewed in this SSR and reflected in the student data tables, the Urban Planning program’s diversity plan has been in place since 2016 and significant measures of achievement have been identified. Student recruitment has shown a substantial increase in diversity over the period since our initial PAB review in 2016 as reflected in the Data Table S-7. Current student enrollment of 51 urban planning majors include 33% students of color, identified as Black or African American, American Indian or Alaska Native, Asian, Native Hawaiian or Hispanic or Latino. This compares to WWU’s 2018 student diversity rate of 27.8%, and the State of Washington diversity rate of 29%. The UPSD program’s diversity rate has increased substantially compared to 2016, where students of color represented only about 6% of our total student enrollment.

In addition, in January 2019, WWU recruited and appointed its first Tribal Programs Director and Tribal Government Liaison position in order to promote greater recruitment among tribal members in Washington State and coordinate service learning support programs with Native tribal governments. As one of the UPSD program’s strategic objectives, the university’s formal commitment to providing greater service to Native American communities furthers our program’s objectives, and coordination is occurring to emphasize applied service learning through the UPSD program’s Urban Transitions Studio program and the WWU Sustainable Communities Partnership Program to extend planning assistance to Native communities. Huxley College has also recruited a Diversity Specialist who assists the UPSD program and other College programs in advancing its goals for increased student diversity recruitment. The community of Huxley College fully respects and embraces all identities and experiences and emphasizes the practice of inclusion within and beyond the classroom. We encourage students, staff, and faculty to bring their unique backgrounds and practices to join in our collective College and program mission. We believe that diversity is immensely valuable and we strive to practice inclusion within and beyond the classroom. We are principled through a common practice of social inclusion and advocacy for social and environmental justice.
Commitment to Diversity and Inclusion

The Urban Planning program continues to prepare students to work within an increasingly complex and diverse society. Driving innovation, perseverance, and success, our family of active thinkers and leaders engage in exciting opportunities to develop and shape academic and multicultural identities. From admissions to our College’s academic programs to post graduate alumni outreach, valuing diversity excellence, equity, and inclusion are central to our College’s mission. Huxley College provides an atmosphere where students, faculty, and staff interact and engage in effective and courageous conversations, modeling a process of social development through civil discourse. To further Huxley College’s mission and the University’s vision of being a leader in active learning and societal problem solving, the College continues to find new ways to engage with Western students, and in particular, has set forth a plan to target the recruitment of diverse students to its programs.

Huxley College, traditionally an upper-division College, is moving towards direct engagement with freshman and sophomores. Beginning in 2012, Urban Planning students are able to declare a pre-Planning Major and have access to Huxley College advising and community building events during their first two years at Western. To serve these new students, as well as the growing demand for lower division courses throughout campus, Huxley College has committed to a series of lower division preparatory courses. Several of these courses are part of our Environmental Studies core curriculum, and many of our lower division courses are also intended to serve the entire campus community and operate as general University requirements on topics such as sustainability, environmental literacy, urban planning, and clean energy. This approach has increased Huxley program’s visibility to freshman and sophomores students, including, and especially, among underrepresented students. Increased student interest in the field of urban planning as well as other Huxley majors has occurred as a result of these recruitment efforts aimed at Western’s growing diverse student population.

A. Student Quality: The Program shall admit students whose educational attainment, previous academic performance, work experience, aptitude, maturity, and motivation indicate potential for success in their studies and in professional practice. Toward that end, the Program shall establish admission standards that reflect the institution’s policies and the Program’s goals, and the Program shall apply those standards fairly and consistently. The Program shall document its admission standards and the extent to which its current students meet or exceed those standards.

Provide an explanation of how your program meets Criterion 2A:

Students may declare a major interest in the Urban Planning program (Phase I), but prior to being admitted to the Urban Planning major (Phase II), students must first complete the approximately eight prerequisite courses with either a grade of C or B- or higher depending upon the identified prerequisite courses (sciences, math, economics, political science, environmental studies), and submit an application consisting of the students’ academic record and a narrative statement expressing their interest in pursuing a career in urban planning and their aspirations for making a contribution to a more sustainable future. A portfolio of work illustrating skills in writing, research, and design also accompanies the Urban Planning application. The student’s narrative statement provides an important indicator of the student’s motivation and potential for success in the program and the field of planning. In the application process, students are accepted into the Urban Planning and Sustainable Development major based on the review of their application and portfolio of work demonstrating their affinity to integrate sustainable design, social equality concerns, and environmental systems principles, as well as on enrollment limits. In situations of uncertainty regarding accepting an applicant, a student may be provisionally admitted to the program with the expectation of achieving a minimum B- grade in the
introduction to planning course. Our aim is to maintain enrollment at a cohort size of 22-25 students in each program year and to encourage the enrollment of a diverse student cohort.

The urban planning faculty committee conducts application reviews during the spring quarter for admission during the following fall quarter. Evidence regarding how our students meet the admission standards is best demonstrated by our near-perfect student retention rate. The advantages the annual application review period include: establishing a cohort group that commences the program during the same quarter; a greater opportunity to evaluate all applications in a single review period; better management of course scheduling, and the clearer sequencing of courses beginning each fall quarter.

(See Additional Information: WWU UPSD admissions policy, AI-1)

**B. Student Diversity:** Consistent with applicable law and institutional policy, the Program shall establish strategic goals that demonstrate an active commitment to attracting and retaining a diverse student population, and are informed by the characteristics of the populations that the Program’s graduates generally serve. The Program shall collect and analyze data on student demographics to inform and enhance its efforts to identify effective and appropriate methodologies for achieving diversity in its student body. Furthermore, the Program shall establish assessment mechanisms for each of its strategic goals that are focused on achieving diversity. Because diversity is not a static concept, and because all planning programs should seek to improve the diversity of the graduates entering the profession, the Program shall provide evidence of continuous improvement in achieving its diversity-related strategic goals.

_Provide an explanation of how your program meets Criterion 2B:_

The Urban Planning program carries forth the University’s strong diversity and affirmative action policies that are applied throughout Huxley’s hiring and student admissions practices. The Urban Planning program, Department, and College, continues to make concerted efforts in diversifying the student body by providing opportunities for all students to have experiences with diverse social groups. Urban Planning faculty members participate in University committee service to innovate new ways to diversify and Internationalize the University. Huxley’s emphasis in diversity has also led to the development of several global learning programs that are offered as faculty-led programs.

Attracting students of diversity to the Urban Planning program from throughout the US and foreign nations are also a priority of our Urban Planning program, and we have formulated recruitment strategies to better market Huxley’s programs in broader settings. Recently, our Urban Planning program participated in an international student exchange partnership with Ecole Polytechnique d’Architecture et d’Urbanisme, Algiers, a program sponsored by the U.S. State Department to enroll an Algerian urban planning student in our planning curriculum. We have entered into an agreement with our Algerian university partner to continue a future student exchange relationship on a long-term basis. Another initiative involves current discussions with the Northwest Indian College to support Native American students’ studies in tribal governance with a planning specialization provided by our program. Our aim is to provide Native American students with a certificate degree in urban planning and to serve as a specialization to complement their tribal governance majors, and/or to grant the BA degree in urban planning. In the past decade, we have successfully graduated several Native American students who have gone on to assume professional planning positions with tribal nations.

**Commitment to Diversity Recruitment in the Urban Planning program**
The Urban Planning program recognizes the importance of student diversity as a moral value as well as a commitment to civil rights and democracy. Addressing student diversity in a concerted and deliberate way is directly beneficial to the Urban Planning program because it:

- Supports the mission and core values of the university and college;
- Increases our competitiveness both regionally and nationally by attracting high quality students from a larger pool;
- Improves the competitiveness of our graduating students by providing them with cross-cultural skills needed in increasingly globalized labor markets and diversified work environments; and
- Advances education and scholarship by incorporating and representing diverse world views.

As a result of our adopted student diversity and recruitment strategy, the Urban Planning program, and Huxley College in general, continues to increase its student diversity. The program is committed to a concerted campaign to enhance our student diversity. This is currently accomplished through a phased diversity-recruitment plan with strategies employed throughout the academic year. The diversity recruitment strategy consists of the following elements:

First, courses that market Huxley College’s degree programs have been expanded to target students in their freshman and sophomore years in order to introduce these students to urban planning career opportunities. Concurrent efforts targeting freshman and sophomore students include program information to inform students -- and in particular -- students of color, about career opportunities in the field of urban planning. We have identified our University’s growing diverse cohort of freshman students as a primary target for recruitment. To facilitate access to freshman and sophomore undergraduate students to Huxley’s programs, we established a pre-major enrollment system enabling freshman and sophomore students to declare as “pre-urban planning majors” which affords students access to certain courses previously limited to Huxley College majors. A major marketing campaign targets Western’s Associated Student diversity clubs to inform students with diverse backgrounds of career opportunities in the field of urban planning.

Secondly, we will continue to promote and build upon a curriculum that emphasizes diversity throughout our core curriculum, as well as through our several global learning programs. Many of our urban planning courses emphasize multicultural, diversity, and social and environmental justice issues in planning. One example includes a Native American planning course that introduces students to the complex challenges faced by Native Nations in their struggle to establish sustainable approaches of reservation development and self-governance.

The third strategy involves new marketing approaches to reach out to underrepresented students, nationally, internationally, and especially within Washington’s more demographically diverse high schools, community colleges, and Native American Indian Reservations. A discussion underway with the Northwest Indian College (NWIC) to create a planning specialization track for Native students helps to meet this strategic priority. The program is envisioned to run concurrent with the urban planning curriculum through a dual enrollment system. Students would continue to receive their degrees through NWIC with a certificate in planning granted through Western Washington University. The program has also entered into an agreement with the Swinomish Indian Tribal Community to establish a scholarship program to attract tribal member enrollment in the program. In addition, WWU currently operates a campus compass outreach program with regional high schools, especially in economically distressed communities. The planning program actively engages in the program and distributes literature and a presentation about careers in urban planning to those participating high schools.

In addition to these efforts, the Urban Planning program is also acutely aware that a concerted multi-
year plan is needed in order to develop meaningful and sustainable results that address student diversity in the Urban Planning program – as well as in the department of Environmental Studies and Huxley College. Moreover, research shows that student diversity is strongly connected to faculty diversity recruitment and retention as well as to incorporating diversity in curricula development. Therefore, the planning program had led a department-wide initiative for increasing diversity in the Environmental Studies department and the College and leading by example. This initiative consists of a two-part approach to engage the diversity effort in a systematic way to address diversity issues in student, faculty, and curricula. (The Urban Planning Program Diversity Recruitment Strategy is presented in the Additional Information section of this SSR).

Part I of the strategy consists of short-term tactical activities to immediately engage diversity in the Urban Planning program as a trailblazing and pilot effort to be extended to the department of Environmental Studies more broadly. The strategy’s objectives include the following:

**Part 1: Tactical Short-Term Activities**
The Urban Planning program identified a series of immediate and short-term “tactical and pilot” actions for improving student diversity in the program. These activities are related to:

- Expanding student recruitment and retention from within Western;
- Expanding student recruitment from the region served by Western;
- Facilitating faculty hires with a commitment to diversity;
- Strengthening diversity in the curricula of the Urban Planning program and the department of Environmental Studies;
- Improving coordination with Western outreach and diversity programs;
- Establishing a department and college commitment to a multi-year diversity plan;
- Incorporating commitment to diversity as criteria for faculty and staff review;
- Setting up a framework and guidelines for the development and implementation of a multi-year diversity plan;
- Identifying financial resources for diversity planning and implementation.

**Part 2: A Roadmap for the Development and Implementation of the Department Diversity Plan**
The second component of the Urban Planning program approach to diversity is to suggest a framework for developing an integrated plan for improving diversity among student, faculty, and curricula. The objectives of this goal (and document) include:

- Engaging initial partnerships and participants in plan development.
- Identifying phases for developing a diversity plan;
- Developing a timeline for the development of the diversity plan;
- Proposing activities related to the plan.

Attracting students of diverse backgrounds to the Urban Planning program is an important priority of Huxley College and our Urban Planning program, and we have witness tremendous success in recent recruitment efforts. The program will continue to evaluate and employ effective recruitment strategies to increase Huxley’s visibility among Western’s increasingly diverse student population.

See Additional Information: UPSD Diversity Recruitment Strategy (10).

**C. STUDENT ADVISING, SERVICES, AND SUPPORT:** The program shall provide students with competent academic advising,
progress appraisal, and career guidance, as well as access within the institution to any personal counseling that students might need. Furthermore, the program or its institution shall provide students with career services that assist students in securing suitable internships and jobs. The program shall also support its students by providing them with financial aid opportunities that are sufficient in number and amount to achieve the program’s strategic goals for a well-qualified and diverse student body. The program shall publish its criteria for the allocation of such financial aid.

Provide an explanation of how your program meets Criterion 2C:

Huxley College’s team of student advisers provide direct and continuous support to students with guidance in the selection of course offerings, specializations, internships, and in encouraging students to build strong, interdisciplinary learning experiences and effective career plans. Huxley provides a staff of student advisers that guide students from their earliest inquiry about the urban planning major and continued support through their application process. Faculty advisers are assigned to each student who provides additional guidance on curriculum requirements, career counseling, and advisement for internship opportunities and other requirements and expectations about the program. Students are required to meet with faculty advisers early in their course of study in order to establish a plan of study and to schedule their coursework over a two-year period. Faculty advisers also engage students in discussions about the nature of the field of planning to gain a better insight of the students’ particular interests. A student plan of study is outlined upon acceptance to the program, and students meet with faculty advisers to review the overall expectations of the program. Faculty advisers guide and approve the student’s selection of specialized electives and evaluate experiential learning experiences, including internships.

The Huxley registrar assists students upon their initial inquiry, facilitating their application into Huxley College, their selection of a major, and the completion of their application to a major. The College registrar and student adviser follows student progress throughout the program through graduation and maintain a continuing relationship with alumni. The College offers special financial assistance program through its various scholarship programs. Scholarships provide financial support to students for attending conferences, supporting individual research activities, and to participate in international learning experiences. The College currently offers assistance to over twenty different scholarship programs, which are identified on the College website at: https://huxley.wwu.edu/scholarships. The criteria for each of these financial assistance programs are published on the website.

In addition to general scholarships offered through the College, the Urban Planning Program is also supported by an annual scholarship grant through the APA Washington Chapter, NW Section, whose Board of Directors recently established their annual WWU urban planning scholarship fund. In addition, our program has recently been declared eligible to participate in APA Washington chapter student scholarships along with two other Washington universities offering accredited planning degrees.

Western Washington University makes every effort to provide financial assistance to eligible applicants through grants, scholarships, work-study, loans, or some combination of these student aid programs. Aid is available to help meet educational costs including tuition and fees, books and educational supplies, room and board, transportation and personal expenses. Eligibility for financial aid is determined by completing the Free Application for Federal Student Aid (FAFSA) on an annual basis. The WWU Scholarship Center is available to assist students and their families as they search and apply for scholarships. The Student Employment Center is a free resource for Western students seeking part-time employment to help pay the high costs of college. We strive to provide students with the opportunity to gain experience, explore career options, and to fund their education.

Furthermore, the University provides extensive student services programs including learning disability assistance and counseling services. WWU’s Counseling, Health, and Wellness Services assists students in
sustaining good emotional and physical health, providing care, guidance, and resources when needed. Services are available to assist students with psychological obstacles or physical ailments that may arise. The student services staff provides information and assistance about ways to care for a students’ health and to maintain overall well being so students may achieve their personal, academic, and career goals. The Counseling Center provides students with a variety of resources designed to assist with academic progress and personal development. Counseling services include individual counseling, group counseling, and mental health services. The Student Health Center provides a broad range of care. A team of physicians, nurse practitioners, nurses, medical assistants, and health counselors staff the Health Center. Prevention and Wellness Services (PWS) offers Western students opportunities to get involved in improving their own health and the health of their community. PWS provides assistance to students who may face specific challenges to their well being such as alcohol and drug concerns or sexual assault, and PWS offers numerous professional and peer-led programs that can help students achieve high-level wellness.

(See Additional Information: Program Brochure, AI-17)

D. Student Engagement in the Profession: The Program shall provide opportunities for student engagement in the profession, including but not limited to participation in a planning student organization affiliated with the Program, in the local chapter of the American Planning Association, in professional mentoring programs, in other professional societies and activities, and in work, internships, community-based planning activities, or project experiences that develop their skills as planners. The Program shall also promote socialization into the planning profession by encouraging students to attend APA’s planning conferences and other events in which students might interact with professional planners from a variety of backgrounds.

Provide an explanation of how your program meets Criterion 2D:

Huxley College’s ability to produce environmental and community problem-solvers is a result of a common culture that highly values interdisciplinary perspectives and engagement in communities. Huxley College cultivates a worldview that highlights the critical connections between humans and their environment, and encourages sustained collegiate engagement of faculty and students across disciplines. Furthermore, the geography of the region lends itself to the study of complex problems with our blend of wilderness, working landscapes, and urban settings. Western’s size allows Huxley College to be agile, adjusting curriculum in a changing world. Huxley College’s national and international network of alumni provides networking for our students and continuous feedback on our efficacy.

Huxley’s Urban Planning program provides several incentives for student engagement in the profession, through its hosting of professional speaker events and guest lecturers on its main campus providing students with engagement with the planning profession, weekly Huxley College speakers series that bring professionals in direct contact with students, and a range of special events that have included the hosting of the Washington State Department of Commerce and the Planning Association of Washington/American Planning Association Washington Chapter’s “Short Course on Local Planning” as well as quarterly meetings of the APA WA Northwest Section professional planners group which encourages broad student participation. Huxley College has hosted several conferences, including the 2014 Salish Sea Sustainability Conference. The Urban Planning program has sponsored an accredited AICP legal training workshop as a registered CM provider and plans to schedule future sessions to engage both students and the professional planning community in continuing education. In past years, several student-planning projects received recognition for APA/PAW planning awards, in including the “2016 Best Student Planning Study”. In addition, we strongly encourage our students to enroll as
student members in APA and the AICP candidate pilot program.

Our students participate as student representatives on the APA WA NW Section Board of Directors. Our urban planning faculty also participates on the APA Washington Chapter Board and the APA NW Section Board as faculty representatives of our program.

Finally, our urban planning students have organized an active student urban planning organization (WWU Urban Planners) as an Associated Student government student club. Our program works closely with the student organization on a variety of activities, including recruiting professional speakers to talk at weekly meetings, organizing conference participation, and involving the organization in the assessment of program accomplishments and the formulating revisions to the program’s strategic plan. The WWU Urban Planners club elects their officers, and two member of the club site are appointed by the club to sit on the Urban Planning Program Committee. The students organize several trips each year to visit regional cities (Seattle, Portland, Vancouver) to meet with planning consultants, planning agencies, and university programs in those cities. The student urban planning club meets weekly on Wednesday evenings. The UPSD program hosts an annual potluck and barbeque for all students and faculty at the “Boathouse” – a facility located on the Bellingham waterfront.

In addition to the student urban planning organization, students have also established a Student Green Building Council organization and have been active in promoting speakers, hosting film festivals on campus and in the community, and organized conference activities. The Planning Program annually engages a LEED accredited professional to host a LEED training workshop that is open to our planning students, students enrolled as sustainable design minors, and students affiliated with the Student Green Building Council. Students have also established a Huxley Facebook club for urban planning students, and students participating in Huxley’s summer international programs develop a Facebook page to foster exchanges. The student club maintains a Facebook page at: https://www.facebook.com/groups/wwuplanners/about/

Huxley College and the UPSD program financially support students to attend national and regional planning conferences and workshops, including the national APA conference. For the past five years, Huxley’s Urban Planning program, in cooperation with Sustainable Connections (a local sustainability NGO), have provided financial assistance for planning students to attend an annual sustainable design conference located in Bellingham. The Dean’s sustainability fund as well as other College and urban planning program funds provide students opportunities to attend conferences of their choice to further engage with the professional community. In addition, Huxley’s Urban Planning program participates in several University-wide and community based workshops and conferences emphasizing sustainable planning and development educational events and Earth day activities.

A centerpiece to Huxley’s Urban Planning program’s engagement with local communities and planning professionals is represented in the “Urban Transitions Studio” (UTS) program. Urban Transitions Studio is a collaborative partnership between Western Washington University and our UTS partners: Bellingham’s Office of Planning and Community Development, Bellingham’s Public Works Department, The Port of Bellingham, Whatcom Transportation Authority, Whatcom Futurewise, the Bellingham Downtown Partnership, Sustainable Connections, local neighborhood associations, and other community organizations. Starting in 2009, Huxley’s Planning Studio classes focused their applied studio classes in developing new urbanism planning concepts to help transition Bellingham into a more urban and sustainable community. The Planning Studio classes consist of a series of three coordinated class investigations that emphasizes the preparation of the plan/design concepts, with the support of our UTS partners. The classes include Planning Studio I, which emphasizes data collection and analysis, base map development, community engagement, and other preparatory studies, Planning Studio II, which
emphasizes plan development, and Studio II which examines plan implementation strategies. These courses emphasize student direct engagement in the community. Other supporting service learning classes in the curriculum include Sustainable Design Studio, Environmental Impact Assessment and a sustainable business-marketing course. Each of the participating classes further builds on concepts formulated in Planning Studio. The program is designed to expand student learning by concentrating planning studies over the course of an entire year in close coordination with professional and community partners. Projects are selected each year collaboratively with our community partners, and final projects are presented in public forums, including before the Bellingham City Council and neighborhood associations. Several of the students’ presentations are video taped and broadcast on Bellingham’s public access TV channel. The UTS program was the recipient of the 2011 WWU sustainability award for building community partnerships.

Since 2015, the urban planning program has also played a central role in the university’s newly established Sustainable Communities Partnership program that connects university classes in the service of local communities. Several of our classes have participated in each program year. The program is complementary to the Urban Transitions Studio program, however it expands its partnerships throughout the Western Washington State region.

*(See Additional Information: UPSD Urban Transitions Studio - WWU News Articles, AI-15).*

**STANDARD 3 – FACULTY**

The Program shall employ a sufficient number of qualified, productive, and engaged faculty members to permit the achievement of program goals and objectives. Among the foremost responsibilities of the Program are to reject discrimination, including discrimination on the basis of race, color, national origin, sex, disability, age, and other classes protected by law - *within the Program itself* - and to advance diversity and a culture of inclusion among the faculty who shape the future of the planning profession, particularly with regard to historically underrepresented racial and ethnic minorities.

Provide an explanation of how your program meets Standard 3:

The Urban Planning program faculty is comprised of an engaged and productive faculty representing a range of disciplines, including urban planning, urban design, geography, law, engineering, environmental sciences, environmental policy, and related fields. The collaborative faculty environment of our College, housed within the interdisciplinary Department of Environmental Studies, together with our sister Department of Environmental Sciences, number over 32 full time tenured and tenure track members in addition to part time non-tenure track faculty. Our Urban Planning curriculum is designed to maximize the interdisciplinary learning experience as students engage in required classes in both environmental policy and sciences as they undertaking their Urban Planning and Sustainable Development Core Requirements. Additionally, all of our students enroll in a capstone class which is problem solving based, providing students an opportunity to apply planning and design solutions to real life problems from a multidisciplinary perspective. Our Urban Planning faculty number fifteen; five faculty are dedicated full time to teaching and advising duties in the Urban Planning curriculum, ten teach in the Urban Planning program either part time as tenured or tenure track faculty, or as adjunct faculty.

*Overview of faculty professional development*

The Department and the Program highly values continuous learning, applied scholarship, and scholarly productivity among its faculty. It encourages faculty professional development towards the attainment
of teaching excellence, substantial contributions in scholarship and creative activities, and service that further the College and University’s mission, representing the three criteria for faculty evaluation, pursuant to the WWU Collective Bargaining Agreement and the Department’s Unit Evaluation Plan.

The Urban Planning program strives to facilitate outstanding learning experiences for all students. It takes a broad view of teaching excellence, reflecting the applied, interdisciplinary and experimental nature of the Department’s faculty expertise and curriculum. The Department encourages a teaching approach that values risk-taking, innovation and contribution to knowledge and action in environmental problem solving. The Department relies on a process of peer engagement involving each faculty. The Department chair and program administrators facilitate the engagement of every faculty member in iterative discussion, observation and constructive criticism to foster the improvement of each faculty’s teaching performance. All faculty, and especially those in the promotion process, are encouraged to form collaborative and mentoring relationships focused on teaching improvement, drawn from within and outside the Department faculty.

Because of its multidisciplinary approach and applied nature, the Department takes a broad view of scholarship and expects each faculty member to maintain a program of scholarly and creative activity that emphasizes excellence in problem solving. The scholarship program is viewed as an evolving expression of the faculty’s intellectual and applied interests. The Department encourages creativity, originality, and significance in contributions to each faculty’s disciplinary field. While single authored works clearly demonstrate independent scholarly achievement, the Department equally recognizes the value of collaboration and of applied creative and meaningful endeavors benefiting the public interest. Service includes participation in Program, Departmental, College, and University committees, task forces, and other forms of service that support the mission of the Program, Department, and University. Off-campus service includes service to scholarly and professional associations and community service.

The Urban Planning faculty has provided University-wide leadership in three emerging University initiatives. The first initiative promotes the expansion of sustainability studies throughout the University curriculum through the development of a sustainability strategic plan and the institution of University-wide literacy courses in sustainability, taught primarily by Department faculty. Our Department Chair also serves as the university’s academic director for sustainability. The sustainability initiative also developed the sustainability minor, and the Urban Planning program’s focus in sustainability represents the University’s first major emphasizing sustainable development. The Urban Planning program also instituted the minor in Sustainable Design in 2006.

The second initiative addresses the internationalization of the University, again, with strong leadership from Urban Planning faculty who have developed and directed global learning programs in Greece, Italy, Costa Rica, and other international locations. Our Institute for Disaster Risk Reduction and Resiliency Studies program carries out service learning and research in several international communities. The third initiative is represented by the program’s “urban transitions studio” program, a partnership between the urban planning program and local community partners.

The program supports faculty membership and participation in professional planning organizations such as ACSP, APA, AICP, and planning conferences, providing an annual stipend to support faculty travel and conference fees. The university provides faculty development support, ranging from summer teaching and research grants to supporting costs associated with publication fees and copyediting. The program supports faculty travel to participate in ACSP and APA activities.
A. Faculty Quality: The fulltime and adjunct faculty of the program shall have educational and professional backgrounds, a relevant mix of credentials (i.e., accredited degrees in planning, significant experience in planning, PhDs in planning, degrees and experience in related fields, and AICP membership), be qualified to serve the Program’s mission and capable of executing the Program’s goals and objectives, particularly as they pertain to teaching, research, and service.

Provide an explanation of how your program meets Criterion 3A:

The Urban Planning faculty comprises a wide range of professional and scholarly expertise. Faculty has extensive professional experience as lawyers, planners, tribal government executives, government agency directors, organizational managers, and consultants. The program’s adjunct faculty includes working professionals who participate as program and course mentors and lecturers. Faculty scholarship ranges from local and regional applied research and extends to applied research in sustainable community development internationally.

The Urban Planning faculty team represents 6.8 Full Time Equivalent positions. The Urban Planning program faculty is comprised of full and part time Department faculty and supported by adjunct faculty and planning professionals who serve as lecturers. Our Huxley College Dean is a strong supporter of the Urban Planning program and serves on the Urban Planning Program Committee, with over 25 years of experience in developing, implementing and enhancing innovative academic programs. His scholarship focuses in the areas of land use policy and management; land trusts and conservation easements; and environmental leadership. Five faculty members are dedicated as core urban planning faculty members, and include the program administrator. The program administrator has served as the principle architect in the design and development of the urban planning curriculum over the past two decades. His credentials include the Ph.D. in urban design and planning and over 35 years of professional experience as planning director and consultant to local government, tribal nations, and as executive officer in international organizations.

The program administrator holds membership in AICP, and has served over several decades in public service appointments that include local government planning commissions and boards. Other core planning faculty possess doctorate degrees in urban planning, urban geography, engineering, land use law, and community resilience planning, each with substantial professional and public and private service records.

Regular, full time faculty have expertise to teach in each of the core planning courses. Together with our part time Department faculty and adjunct faculty, a broad range of scholarship and teaching expertise supports a robust Urban Planning curriculum. For example, a full professor, who possesses the J.D. and is continuously engaged in a land use law practice, teaches the land use law class while serving as lead attorney in a recent precedent-setting land use case involving water rights and the Washington Growth Management Act. Several other full time faculty members engage students in both regional and international planning research.

Our part-time “category B” faculty bring extensive scholarship and professional expertise and perspectives on current planning practice and environmental studies to the planning core curriculum, mentoring of students undertaking research, and teaching in our program’s specialization electives. Their qualifications include the PhD in planning, geography, engineering, geographic information systems, environmental policy and sciences, and related fields. Our part time adjunct and lecturing “category C” faculty is comprised of local professionals, academics, and staff who contribute to teaching, lecturing, and student mentoring. Their backgrounds include PhDs and Masters degrees in planning,
architecture and related fields, as well as extensive professional experience in planning, sustainable development, transportation planning, geographic information systems, urban design and architecture, and AICP membership. Their contributions play a role in our Urban Transitions Studio partnership program emphasizing applied research advancing public policy in local communities.

**B. Faculty Diversity:** Consistent with applicable law and institutional policy, the Program shall establish strategic goals that demonstrate an active commitment to attracting and retaining a diverse faculty and are informed by the characteristics of the populations that the Program’s graduates generally serve. The Program shall collect and analyze data on faculty demographics in order to inform and enhance its efforts to identify effective and appropriate methodologies for achieving diversity among its faculty. Furthermore, the Program shall establish assessment mechanisms for each of its strategic goals that are focused on achieving diversity. Because diversity is not a static concept, and because all faculty representation within each planning program should seek to contribute to the diversity of the learning environment and improve the diversity of graduates entering the profession, the Program shall provide evidence of continuous improvement in achieving its diversity-related strategic goals.

Provide an explanation of how your program meets Criterion 3B:

The program faculty represents a community of educators from diverse national and international universities, ethnicity, and diversity in scholarly specializations. Faculty composition also represents a balance in terms of gender as well as age (ranging from newly hired tenure track faculty to senior faculty. Huxley endeavors to attract a diversity of faculty to its programs, in compliance with the University’s affirmative action policies and the program and College’s diversity strategic mission. In the past few years we have hired several new faculty members who join the urban planning faculty as part time and full time members. The program faculty has a balanced gender ratio of males and females (6 male, 9 female), and several faculty members hold dual national citizenship. Our current University and program faculty diversity composition is only slightly above the State’s diversity demographics (a non-White population of 18.4% and a Black and African American population of only 3.9% compared to 13.1% nationally) and Huxley College endeavors to achieve greater diversity among our faculty through future recruitments.

The SSR Faculty Data Tables present the diversity of faculty degrees obtained from universities across the nation and internationally, representing a diverse pool of faculty and a broad range of specialized knowledge ranging from disaster mitigation planning in South America, sustainable development planning studies in Mediterranean communities, land use legal research and litigation in California, urban comparative studies across American cities, and an extensive faculty engagement in interdisciplinary research at the regional and local community level. These programs help to promote the internationalization of the planning curriculum.

It is the policy of Western Washington University, as a Federal contractor, to implement Affirmative Action compliance programs in order to assure applicants and employees the right to equal employment opportunities. Pursuant to the University’s Policies on Equal Opportunity and Nondiscrimination, implementing our Affirmative Action Program and in accordance with applicable Washington State and federal law, the University will not engage in discriminatory practices against any person employed or seeking employment because of race, color, national origin, religion, sex, age, disability, marital status, sexual orientation and gender expression or identity, and veteran status. Affirmative Action Executive Order 11246 requires Western to undertake proactive steps to achieve a diverse workforce when women and people of color are underutilized with respect to their availability in the labor force. Federal
law also requires proactive outreach to people with disabilities and veterans who may be interested in positions at Western. Before recruitment documents are finalized and the position is advertised, the EO Office conducts a search briefing for all search committee members. At the search briefing, an EO Office staff member discusses nondiscrimination and affirmative action requirements relative to the particular search, offers suggestions regarding the recruitment documents as appropriate and reviews best practices. The EO Office collects and maintains data on behalf of the Urban Planning program to facilitate tracking of diversity issues in faculty recruitment and retention.

Adjunct faculty and special guest speakers in the urban planning core curriculum include a broad range of professionals, academics, and political leaders ranging from professional planners, elected leaders, members of local government planning commissions, staff and leaders of Native American Nations that represent a diverse gender and racial/ethnic representation of the greater regional community.

In the recruitment of faculty, the program works very closely with the Equal Opportunity Office at Western Washington University to ensure compliance with equal opportunity hiring. Faculty sitting on hiring committees receives training from EO personnel on interview techniques. Extensive written notes are assembled following interviews with candidates and assembled as part of the candidate file to ensure the fair evaluation of candidates with EO compliance policies. The EO office maintains diversity data regarding all faculty hiring.

C. Faculty Size: The faculty shall be of a sufficient size to accomplish the Program’s mission and goals, administer the Program, and teach the curriculum. The Program shall have a faculty of such size that the full-time faculty are able to teach required courses and direct all areas of specialization. The Program shall have no greater than a 15/1 ratio of undergraduate student FTE to instructional faculty FTE, and a 10/1 ratio of graduate student FTE to instructional faculty FTE.

Provide an explanation of how your program meets Criterion 3C:

The Urban Planning program faculty is comprised of 15 members, representing a teaching load of 6.8 FTE. The faculty is comprised of full time, part time, and adjunct faculty. Our ratio of undergraduate student FTE to instructional faculty FTE is approximately 7.5:1, well below the 15:1 threshold for undergraduate programs.

D. Engagement with Students: The faculty shall be engaged with students beyond the classroom as mentors, advisors, and/or committee members or committee chairs on thesis, reports and dissertations. Faculty shall provide career advice and assist in job placement in ways that coordinate appropriately with the efforts of staff and academic professionals.

Provide an explanation of how your program meets Criterion 3D:

Students are provided early and continuous advisement from program staff and faculty advisers. Students may apply for early entry to the Urban Planning major as sophomores and are encouraged to meet early with faculty advisers to design their preparatory coursework for Phase I application to the program. Upon completion of their preparatory work, they are eligible to apply for Phase II admission to the program. Students admitted to the program are assigned a faculty advisor and mentor who work with students to discuss the curriculum, identify appropriate elective courses, capstones, and
experiential learning courses to best meet the individual students’ specialization interests.

Students participate in research directly with individual faculty and through research assignments in association with the College’s research institutes. The faculty advisers supervise student independent research projects (ISPs), oversee and evaluate student internship experiences, and serve as chairs when senior research or thesis options are selected.

Several Program faculty have led national and international applied research programs, including “great cities” courses during summer and academic breaks in San Francisco, Honolulu, New Orleans, as well as more extensive courses internationally, including Greece, Italy, and Costa Rica. In each of these global learning programs, students are continuously engaged with faculty during travel and off campus residencies. These programs, along with our several studio-based classes, have been shown to be highly effective learning models which build strong social and intellectual bonds between students and faculty and, of course, the host communities.

Faculty members provide continuous advice and mentoring to students in career development, identification of appropriate internship opportunities, writing letters of recommendations for employment, graduate school, or scholarships, and providing guidance to students in seeking avenues into the planning profession and advice regarding graduate education. The Faculty maintain regular office hours and are available on an appointment basis to meeting with students when regular office hours are not convenient to students. The culture of Huxley College has traditionally supported warm and close relationships between faculty and students. Several annual and monthly activities are organized by the College and the Program to facilitate faculty-student relationship building including barbecues and monthly “green drinks” hosted by our College and local community organizations.

E. Research, Scholarship and Other Creative Activity: Faculty teaching and administrative assignments provide for engagement in research, scholarship, and/or outreach reflective of the stage of their careers, the mission of the Program, and expectations of the University. Faculty creative activities will undergo peer review appropriate to the scholarly or practice orientation of the work, including, but not limited to, appropriate journals or other publication outlets, conferences, or other venues allowing dissemination of the work.

Provide an explanation of how your program meets Criterion 3E:

The program and the Department take a broad view of scholarship and expect each faculty member to maintain a program of scholarly and creative activity that emphasizes excellence in urban planning practice and environmental problem solving. The scholarship program is viewed as an evolving expression of the faculty’s intellectual and applied interests. The Department encourages creativity, originality and significance in contributions to the faculty’s disciplinary field. While single authored works demonstrate independent scholarly achievement, the Department equally recognizes the value of collaboration and of applied creative endeavors. It is the faculty member’s responsibility to explain and present to Department colleagues the nature and significance of his or her scholarship and practice, and the standards that are appropriate in the faculty’s particular disciplinary field. The teaching expectations of program faculty include, generally, 5-6 courses each academic year, which provides opportunity for faculty to concurrently concentrate on scholarship.

The collection of scholarly achievements of program faculty is impressive, and incorporates extensive peer reviewed academic publications in journal articles, book chapters, and books, as well as student-faculty authored publications produced from studio-based class experiences. In addition, many faculty
are professionally engaged by contributing to professional planning activities, assessment of planning agencies and programs, writing legal briefs relating to land use and planning issues, and participate in local, regional, statewide, and international public policy service appointments.

In assessing scholarly and creative work, emphasis is placed on evidence of scholarship quality, significance, independent contribution, and continuity of productivity rather than simply a fixed number of publications. Scholarly accomplishments of our faculty are comprised of the following areas of emphasis (See also Faculty Data Tables and the Additional Information Section for evidence and standards for scholarship and creative activity, Department of Environmental Studies Unit Evaluation Plan, June 12, 2009).

- Refereed publications such as articles, chapters, or books. Quality and significance is assessed according to the quality of the product (publication citation rate relative to other works in the field; published reviews of books or other works; awards from professional organizations, or comments on works in external letters), and publisher quality (impact factor, ranking, reputation in the field). Other activities include non-peer refereed journal articles, monographs, book chapters, conference presentations, book reviews, and other productive endeavors.
- Non-refereed urban plans, resources management plans, public policy, legal briefs, community designs, models and exhibitions, curricular innovations, applications of theory, community service learning, community facilitation, policy and technical documents, and other applied works. Such works may qualify as scholarship on the basis of the faculty member's expertise, original intellectual contribution, recognition by professional communities, duration and depth of involvement, or the independence of professional judgment.
- Extramural funding and grant submissions supporting scholarly work are also valued.

**F. Professional Involvement and Community Outreach:** Faculty demonstrate involvement in the profession through participation in national organizations and/or participation in local, state, regional, and national professional conferences, workshops and other sponsored activities including activities of professional planning organizations. They shall demonstrate community outreach through continuous engagement in activities leading to the advancement of the profession, the University, and progress toward meeting the needs of the broader society.

*Provide an explanation of how your program meets Criterion 3F:*

Our faculty members are actively engaged in community outreach, University-wide academic programs, and in planning organizations at the state, national, and international levels. Several of our faculty are active in APA, the Planning Association of Washington, Futurewise (a non-profit growth management advocacy organization), and other grass roots and neighborhood-based planning organizations. Our faculty have served on the Board of Directors for Friends of Washington, the citizen-based growth management compliance watchdog organization in the state and guided the formation of Washington State’s first professional association of tribal planners that eventually formed an a national APA division. Other faculty members provide continuous professional and legal guidance to non-profit planning organizations advocating for compliance with growth management and environmental laws in Washington State. Faculty members have founded and led international organizations promoting international education in sustainable development planning, one project which was awarded “Best Student Planning Project” recently by APA Washington Chapter and the Planning Association of Washington. Several faculty members have served as visiting faculty in the United Nations University programs in sustainable development in Amman, Jordan. Faculty also chair international conferences
and have organized international conferences on Mediterranean sustainable development at the Bellagio Retreat Center in Italy, at the Hellenic American University in Athens, Greece, and in Tunis, Tunisia.

As discussed more thoroughly in the SSR, our Urban Planning studio course series have been designed to engage with professional planners in local communities settings as applied service learning. These partnership programs have addressed local community planning and development issues throughout our region as well as globally.

Service is also an integral part of faculty activities, and serves to advance the tradition of shared governance at Western. Contribution to the Department, the College, and the University is considered essential. Other contributions to the community and to the profession include: participation in Program governance, our faculty union, campus committees, task forces, forums, academies, and other ad hoc councils; leadership in professional organizations, including development of professional conferences and workshops; service to the community beyond the campus; editorial leadership of scholarly and professional journals; and the review of grant proposals and scholarly contributions to journals. The program has been active in providing community lectures on topics relating to urban planning and environmental policy, and has hosted continuing education presentations for regional planning professionals and the public.

G. Professional Development: Faculty shall be provided opportunities to continue to develop themselves professionally. Work assignments and other development opportunities shall be such that skills in teaching, research, leadership, professional practice and other creative activities are sufficiently maintained and developed. Adequate resources shall be available to support faculty professional development, including training with respect to institution policies, student needs, and the use of appropriate instructional technology.

Provide an explanation of how your program meets Criterion 3G:

Urban Planning and Sustainable Development (UPSD) Program Faculty members are offered and participate in an array of support services and faculty development resources. The Department and Program maintains data records of faculty professional development awards, sabbaticals, course release, professional development and faculty travel allocations. Support of faculty professional development is documented annually, and includes paid professional leaves, maternity/paternity paid leave, course releases, new faculty start up support, technology support, and summer teaching and research grants. The University Collective Bargaining Agreement (Additional Information Section) provides for annual salary increases, compression compensation, professional development funding, and other faculty benefits. The Department collects and reports data regarding faculty research activities and accomplishments in an annual report to the Provost.

Huxley College and Western provide a wide range of support to enable the planning faculty to improve their skills in teaching, research, and other creative endeavors. Benefits include professional leave and release time to devote to scholarly and creative endeavors. As examples, planning faculty Melious and Zaferatos each were awarded professional leave in AY 2015-16 and AY 2018-19), and Stangl was awarded professional leave in AY 2016-17. Planning faculty Kamel was awarded course releases to pursue the development of Program and College diversity and recruitment strategies in AY 2016 and intends to apply for professional leave in AY 2020-21). Several Planning faculty members also received supplemental Department travel funding to attend conferences, which is in addition to their annual fund allocation for professional development provided for the in CBA (Kamel, Berardi, Green, Zaferatos). Faculty members are entitled to apply for sabbatical leave up to 1 year (3 quarters) for each 6 years of
service. New course development funds are also available to UPSD faculty through WWU’s extended education program for developing online course curriculum.

WWU Collective Bargaining Agreement provides for annual funding to support faculty professional development that may be used, at the faculty’s discretion, to attendance professional conferences, research activities, development of new teaching approaches and place based learning, professional association memberships (including APA, AICP, and ACSP membership and CM credits), and other forms of continuing education. The Department’s Unit Evaluation Plan and Huxley College’s Strategic Plan promote faculty professional development and identify strategies to support faculty initiatives to engage in research and professional development (Additional Information Section, ENVS UEP, Preamble, Section 1.0). Expectations for faculty scholarship, teaching, and service performance are identified in the College and Department Unit Evaluation Plans as well as in the Collective Bargaining Agreement that describe the process for evaluating faculty development and achievement.

University support of faculty development is also provided through the WWU Center for Instructional Innovation and Assessment (CIIA), supporting programs for small group instructional discussions, faculty teaching showcases, undergraduate teaching support, online information and resources, and other resources. Several of our faculty members periodically utilize these support services. CIIA fosters effective teaching practices that contribute to the advancement of student success and engagement. New and continuing faculty work with the CIIA to discuss ideas for classroom facilitation or assessment; brainstorm solutions to classroom problems and innovations; develop a plan for a new class or a new plan for an existing class; attend or participate in workshops or webinars; browse instructional resources; and explore opportunities for collegial interaction. The Small Group Instructional Discussion (SGID) is an open-ended feedback process to provide anonymous mid-course formative feedback to instructors. Planning faculty regularly access these resources to improve their courses and to document teaching assessment as part of their promotion dossiers.

Urban Planning faculty may also participate in the Professional Development Workshop Series exploring issues such as diversity, writing proficiency, active learning, assessment, intellectual development, and instructional strategies. Current and archived events are posted on the CIIA's Workshops & Events web page (Attachment N). The Innovative Teaching Showcase is an online publication to highlight exceptional teaching practices by WWU faculty. The Office of Extended Education also offers faculty support, including financial awards to develop curriculum for hybrid and online courses. UPSD program faculty may receive further support through a range of faculty development opportunities provided through the Provost’s Office, which include summer teaching and research awards. Provost Office faculty resources also include assistance in creating course syllabi, writing instruction support, teaching advice, and the faculty code of ethics. Annual Provost awards include: Faculty excellence in teaching awards, research and outstanding scholarship awards, and outstanding leadership awards (Additional Information Section). The Huxley College webpage contains a page dedicated to faculty resources and includes College and Department policies and procedures, strategic plans, and technical support services (https://huxley.wwu.edu/faculty-staff-resources).

Finally, the Department and the UPSD Program Committee support the mentoring of faculty, providing classroom evaluation and assistance in the preparation of annual performance reviews, tenure and promotion applications, and post-tenure reviews.

*(See Additional Information: WWU Center for Innovation and Assessment (AI-21); Provost Website on Faculty Resources (AI-23); UPSD Faculty Development Awards (AI-18); Huxley College Faculty Resources (6)).*
STANDARD 4 – CURRICULUM AND INSTRUCTION

Planners integrate knowledge, skills and values to anticipate the future and improve the quality of decision-making affecting people and places. They understand the dynamics of cities, suburbs, regions, and the theory and practice of planning. They attend to the diversity of individual and community values. They develop and implement ethical plans, policies and processes. The minimum curriculum criteria below reflect these educational goals. Programs are expected to be innovative and to experiment in developing curricular approaches that achieve the objectives of this standard.

The curriculum should demonstrate consistency and coherence in meeting the Program’s mission, goals, and objectives. While an accredited degree program must meet basic minimal performance criteria, PAB recognizes that programs may have different profiles with varying emphases. The Program being reviewed must demonstrate how its curricular content matches the profile emphasized in its overall mission. For example, a program emphasizing urban design would meet a different test than one emphasizing small town and rural planning.

The curriculum must include instruction to prepare students to practice planning in communities with diverse populations and to develop skills necessary to create equitable and inclusive planning processes. Consistent with the Program’s mission and strategic plan, course content and co-curricular activities should seek to broaden understanding of historical and contemporary factors across the full range of practice settings in which program graduates work, including national, demographic and political variation, and to promote awareness and respect for differing beliefs, values and expectations of populations served by the profession.

The Program shall provide a curriculum and offer instruction to best assure achievement of the knowledge, skills, and values that qualify graduates of accredited degree programs to enter professional planning practice. While programs may adopt such established and familiar learning activities as courses and internships, PAB is also receptive to program innovations that prove effective in meeting the criteria.

An accredited degree program must ensure that each graduate demonstrate the knowledge, skills, and values necessary for competent professional planning in diverse occupational and institutional settings. The criteria below provide a framework for judging the scope and quality of minimum educational outcomes.

Provide an explanation of how your program meets Standard 4: Curriculum and Instruction: Curriculum data file

Huxley’s Urban Planning and Sustainable Development program’s mission is to educate generalist planners with a breadth of skills in planning and community development along with a foundation in environmental policy and science that together help to prepare students for effective planning careers. The curriculum is comprised of instruction that provides students with the knowledge, methods, skills, and values that are needed to successfully enter entry-level professional practice and advanced graduate studies. The curricular content emphasizes the responsibilities associated with ethical planning in the public domain.

Once students are admitted to the program, the curriculum is delivered through a sequence of core courses, specialized electives, a capstone and an experiential learning requirement, which provide students with the a core planning education and exposure to specializations in planning practice. The curriculum is comprised of the urban planning core and an environmental policy foundation core. Classes emphasize methods in quantitative and qualitative analysis, policy analysis, planning law, planning methods and principles, with topical exposure to transportation, disaster risk reduction, and Native American planning. Senior level studio classes are sequential, as each course builds upon the next. Our Urban Transitions Planning Studio series coordinates three or more classes to examine a
community development problem in partnership with local communities.

All students in the program participate in either 1) an internship experience in planning agencies, non-profit organizations, or other public interest settings under the supervision of professionals in the field, 2) a Huxley global service learning programs, or 3) a directed research project. Planning’s values are emphasized in most of our core classes as well as guest lectures by professional planners and in our Huxley weekly speakers series program.

The following course descriptions demonstrate fulfillment of the knowledge, skills and values requirements under each category of knowledge. Most classes contribute to each of the core knowledge, skills, and values categories. In order to reduce the duplication of course descriptions, class descriptions are provided only in the first instance of a class listing.

Prerequisite knowledge requirements of all Planning Students

Prior to enrolling in the Urban Planning and Sustainable Development degree program, students must complete several prerequisite courses in order to build the necessary foundational skills and breadth of knowledge to succeed in the program. These courses (minimum 30 credits) include:

- **Math 112 - Functions and Algebraic Methods** or suitable math placement score. Pattern recognition and generalization, building mathematical models and problem solving are emphasized. Supporting topics include polynomials, linear and quadratic equations, inequalities, graphs, rational expressions, radicals and functions.

- **ENVS 201 – Understanding Environmental Data and Information.** Introduction to the basic logical, statistical, and analytical tools necessary for broad participation in environmental fields including both physical and social sciences.

- **ENVS 203 – Physical Geography.** Principles and techniques in analysis of areal distribution in the natural environment; landforms, water, climate, soils, vegetation.


- **ENVS 305 – Introduction to Environmental Studies II: History and Policy.** Introduces key social-scientific and policy tools that have been developed to understand and address human activities within social-ecological systems. Course materials introduce the application of those insights to post-war case studies in the United States to examine the historical and ideological origins of contemporary environmental dilemmas.

- **ECON 206 – Introduction to Microeconomics.** An overview of the modern market economy as a system for dealing with the problem of scarcity. Operation and decision-making of economic units; supply, demand and resource allocation; analysis of various market and industry structures; shortages, controls, social costs and benefits; international trade; comparative systems.

- **ENVS 450 – Science and the Policy Process.** This course uses theory and case studies to explore the roles of science in environmental policy and regulatory processes, paying particular attention to controversies. Topics will include a mixture of current events and historical case studies. OR

- **ENVS 456 – Environmental Governance.** How should societies bring about change to improve social
and environmental conditions? This course treats environmental governance as comprising the structure and activities of the social, political, and economic institutions that define our interactions with the environment. Students will examine several competing approaches to environmental governance.

- **One Environmental Science** 200-300 level course
- **One 300-One 300-400 level upper division natural science** course.

*(See Additional Information: UPSD Curriculum 2019-2020, AI-12).*

---

**A. Required Knowledge, Skills and Values of the Profession:** The Program shall offer a curriculum that teaches students the essential knowledge, skills, and values central to the planning profession. These required components will be taught in such a manner that it is possible to demonstrate that every graduate has studied them. Ordinarily, this means that they are included in courses required of all students, although other approaches are possible. Specifically:

The urban planning curriculum is comprised of foundation courses, core urban planning courses, an elective specialization courses, and a capstone course and experiential course required of all of our majors, as more fully described in this section.

**A.1. General Planning Knowledge:** The comprehension, representation, and use of ideas and information in the planning field, including appropriate perspectives from history, social science, and design and other allied fields.

| a) Purpose and Meaning of Planning: | why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have. |
| b) Planning Theory: | behaviors and structures available to bring about sound planning outcomes. |
| c) Planning Law: | legal and institutional contexts within which planning occurs. |
| d) Human Settlements and History of Planning: | growth and development of places over time and across space. |
| e) The Future: | relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future. |
| f) Global Dimensions of Planning: | interactions, flows of people and materials, cultures, and differing approaches to planning across world regions. |

*Provide an explanation of how your program meets 4A1. General Planning Knowledge:*

The following provides a summary of the core-planning curriculum required of all planning students (shown in bold) in addition to specializations courses in a subfield that students select (courses in italics shown below). Students also must select one capstone course (italic) and one experiential learning course (italic). These courses address the general planning knowledge requirements that fulfill the learning outcomes for professional planning. As requirements of the major, all planning student enroll in these courses. The following identifies those required courses that primarily address the particular knowledge, skills, and values categories and is not intended as a comprehensive list of all courses that contributes to each knowledge area, as many courses overlap among the knowledge categories.
Provide an explanation of how your program meets 4A1a) Purpose and Meaning of Planning:

The following core required courses are designed to address the 4A1a) Purpose and Meaning of Planning standard:

- **ENVS 343 - Urbanization: Processes and Patterns** – Geographic focus in the development, functions and problems of the modern city with emphasis on American urbanization patterns.

- **ENVS 361 - Introduction to Planning** - Principles and practices in urban development and public planning in the United States. Concepts of planning as a community process and professional activity. Evolution of planning ideas, ethics, and values in response to changing social, economic, and environmental conditions within the American political and legal framework. Survey of the specialized fields in planning practice.

- **ENVS 370 – History of Planning** - Survey of the origins, development and significance of the planning movement in the United States and the profession that emerged from it. The seminal innovators, practices and achievements in American planning.

The following core required courses are designed to address the 4A1b) Planning theory criteria:

- **ENVS 343 - Urbanization: Processes and Patterns** - See description above

- **ENVS 470 - Planning Studio I: Methods** - Processes in community goal making, analytic techniques and methods of site planning and urban design.

- **ENVS 462 - Planning Theory** - Survey of the philosophy, methods, critical thinking, and analytical techniques used in public planning. Synthesis of the theories drawn from several disciplines and applied to planning. Emphasis on the application of explanatory concepts in planning decision-making.

Provide an explanation of how your program meets 4A1c) Planning Law:

Planning law is reviewed in many courses in the curriculum and, in particular, the 3 courses listed below. ENVS 461 Land Use Law emphasizes Black Letter Law, with a focus on zoning and subdivision regulations and their exceptions; the context of competing views on the nature of property rights; and the process for establishing precedent in the exercise of police powers. ENVS 374 Land use Regulations and Technical Writing emphasizes short-range administrative planning knowledge and skills, code writing skills, and Washington State’s land use regulatory programs and best practices. These courses provide students with exposure to the legal and institutional contexts they will face in planning practice. ENVS 361 also provides an overview of planning’s legal system, police powers, and forms of regulations in American planning. In addition to these courses our planning studio course sequence emphasizes the application of Washington State’s Growth Management Act’s laws, policies and principles.

The following core required courses are designed to address the 4A1c) Planning Law criteria:

- **ENVS 361 - Introduction to Planning** – See description above

- **ENVS 374 – Land Use Regulation and Technical Writing** – Applied studies in administrative planning and implementation tools, evaluating and drafting land use codes.
ENVS 461 - Land Use Law - Land use planning is an attempt to reconcile the conflict between individual property rights and collective environmental goals. This course examines the American legal system’s role in framing and resolving this dilemma. It provides an understanding of the legal framework that creates our unique ‘bottom up’ land use regulatory system. It also examines the practical and philosophical implications of federal constitutional restrictions on local government land use authority, including ‘takings’ and housing discrimination cases.

Provide an explanation of how your program meets 4A1d) Human Settlements and History of Planning:

The following core required courses are designed to address the 4A1d) Human Settlements and History of Planning criteria:

• ENVS 343 - Urbanization: Processes and Patterns - See description above
• ENVS 361 - Introduction to Planning – See description above
• ENVS 370 – History of Planning - See description above
• ENVS 372 - Natural Hazards Planning - Emphasizing creation of safer human settlements through application of hazard mitigation strategies in community planning, site selection and layout, infrastructure design, and building design. The course provides a survey of meteorological and geological hazards. It integrates insights from environmental design disciplines for minimizing losses from natural hazards such as global warming, severe storms, wildfires, flooding, earthquakes, and landslides and how hazard mitigation can increase long-term community resilience through pre-disaster and post-disaster recovery planning.

Provide an explanation of how your program meets 4A1e) The Future:

The entire studio sequence emphasizes Washington State’s planning mandate to accommodate public growth needs over a twenty-year future planning horizon. Six planning courses are identified that addresses planning’s interaction with "the future". Community Resilience and sustainability courses emphasize future impacts associated with community risk, especially facing vulnerable communities. Huxley’s overarching goal emphasizes curricula that prepare students to make significant contributions towards the betterment of future societies and environmental conditions. Other courses not identified here also address planning's role in shaping the future. One example is in ENVS 462 "planning theory" that emphasizes readings and discussions concerned with implications of planning actions in future societal situations.

The following core required courses are designed to address the 4A1e) The Future criteria:

• ENVS 303 – Introduction to Environmental Studies I: Human Ecology and Ethics.
• ENVS 361 - Introduction to Planning – See description above
• ENVS 372 - Natural Hazards Planning - See description above
• ENVS 470 - Planning Methods - See description above
• ENVS 472 - Planning Studio I - Analysis and synthesis of significant socioeconomic biophysical and
cultural resources used in planning; preparation of a land-use or other plan for a selected region.

- **ENVS 473 - Planning Studio II Implement** - This is a methods and applications course in land use planning, engaging students in plan implementation. The course will focus on innovative land use regulations, but will also include work with capital improvements and market-based strategies. New land use regulations will be designed to enable and facilitate the implementation of projects from Studio I. Students will examine the costs of direct public investment required to implement their plans, and the possibility of employing incentive-based strategies or public-private partnerships.

- **Note:** Most of Huxley’s core environmental and planning core courses address considerations and implications for the future. Only selected courses are listed under this category.

*Provide an explanation of how your program meets 4A1f) Global Dimensions of Planning:*

The following core required and elective courses are designed to address the 4A1f) Global Dimensions of Planning criteria:

- **ENVS 331 - Canada: Society and Environment** - This course explores relationships between people and the environment in the territory that has come to be known as Canada; emphasis is placed upon the history of such relationships. Topics include: physical geography, Aboriginal geographies, Native-Newcomer interactions, evolving and contested political boundaries, resource use and ecological crisis, and urban development.

- **ENVS 340 - Developing World** - Analysis of selected geographical problems of major countries and regions of Africa, Asia and Latin America; population pressure, agricultural productivity; resource appraisal and utilization; urban industrial growth; urban and regional planning.

- **ENVS 343 - Urbanization: Processes and Patterns** - See description above

- **ENVS 372 - Natural Hazards Planning** - See description above

- **ESCI 392 – Introduction to Global Change** - There are six and a half billion people and we are changing the global environment at a pace unknown to history. We will unravel some of the linkages between biophysical systems, ecological responses, and human activities. We will cover changes to the climate, but also take a step back to appreciate the incredible suite of simultaneous global changes taking place in biotic diversity, hydrologic and chemical cycles, and human assimilation of Earth’s energy.

- **ENVS 437P – Sustainable Ithaca:** International program in sustainable community development. Ithaca, Greece. Summer program.

- **ENVS 437O – Urbanization Italy Global Studies:** An evaluation of urbanization in Nables and surrounding communities.

- **ENVS 462 - Planning Theory** - See description above

---

**A.2. Planning Skills:** The use and application of knowledge to perform specific tasks required in the practice of planning.
a) Research: tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.

b) Written, Oral and Graphic Communication: ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.

c) Quantitative and Qualitative Methods: data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.

d) Plan Creation and Implementation: integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.


f) Leadership: tools for attention, formation, strategic decision-making, team building, and organizational/community motivation.

Provide an explanation of how your program meets 4A2. Planning Skills:

The following sections provide a summary of the core-planning curriculum required of all planning students (shown in bold) in addition to specializations courses in a subfield that each student selects (courses in italics shown below). These courses address the planning skills requirements to perform planning tasks. The curriculum revision adopted in 2019 includes required courses in qualitative and quantitative methods in addition to a specialization in these fields and a required course in the category of planning and diversity.

Provide an explanation of how your program meets 4A2a) Research:

The following core required courses are designed to address the 4A2 Planning Skills criteria:

- **ENVS 201 - Understanding Environmental Data and Information** - This class helps students navigate the intersection of peer-reviewed scientific literature and the popular news media outlets that often report on environmental research and news. To introduce the basic logical, statistical, and analytical tools necessary for broad participation in environmental fields including urban planning.

- **ENVS 343 - Urbanization: Processes and Patterns** - See description above

- **ENVS 373 - Transportation Systems and Planning** - Locational and network analysis and modeling of local, regional and national systems. Investigation of alternatives to traditional transportation modes.

- **ENVS 464 – Pedestrian and Bike Planning** – Locational and network analysis and modeling of biking and pedestrian systems.

- **ESCI 392 - Introduction to Global Change** - See description above

- **ENVS 457 - Environmental Dispute Resolution** – Course considers several fact patterns involving disputes over natural resources and environmental issues. Students will study and, in some cases, research the facts and will be assigned roles to represent during dispute resolution sessions. Students have the opportunity to practice a range of dispute resolution techniques, which may include negotiation, mediation, and other dispute resolution techniques.

- **ENVS 461 - Land Use Law** - See description above
Provide an explanation of how your program meets 4A2b) Written, Oral and Graphic Communication:

Note: In addition to specified courses, Western’s graduation requirements include writing proficiency requirements (WP). In addition, several of the required courses in the planning curriculum meet the University’s WP writing intensive criteria.

- **ENVS 360 - Plan Graphics: Methods in Urban Planning Design Graphics** - Introduction to the application of graphic design technology to plan design using computer aided design, publication layout, image presentation, and video editing software. Interpretation of zoning guidelines for site plan analysis and building envelop studies using CAD and presentation tools.

- **ENVS 372 - Natural Hazards Planning** -  See description above

- **ENVS 374 – Land Use Regulation and Technical Writing** – Applied studies in administrative planning and implementation tools, evaluating and drafting land use codes.

- **ENVS 457 - Environmental Dispute Resolution** - See description above

- **ENVS 461 - Land Use Law** - See description above

Provide an explanation of how your program meets 4A2c) Quantitative and Qualitative Methods:

The following core required courses are designed to address the 4A2c) Quantitative and Qualitative Methods criteria:

- **ENVS 372 - Natural Hazards Planning** - See description above

- **ENVS 320 – GIS I: Introduction to GIS** - An introduction to Geographic Information Science concepts and Geographic Information Systems (GIS) technology. Lectures will focus on the nature of spatial data, spatial data sources, and the input, manipulation, analysis, and display of spatial data. Practical experience in GIS applications through lab assignments.

- **ENVS 321 - Cartography** - Map layout, design and production using computer techniques. Methods and limitations of graphic communication are emphasized.

- **ENVS 322 – Analysis of Spatial Data** - See description above

- **ENVS 372 – Natural Hazards Planning** - See description above

- **ENVS 442 – Regional Environmental and Economic Modeling** - Spatial resource assessment and planning models, including quality of life, shift-share, input-output and linear programming under resource constraints, and demographic projections.

- **ENVS 419 – Applications in GIS** - See description above

- **ENVS 420 – GIS II: Analysis and Modeling** - The use of Geographic Information Systems technology for analysis and modeling of spatial data and processes. Focus on the collection, storage, analysis, and display of spatial data. Introduction to the use of models to automate
geoprocessing tasks. Practical experience in GIS application through lab assignments.


- **ENVS 422 - Advanced Spatial Analysis** - Advanced techniques for the analysis and visualization of spatial data. Focus on statistical methods and computer tools for identifying spatial patterns and processes, effective communication of results, and professional development for geospatial analysts. Introduction to open source analytical and cartographic software options, including the development of web maps and online professional portfolios. Students will compete an extensive original research project.

- **ENVS 474 – Community Development and Participatory Methods.** This course introduces students to concepts of community development in the context of urban change in the United States. It explores community development goals, organizations, strategies, tools, and planning processes. The theory and practice of urban development, neighborhood change, and community organizing will be discussed, with a particular focus on affordable housing and industrial facility siting. Social, economic, and environmental justice considerations and community empowerment is emphasized in this course.

Provide an explanation of how your program meets 4A2d) Plan Creation and Implementation:

The following core required courses are designed to address the 4A2d) Plan Creation and Implementation criteria:

- **ENVS 437P – Sustainable Ithaca** - See description above

- **ENVS 470 - Planning Studio I: Methods** See description above

- **ENVS 471 - Campus Sustainability Planning Studio** - Introduction to campus sustainability planning as applied to the WWU campus community. Project-based learning and research involving stakeholders across campus. Selected research topics relative to Western’s master planning process pursuit of sustainability.

- **ENVS 472 - Planning Studio II: Plan Development** - See description above

- **ENVS 473 - Planning Studio III: Plan Implementation** - See description above

- **ENVS 474 - Planning for Sustainable Communities** - Synthesis and application of principles, practices and policies in sustainable development and the design of projects, processes, and products using a systems approach to promote social, economic and environmental sustainability. Students apply sustainable design techniques to local regional and international community problems.

- **ENVS 476 - Disaster Reduction Studio** - The course provides students with an opportunity to apply their knowledge and skills in disaster reduction and emergency planning, with an emphasis on community-based approaches. Students will work in groups with a client (or clients) on a quarter-long project of practical significance. Students will be exposed to best practices through case studies across disaster reduction and emergency planning. Project
management, client interactions, report writing, and communicating technical information to diverse audiences will be emphasized.

- **ENVS 493 - Environmental Impact Assessment** - Environmental Impact Assessment requires a range of professional qualifications and involves a wide spectrum of disciplines and methodologies. This interdisciplinary capstone course involves class preparation of an impact assessment of a local project, summarizing physical, biological and social aspects of a study area. Review of pertinent laws and EIS documents. Also offered as ESCI 436.

*Provide an explanation of how your program meets 4A2e) Planning Process Methods:*

The following core required courses are designed to address the 4A2e) Planning Process Methods criteria:

- **ENVS 360 - Plan Graphics** - *See description above*
- **ENVS 372 - Natural Hazards Planning** - *See description above*
- **ENVS 470 - Planning Studio I: Methods** - *See description above*
- **ENVS 472 - Planning Studio II: Plan Development** - *See description above*
- **ENVS 473 - Planning Studio III: Plan Implement** - *See description above*
- **ENVS 474 - Planning for Sustainable Communities** - *See description above*
- **ENVS 475 – Community Development and Participatory Methods** - *See description above*
- **ENVS 476 - Disaster Reduction Studio** - *See description above*

*Provide an explanation of how your program meets 4A2f) Leadership:*

The following core required courses are designed to address the 4A2f) Leadership criteria:

- **ENVS 305 - Environmental History and Ethics** - Nature and nation are inextricably connected in American history, but American identification with nature has often led in surprising directions. This course reviews how various human activities have historically depended on and interacted with the natural world. It traces how these interactions have changed places, people, animals and institutions over the last five hundred years in what is now the United States. The focus will be on how culture, science, and politics have mixed in American environmental history.

- **ENVS 456 – Environmental Governance** - How do/should societies bring about change to improve social and environmental conditions? This course treats environmental governance as comprising the structure and activities of the social, political, and economic institutions that define our interactions with the environment. Students will examine several competing approaches to environmental governance, and readings will expose students to both laudatory and critical perspectives of each.

- **ENVS 457 - Environmental Dispute Resolution** - *See description above*

- **ENVS 472 - Planning Studio II: Plan Development** - *See description above*

---

A.3. **Values and ethics**: Values inform ethical and normative principles used to guide planning in a democratic society. The Program shall incorporate values and ethics into required courses of the curriculum, including:
a) **Professional Ethics and Responsibility**: key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including the provisions of the AICP Code of Ethics and Professional Conduct, and APA’s Ethical Principles in Planning).

b) **Equity, Diversity and Social Justice**: key issues in equity, diversity, and social justice that emphasize planners’ role in expanding choice and opportunity for all persons, plan for the needs of the disadvantaged, reduce inequities through critical examination of past and current systems and disparities, and promote racial and economic integration.

c) **Governance and Participation**: the roles of officials, stakeholders, and community members in planned change.

d) **Sustainability and Environmental Quality**: environmental, economic, and social/political factors that contribute to sustainable communities, and the creation of sustainable futures.

e) **Growth and Development**: economic, infrastructure, social, and cultural factors in urban and regional growth and change.

f) **Health and Built Environment**: planning’s implications on individual and community health in the places where people live, work, play and learn.

Provide an explanation of how your program meets 4A3. Values and Ethics:

The following list of required and elective courses emphasizes the values, ethics, and normative principles guiding planning, with an emphasis in understanding issues of diversity and justice. The curriculum revisions adopted in 2018 include a course requirement in the category of Planning and Diversity.

Provide an explanation of how your program meets 4A3a) **Professional Ethics and Responsibility**:

The following core required courses are designed to address the 4A3a) Professional Ethics and Responsibility criteria:

- **ENVS 305 - Environmental History and Ethics** - Nature and nation are inextricably connected in American history, but American identification with nature has often led in surprising directions. This course reviews how various human activities have historically depended on and interacted with the natural world. It traces how these interactions have changed places, people, animals and institutions over the last five hundred years in what is now the United States. The focus will be on how culture, science, and politics have mixed in American environmental history.

  - **ENVS 361 - Introduction to Planning** - See description above
  - **ENVS 443 – Urban Environment and the Just City** - See description above
  - **ENVS 462 - Planning Theory** - See description above
  - **ENVS 475 – Community Development and Participatory Methods** - See description above

Provide an explanation of how your program meets 4A3b) **Equity, Diversity, and Social Justice**:

The following core required courses and elective specialization courses are designed to address the 4A3b) Equity, Diversity, and Social Justice criteria:

- **ENVS 361 - Introduction to Planning** - See description above
- **ENVS 370 – History of Planning** - See description above
- **ENVS 457 - Environmental Dispute Resolution** - See description above
- **ENVS 462 - Planning Theory** - See description above
- **ENVS 414 - Environmental and food justice** – An overview of justice issues surrounding the production, distribution, and consumption of food in the United States.
- **ENVS 443 – Urban Environment and the Just City** - See description above
- **ENVS 463 - Native American Planning and Natural Resources Policy** - Survey of political and jurisdictional considerations, treaty rights, and social and environmental conditions facing tribal communities in their pursuit of self-governance and sustainability. Historic federal Indian policy, court rulings and the consideration of off-reservation treaty rights in regional planning.
- **ENVS 475 – Community Development and Participatory Methods** - See description above

Provide an explanation of how your program meets 4A3c) Governance and Participation:

The following core required courses and elective specialization courses are designed to address the 4A3c) Governance and Participation criteria:

- **ENVS 305 - Environmental History and Ethics** - See description above
- **ENVS 361 - Introduction to Planning** - See description above
- **ENVS 362 – U.S. Disaster Policy** - See description above
- **ENVS 370 – History of Planning** - See description above
- **ENVS 450 - United States Environmental Policy** - Analysis and assessment of environmental policy politics, primarily in the United States. Students examine the actors, institutions, and processes involved in environmental policymaking and develop a solid foundation for understanding how we address our most pressing environmental concerns. The course covers: (1) the major environmental policies and institutions; (2) multiple perspectives that describe and explain the intersections of environmental science and politics; and (3) specific environmental challenges. The course emphasizes societal values and ethical responsibility associated with public environmental policy.
- **ENVS 465 – Disaster Risk Reduction** - See description above
- **ENVS 456 - U.S. and Washington State Environmental Regulations** - This course provides a survey and applications of major U.S. and Washington state environmental regulations. Students survey the complex layers of environmental regulation, peel them apart, and then provide a critical narration of those that apply to a major regional environmental issue. The course’s dual focus on content and process is accomplished by dividing the class sessions roughly equally between the study of the readings (which is primarily lecture based) and the examination of the case studies and important research in the field of regulation (which is mostly discussion based).
• **ENVS 461 - Land Use Law** - *See description above*

• **ENVS 463 – Native American Planning and Natural Resources Policy** - Survey of political and jurisdictional considerations, treaty rights, and social and environmental conditions facing tribal communities in their pursuit of self-governance and sustainability. Historic federal Indian policy, court rulings and the consideration of off-reservation treaty rights in regional planning. Approaches to intergovernmental cooperation for sustainable natural resources management.

• **ENVS 476 - Disaster Reduction Studio** – *See description above*

*Provide an explanation of how your program meets 4A3d) Sustainability and Environmental Quality:*

The following core required courses and elective specialization courses are designed to address the 4A3d) Sustainability and Environmental Quality criteria:

As the nations oldest environmental studies college, environmental quality and sustainability is a common thread weaved throughout the urban planning and Huxley environmental studies curriculum and is reflected in most courses contained in the urban planning curriculum. Planning majors are required to select 2 environmental science classes from the ESCI listing below.

• **ENVS 303 – Introduction to Environmental Studies I: Human Ecology and Ethics** - *See above*

• **ENVS 305 - Introduction to Environmental Studies II: History and Policy** - *See description above*

• **ENVS 450 - United States Environmental Policy** - *See description above*

• **ESCI 302 - Environmental Pollution** - Examination of human-induced environmental perturbations of air, land and water occurring on local, regional and global scales.

• **ESCI 310 - Environmental Systems** - Interaction of biotic systems with Earth’s physical systems; principles of ecology and natural systems; ecosystem structure, function and management. Should not be taken by students who have completed or intend to enroll in ESCI 325 or BIOL 325.

• **ESCI 321 – Oceanography** - Principles of oceanography, with emphasis on a description of the marine environment as an entity. Physics, chemistry and biology of the ocean.

• **ESCI 325 - Fundamentals of Ecology** - Investigation of the complex interactions of organisms with each other and with their physical surroundings, explored in the context of populations, communities, ecosystems and landscapes.

• **ESCI 330 - Natural History of the Pacific Northwest** - A field-oriented introduction to the geology, climate and ecosystems of the Pacific Northwest, with a focus on the biology and the ecology of important organisms.

• **ESCI 333 - Introduction to Environmental Toxicology** - Explore the foundations of how environmental pollutants affect biological health. Topics include source and exposure routes of pollutants, basics of quantitative toxicology, effects of exposures, risk perception, and environmental regulations as they relate to toxicology.

• **ESCI 361 - Water Quality** - Water quality principles, problems, and issues; standard methods of
Assessing water quality; practical approaches in solving water-related problems. Includes laboratory.

- **ESCI 392 - Introduction to Global Change - See description above**

- **ESCI 463 - Wetlands for Wastewater Treatment - This class will begin with brief introductions to conventional wastewater treatment methods (primary, secondary and tertiary) and chemistry as it relates to wetlands and wastewater treatment. Through assigned readings, we will then examine the use of both natural and constructed wetlands for the treatment of municipal wastewater, acid mine drainage, storm water runoff, and agricultural wastewater. Each student will also be responsible for carrying out a research project using the campus storm water wetland as a study site.**

- **ENVS 474 - Planning for Sustainable Communities - See description above**

Provide an explanation of how your program meets 4A3e) Growth and Development:

The following core required courses and elective specialization courses are designed to address the 4A3e) Growth and Development criteria:

- **ENVS 340 - Developing World - Analysis of selected geographical problems of major countries and regions of Africa, Asia and Latin America; population pressure, agricultural productivity; resource appraisal and utilization; urban industrial growth; urban and regional planning.**

- **ENVS 343 - Urbanization: Processes and Patterns - See description above**

- **ENVS 361 - Introduction to Planning - See description above**

- **ENVS 370 – History of Planning - See description above**

- **ENVS 443 - Urban Environment and the Just City - Comparative patterns and processes of urban-economic change in the industrial and non-industrial world. Emphasis on urban environmental development issues and conflicts.**

- **ENVS 470 – Planning Studio I: Methods - See description above**

- **ENVS 472 - Planning Studio II: Plan Development - See description above**

- **ENVS 473 - Planning Studio III: Plan Implementation - See description above**

- **ENVS 474 - Planning for Sustainable Communities - See description above**

- **ENVS 476 - Disaster Reduction Studio - See description above**

Provide an explanation of how your program meets 4A3f) Health and Built Environment:

The following core required courses and elective specialization courses are designed to address the 4A3f) Health and Built Environment criteria:

- **ENVS 340 - Developing World - Analysis of selected geographical problems of major countries and regions of Africa, Asia and Latin America; population pressure, agricultural productivity; resource appraisal and utilization; urban industrial growth; urban and regional planning.**
• **ENVS 343 - Urbanization: Processes and Patterns** - See description above

• **ENVS 361 - Introduction to Planning** - See description above

• **ENVS 370 – History of Planning** - See description above

• **ENVS 443 - Urban Environment and the Just City** - Comparative patterns and processes of urban-economic change in the industrial and non-industrial world. Emphasis on urban environmental development issues and conflicts.

• **ENVS 463 – Native American Planning and Natural Resources Policy** - See description above

• **ENVS 465 – Disaster Risk Reduction** - See description above

• **ENVS 470 – Planning Studio I: Methods** - See description above

• **ENVS 472 - Planning Studio II: Plan Development** - See description above

• **ENVS 473 - Planning Studio III: Plan Implementation** - See description above

• **ENVS 474 - Planning for Sustainable Communities** - See description above

• **ENVS 476 - Disaster Reduction Studio** - See description above

**B. Areas of Specialization and Electives:** The Program shall have sufficient depth in its curriculum and faculty in the specialization areas and electives it offers to assure a credible and high quality offering.

**B.1. Specializations:** When a program includes specialization fields, it is assumed that they are built on top of the general planning foundation and that courses in the areas of specialization add significantly to the basic planning knowledge, skills and values. Programs must demonstrate that there are enough courses in the areas of specialization that students get the depth and range of materials to give them a level of expertise.

**B.2. Electives:** The curriculum shall contain opportunities for students to explore other areas such as exposure to other professions, other specializations, and emerging trends and issues.

*Provide an explanation of how your program meets Criterion 4B. Areas of Specialization and Electives:*

A minimum of 3 required classes provide for specialization as elective courses for Urban Planning Majors. Students may select from the approved list of Urban Planning specializations. Students may elect to concentrate their specializations in geographic information systems (analytic and skills focus) or Hazards Planning (disaster resilience), which reflect to areas of curriculum depth offered within our Department. Students may also elect to fulfill their elective specialization requirement by completing a minor or proposing a specialization in another subfield of planning, with approval by the faculty advisor. Students electing to complete minors are advised of additional credit requirements beyond the specialization minimum requirement. Minors that constitute subfields of planning offered in our Department include: GIS, Disaster Resilience, Sustainable Design, Social and Environmental Justices, and Environmental Policy.
Provide an explanation of how your program meets sub-criterion 4B1. Specializations:

There are two designated fields of specializations in the planning major that fulfill the elective requirement. In addition to the designated specialization fields, students may elect to complete a minor to meet their specialization requirement, or, alternatively, they may propose a self-designed specialization from an approved elective course list relating to one of planning’s subfields.

Option 1. Specialization in Spatial Analysis - Geographic Information Sciences

- **ENVS 320 – GIS I: Introduction to GIS** - An introduction to Geographic Information Science concepts and Geographic Information Systems (GIS) technology. Lectures will focus on the nature of spatial data, spatial data sources, and the input, manipulation, analysis, and display of spatial data. Practical experience in GIS applications through lab assignments.

- **ENVS 321 – GIS II: Computer Cartography** - Map layout, design and production using computer techniques. Methods and limitations of graphic communication are emphasized.

- **ENVS 419 - Applications in GIS** - Applied use of GIS software to existing databases for analysis and final outputs as maps, tables and charts. Mastery of the software will be at the beginner’s level, master of GIS techniques will be at the thematic mapping level. Data will be drawn from electronic databases and include tabular, cartographic, and remotely sensed.

- **ENVS 420 – GIS II: Analysis and Modeling** - The use of Geographic Information Systems technology for analysis and modeling of spatial data and processes. Focus on the collection, storage, analysis, and display of spatial data. Introduction to the use of models to automate geoprocessing tasks. Practical experience in GIS application through lab assignments.

- **ENVS 422 - Advanced Spatial Analysis** - Advanced techniques for the analysis and visualization of spatial data. Focus on statistical methods and computer tools for identifying spatial patterns and processes, effective communication of results, and professional development for geospatial analysts. Introduction to open source analytical and cartographic software options, including the development of web maps and online professional portfolios. Students will compete an extensive original research project.

Option 2. Specialization in Hazards Planning - Disaster Risk Reduction

- **ENVS 362 – U.S. Disaster Policy**

- **ENVS 465 - Disaster Risk Reduction** - This course introduces students to the assessment of disasters, focusing primarily on the social aspects of disasters. The course deals with the question ‘What causes a disaster?’

- **ENVS 372 - Natural Hazards Planning** - See description above

- **ENVS 476 - Disaster Reduction Studio** - The course provides students with an opportunity to apply their knowledge and skills in disaster reduction and emergency planning, with an emphasis on community-based approaches. Students will work in groups with a client (or clients) on a quarter-long project of practical significance. Students will be exposed to best
practices through case studies across disaster reduction and emergency planning. Project management, client interactions, report writing, and communicating technical information to diverse audiences will be emphasized.

Provide an explanation of how your program meets sub-criterion 4B2. Electives:

Note: The following list is not exhaustive; rather, it is intended to be illustrative of the breadth of elective courses available to our Urban Planning Majors to substitute for their specialization credit requirements. Students electing this option are required to identify and propose 300 and 400 level courses to serve as their specialization, with program advisor approval.

- **ENVS 331 - Canada: Society and Environment** - This course explores relationships between people and the environment in the territory that has come to be known as Canada; emphasis is placed upon the history of such relationships. Topics include: physical geography, Aboriginal geographies, Native-Newcomer interactions, evolving and contested political boundaries, resource use and ecological crisis, and urban development.

- **ENVS 340 - Developing World** - Analysis of selected geographical problems of major countries and regions of Africa, Asia and Latin America; population pressure, agricultural productivity; resource appraisal and utilization; urban industrial growth; urban and regional planning.

- **ENVS 368 - Exploring Great Cities** - Field methods course examining great cities. Concepts and themes in human geography and urban planning provide a framework for the analysis of the human environments and the forces and efforts that shape them. Course is repeatable up to 8 credits; course may only be taken once for each destination.

- **ENVS 430 – Borderlands** - Investigation of the geography and issues associated with the growing importance of the United States’ border regions, especially our northern border with Canada; selected trans-border environmental, sustainability, economic, and urban topics.


- **PLSC 353 - State and Local Politics** - Politics of states, urban regions and suburbs. Inter-jurisdictional conflict over growth or development. Federal relations, direct democracy and state policymaking.

- **ENVS 466 - Greening Business Applications** - This course is an experiential capstone combining faculty and student teams from the College of Business and Economics and Huxley College of the Environment. Student groups prepare a Green Business Assessment for a community or campus organization and compile, distribute, and present a final report to the campus and the client organizations. Course also offered as MGMT 466.

- **ESCI 470 - Ecological Restoration** - Investigates the theory and practice of ecological restoration, including methods for evaluating the success of restoration projects. Incorporates physical and ecological as well as economic and cultural considerations. Students work in groups on actual restoration projects.

- **ENVS 471 - Campus Sustainability Planning Studio** - Introduction to campus sustainability planning as applied to the WWU campus community. Project-based learning and research
C. Instructional Delivery and Scheduling: Courses shall be taught by qualified faculty, and appropriate instructors shall be assigned for required, specialized and elective courses. In general, most required courses will be taught by fulltime planning faculty. Courses shall be offered in formats and times to assure appropriate student access to them and timely completion of program requirements.

Provide an explanation of how your program meets Criterion 4C:

Qualified faculty members teach all of our core Urban Planning and Environmental Policy courses. The majority of core planning courses are taught by full time, tenured and tenure track, and non-tenure track planning faculty. The majority of environmental core courses are taught by tenured and tenure track and non-tenure track faculty from the Department of Environmental Studies. Several faculty from the Department of Environmental Sciences teach several of the core environmental core and foundation classes. The scheduling sequence of all required courses in the Urban Planning program are reviewed annually to overcome barriers to students’ timely completion of program requirements. A program sequencing of courses is provided on the Program website and through student advisement to help guide student selection of courses over the two year curriculum period.

D. Facilities: Students, faculty and staff shall have access to sufficient physical resources and facilities to achieve the Program’s mission and objectives. The facilities shall be appropriate for the level and nature of required classrooms, studio workspace, and offices.

Provide an explanation of how your program meets Criterion 4D:

The Program provides suitable facilities to support the Program’s mission. All faculty are provided an office within the Huxley College facilities, housed in the Environmental Studies Center Building and Arntzen Hall, which are used for faculty research and advising sessions with students. A dedicated planning studio classroom (ESC 318) provides sufficient space for current enrolled students and most of our studio-based classes utilize this space. The facility is equipped with computers, software, printers, and projection facilities to support the curriculum. Additional computer aided technology is available in the College’s spatial analysis lab which supports GIS instruction and other software and is available for
use by urban planning majors. The Western campus provides a vast variety of facilities supporting the program. At times we may schedule general University computer laboratories to augment classes when enrollments exceed the capacity in the planning studio.

E. Information and Technology: Students, faculty and staff shall have access to sufficient information systems and technology, and technical support, technical equipment and training thereon to achieve the Program’s mission and objectives. Information and technology include, but are not limited to, maintained computer hardware, software and access, library resources and collections.

Provide an explanation of how your program meets Criterion 4E:

The program is supported by outstanding University and Department support for student technology – computer labs featuring PCs and Macs, laptops and video production equipment, wireless access across campus, a Help Desk and a Student Technology Center to provide training and support, high-end multimedia classrooms, student email and file storage, and a wide range of other services and tools. A wide variety of equipment is available on campus for student checkout. There are more than 200 laptop computers available at a variety of locations across campus. The Classroom Services loan desk has video and digital still cameras plus auxiliary tripods, microphones and lighting kits, and audio/visual gear supporting student public presentations. The university’s library offers extensive in house and interlibrary loan resources.

Computer Labs – Over 2,100 lab computers are available for student use on campus including approximately 1,600 PCs, 320 Macintosh and 185 laptops. About 2/3 of these computers are located in specialized Departmental labs. The others are in general use labs open 24 hours per day and equipped with a wide variety of academic software for composition, presentations, web development, data analysis, graphics, and video production. Scanning and printing are also available in most labs. Software is updated regularly and includes the latest releases of Microsoft Office, Adobe Design Premium, Apple Final Cut Pro, IBM SPSS Statistics, ESRI GIS Desktop, A.D.A.M. Interactive Anatomy, and CAD programs. Urban Planning students can drop-in at the Tech Center to ask for help on software applications and other advanced technologies. The Center offers scanning, color and poster printing, video production, editing and conversion tools as well as online tutorials and manuals.

Online Learning via Canvas, Student Websites and Emails - Most faculty make course materials available online through Canvas Learning Management System. Access online materials including class discussions, assignments and exams by signing into myWestern. Each student is provided space on the university web servers to create a personal web site. Professional software tools such as Adobe Design Premium, including Photoshop, Fireworks, and Dreamweaver, are available in the computer labs to help create websites. The Student Technology Center teaches web design classes to help students get started and to advance their website skills. The University’s wireless network offers excellent coverage throughout campus. Many buildings have strong signals, and more coverage areas are being continually added. Additionally, students can enjoy this widespread wireless network coverage by checking out laptops for two hour periods. Each registered student receives a myWestern computer account, which includes a student Web-based e-mail (hosted by Microsoft Live account) with 10GB of space. In addition to providing their student email account, it also provides access to Microsoft Web Apps and 25GB of online storage on their Microsoft-hosted SkyDrive. An additional 500MB of network storage is provided by the University.

Huxley Dedicated Facilities - Five specialized institutes affiliated with Huxley College offer our students' additional research support and academic opportunities. Each institute maintains facilities that provide
training in experiment methodology and the use of advanced laboratory equipment. In collaboration with outside institutions and community organizations, these institutes also offer Huxley students access to real-world research projects via a variety of paid and unpaid internship opportunities.

The Spatial Institute is an interdisciplinary center for spatial research in Environmental Sciences, Environmental Studies, Geography, Resilience, urban planning, and related fields. Housed within Huxley College, the Institute provides opportunities for collaboration within Huxley College, across Western Washington University, and with the broader community. The Spatial Institute supports both undergraduate and graduate level research and instruction. Recent and current research projects include GIS, Remote Sensing, GPS, Cartography, and Disaster Response. In addition to affiliated faculty and research projects, the Spatial Institute maintains spatial data servers providing data both on campus and online as well as the Spatial Analysis Lab and related web site which provide students, faculty and the larger academic community with information regarding spatial data resources, tools and other assistance. The WWU Map Collection (a National Map Repository) is considered a major collection in the United States and houses over 250,000 maps and 1,000 atlases.

**STANDARD 5 – GOVERNANCE**

The Program shall make administrative decisions through a governance process that exhibits a high degree of transparency, inclusiveness, and autonomy. The Program shall be located within an identifiable and distinct academic unit, such as a department or school of planning, and the Program’s faculty shall be clearly identifiable as such. The Program shall involve faculty and students, as appropriate, in administrative decisions that affect them and shall demonstrate that those decisions serve to implement the Program’s strategic plan.

*Provide an explanation of how your program meets Standard 5: Governance:*

Huxley College’s Urban Planning program’s success in maintaining its interdisciplinary research and teaching lies in the autonomy it has as a distinct program within the College, allowing it to be nimble and responsive to rapidly changing needs and priorities. Western has supported Huxley College’s interdisciplinary curricular innovation by granting the College exceptional curricular autonomy.

Western has allowed Huxley College, and its Urban Planning program in particular, to develop curriculum through a four-step process beginning with a) programmatic development of the curriculum by the core urban planning faculty committee (consisting of core planning faculty and student representation), b) an interdisciplinary department review body, c) a College Curriculum Committee review body, and d) a University curriculum review (such university-wide curriculum review is required for all university classes). The freedom from the constraints of a University-wide curriculum has given the Urban Planning program and the College the ability to experiment in teaching and learning. It has also allowed the program to respond rapidly to outside needs. Huxley College’s planning program has been successful because it can innovate interdisciplinary inquiry approaches. Western has also facilitated Huxley College’s interdisciplinary research achievements by supporting its critical mass as a College. The small size and democratic and inclusive structure of the College fosters communication and collaboration in an atmosphere of appreciation and respect for the wide range of intellectual pursuits. College faculty, staff, and students interact frequently and congenially, fostering a strong sense of community and shared values.

Huxley’s Urban Planning Program is constituted as one of five distinct majors in the Department of Environmental Studies. Its program organization, curriculum, strategic planning and operations are conducted with a high degree of transparency, inclusiveness, and relative autonomy of the core-
planning faculty who are associated with the program. The program faculty has relative autonomy in matters relating to curriculum design, evaluation and assessment. The Department’s policies provide the authority for the Urban Planning program to primarily manage the planning and operational affairs of the program.

A. Program Autonomy: In accordance with customary university procedures, the planning program will normally be headed by its own administrator, who will report directly to a dean or an equivalent academic official faculty. The Program shall have responsibility for the design of its curriculum and shall have an independent voice in the appointment, promotion, tenure, and evaluation of its faculty, and the admission and evaluation of its students. The planning faculty and students shall be involved in the development of the Program’s Self-Study Report and shall be made aware of the content of all submissions by the Program to PAB as well as reports and decisions by PAB concerning the Program.

Provide an explanation of how your program meets Criterion 5A:

The Urban Planning Program has a sufficient degree of autonomy regarding the design and evaluation of the planning curriculum and its ability to initiate modifications as deemed opportune in the interests of students and in response to the ever-changing needs for trained planning professionals. Planning program faculty are in a lead evaluative position where it comes to the appointment, promotion, tenure and evaluation of its faculty, however, the program faculty’s role is not exclusive as Department-wide review and approval of curriculum, as well as faculty tenure and promotion, are subject to College and University level review pursuant to the requirements of the Collective Bargaining Agreement. Appointments, promotion, tenure and evaluation of faculty, as well as all curriculum and Program administrative matters, begin at the programmatic level and the Program’s recommendations are advanced for College and University review as prescribed in the Collective Bargaining Agreement and College policies. Final decisions regarding promotion and tenure ultimately rest with the University Provost and President.

The Program has been formally established under the authority of the Provost’s Office as a university academic program offering the BA Degree in Urban Planning and Sustainable Development. The USPD program is managed under the direction of a program director, appointed by the Dean and the Provost, in accordance with the provisions in the Collective Bargaining Agreement. Furthermore, as evidenced in the Huxley College organizational chart, the program director position for the USPD program is identified as an administrative function within the College’s organizational structure.

In a letter from the WWU Provost dated September 30, 2016, and in accordance with the WWU Collective Bargaining Agreement, the Provost affirms WWU’s designation of the Urban Planning and Sustainable Development Program as a University Academic Program, and further affirms the Provost’s appointment of the USPD program director, evidencing the existence of the Program as a distinct academic program (Additional Information Section 22).

As stated in the Provost’s letter:

“...The Collective Bargaining Agreement delineates to the administration the right to plan, establish, modify, reorganize, create, merge or eliminate programs, departments and courses of instruction, the authority to determine academic programs to be offered,” . . . “and in the case of academic program directors, determine duties and responsibilities of bargaining unit members, standards of performance evaluation, assignments, responsibilities to be performed. Given this delineation of authority, the
college bylaws are NOT the mechanism we use to establish academic programs, or appoint and evaluate academic program directors. That right is held by me as provost and vice president for academic affairs. The official written record of these approved academic programs is the university catalogue.”

Further, the Provost states:

“In this role, I assure you that the UPSD program has been established as a full academic program unit of the university.” The Department duly enacted a Governance Policy establishing Program governance by creating the UPSD Program Committee and outlining its duties and responsibilities, which includes the long-term operation and maintenance of the program. As a self-governing unit, the Department retains the authority to enact policies regarding the governance of each of its academic programs. Among other provisions, the policy identifies the role, composition, and responsibilities of the UPSD Program Committee, the duties of the Program Director, and the establishment of a Program Advisory Board and a student planning organization. Each of these entities has a participatory role in the formulation of the Program’s Mission and Strategic Plan, curriculum development, and the assessment and evaluation of program accomplishments.

As stated in Section 1 of the UPSD governance policy (Additional Information Section), its purpose is: “to oversee the performance of Huxley College’s BA degree program in urban planning and sustainable development and maintaining the program’s long term compliance with PAB accreditation standards and requirements.” This authority grants the Program the responsibility for managing its long term operation, in compliance with the PAB standards – which we recognize as the “gold standard” for academic planning programs. The Department of Environmental Studies has a long-standing practice of supporting the self-governance of each of its academic programs. Each of our academic programs operate under the leadership of a program administrator (analogous to a program director), and the programmatic faculty in each program major are responsible for the review and admission of students into their majors and the development, maintenance, and assessment of their curriculum. The UPSD Governance Policy expands upon these customary program governance practices by including students and a professional advisory board to participate in program planning and evaluation, and by creating a separate procedure for UPSD program faculty to voice their recommendations regarding the tenure and promotion of its core faculty, in accordance to customary university procedures.

The Urban Planning Program’s governance authority is presented in its Governance Policy as follows:

**Urban Planning and Sustainable Development Academic Program Governance Policy**
Department of Environmental Studies, Huxley College of the Environment, WWU
Approved: UPSD Committee, November 5, 2018
Approved: Department of Environmental Studies, November 26, 2018.

1. Urban Planning and Sustainable Development (UPSD) Program Committee. There shall be established an “Urban Planning and Sustainable Development Program Committee,” (hereinafter “UPSD Program Committee”) to oversee the performance of Huxley College’s BA degree program in urban planning and sustainable development and maintaining the program’s compliance with PAB accreditation standards and requirements.

   a. Urban Planning Program Committee: The Program Committee shall advise the Academic Program Director, the Department Chair, and/or the Dean regarding curriculum and urban planning program related matters.

   b. Program Committee Composition: The Program Committee shall be comprised of a) “urban planning
core faculty” (consisting of faculty teaching a minimum of 2 required courses per year in the urban planning curriculum, and other faculty, at their election, who teach in the planning major and approved by the core faculty); b) the College Dean, a non-voting member of the committee; and c) two urban planning students selected by the urban planning student organization to one (1) year terms. The committee’s composition shall be reaffirmed each fall quarter to reflect any changes to the urban planning faculty composition. Members of the Program Committee participate in all Committee deliberations, with the exception of student members in the review of applications to the major. Matters relating to faculty tenure and promotion review are limited to tenured faculty members of the Program Committee.

c. The Program Committee, or any ad hoc subcommittees of the Committee appointed by the Program Director, shall have the following duties:

i. To review and make recommendations to the Department regarding enrollment and application criteria, and to review and approve student applications to the urban planning major;

ii. To develop, assess, and maintain the undergraduate urban planning curriculum consistent with the standards for accreditation, and to make recommendations concerning curricular revisions to the Department for consideration, pursuant to the College Bylaws and Collective Bargaining Agreements;

iii. UPSD tenured core faculty shall convene to discuss applications for appointments to tenured and non-tenured positions relating to the UPSD program, as well as the eDossier application submitted by core planning faculty for tenure and/or promotion. The UPSD core faculty may elect to provide to the applicant an informational letter regarding the application’s merits to be included in the candidate’s eDossier application folder. Tenured faculty members provide their independent evaluation and vote of candidates for appointment, tenure, and/or promotion in accordance with the WWU/UFWW Collective Bargaining Agreement.

iii. To market and promote the urban planning and sustainable development major and to achieve greater diversity in student enrollment and urban planning faculty hiring. Recommendations regarding the program’s marketing strategies and budgeting requests are forwarded to the Chair and the Dean for consideration.

2. Academic Program Director. The Committee shall elect one of its tenured core faculty members to serve as the Academic Program Director, subject to approval by the Dean, to facilitate the performance of tasks necessary to attain and maintain program accreditation, and to serve as the program’s administrator for matters concerning curriculum, scheduling, program promotion, and the continuation of effective working relationships with professional planning agencies and organizations, the Program Professional Advisory Board, student planning organizations, and the Planning Accreditation Board (PAB). The Program Director shall manage all tasks associated with the accreditation application process. The Academic Program Director’s appointment term shall be 2 years.

3. Student Planning Organization. Students in the urban planning and sustainable development major shall be encouraged to form and actively participate in a student-led planning organization established through the WWU Associated Students or other venues to foster continued planning education and student membership in professional planning associations. Said student planning organization shall be encouraged to actively participate in the review and evaluation of curriculum and the program’s performance.
1. Urban Planning Program Professional Advisory Board. The Dean and the Program Director shall establish an Advisory Board jointly. The Board shall be comprised of seven (7) to nine (9) members representing diverse perspectives from alumni, professional planners, the general public, and representatives of the Washington Chapter of the American Planning Association, and shall assist the Program Director and Program Committee to assess the performance of the program. The Advisory Board shall be appointed to a term of two (2) years and shall meet at least once each year to review program performance, and shall make recommendations to the Committee regarding areas for program enhancement.

The following attachments are included in the Additional Information Section: Huxley College Organizational Chart (attachment 5)
Section 18, UFWW, Program Directors (attachment 7) Provost’s Letter regarding the Urban Planning Program’s Autonomy (attachment 22)

**Urban Planning and Sustainable Development Program Committee Membership (AY 2018-2019)**

<table>
<thead>
<tr>
<th>2015 PLANNING FACULTY MEMBER</th>
<th>MEMBERSHIP TYPE</th>
<th>VOTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kamel, Nabil</td>
<td>Planning Faculty</td>
<td>Yes</td>
</tr>
<tr>
<td>Laninga, Tammi</td>
<td>Planning Faculty</td>
<td>Yes</td>
</tr>
<tr>
<td>Melious, Jean</td>
<td>Planning Faculty</td>
<td>Yes</td>
</tr>
<tr>
<td>Stangl, Paul</td>
<td>Planning Faculty</td>
<td>Yes</td>
</tr>
<tr>
<td>Zaferatos, Nicholas</td>
<td>Planning Faculty / Program director</td>
<td>Yes</td>
</tr>
<tr>
<td>Hollenhorst, Steve</td>
<td>Dean</td>
<td>No</td>
</tr>
<tr>
<td>Student representative A – Nick Schmeck</td>
<td>Student</td>
<td>Yes*</td>
</tr>
<tr>
<td>Student representative B - Andrew Graminsky</td>
<td>Student</td>
<td>Yes*</td>
</tr>
</tbody>
</table>

*Voting on tenure and promotion of faculty restricted to tenured planning faculty

**B. Program Leadership:** The administrator of the degree Program shall be a planner whose leadership and management skills, combined with education and experience in planning, enables the Program to achieve its goals and objectives. The administrator shall be a tenured faculty member with an academic rank of associate professor or higher.

*Provide an explanation of how your program meets Criterion 5B:*

The program administrator position is held by Nicholas Zaferatos, Ph.D., AICP, a tenured faculty member with the rank of Professor. His qualifications include the PhD in urban design and planning, a Masters degree in environmental and urban and regional planning, extensive public service appointments that includes appointments to local planning commissions and boards, and more than 30 years of executive level professional planning experience in local agencies, tribal governments, and international planning organizations. The program administrator is supported by the Department Chair, Professor Grace Wang, and reports directly to the College Dean, Professor Steve Hollenhorst, who also serves as a member of the urban planning program committee. The WWU’s Provosts Office and the College Dean provide funding to support the program administrator position as well as PAB accreditation expenses.

**C. Communication:** The Program shall use a variety of media to provide effective two-way communication with current and prospective students, faculty, alumni, employers, professional associations, practitioners, and other stakeholders about the Program’s goals and objectives and
about its progress toward achieving those aims. The administrator of the Program shall be regularly accessible to these stakeholders, providing them with suitable opportunities for interaction.

Provide an explanation of how your program meets Criterion 5C:

The program has increasingly relied on media to improve its effective communication with current and prospective students, as well as with faculty, alumni, and community partners. The College and University have expended considerable resources to improve its website and internet-based platforms with improved accessibility to programs, degree majors, events, and program achievements and activities. Most relevant information concerning the program’s curriculum requirements are available online, along with application materials. The Program's website is located at: https://huxley.wwu.edu/urban-planning-and-sustainable-development-program

The College and Department maintain user-friendly websites, and individual faculty members are provided website technology support to improve communications with students, colleagues, other stakeholders, and the public. Most courses use the CANVAS learning system platform to facilitate curriculum administration and delivery of course material to students. We annually administer online surveys to measure student and alumni opinions regarding student learning outcomes and achievements as well as to help measure program’s achievement of its goals and objectives. An information statement regarding the costs, enrollment, retention rates and related information is linked to the College’s main webpage. In addition to media communications, we encourage interactive dialogue and in-person meetings with prospective and continuing students and community stakeholders. We routinely meet and coordinate with community leaders on topics of mutual collaboration. The program’s public information and application procedure instructions are located on the Department’s website at: https://huxley.wwu.edu/envs/envs-majors-minors-degrees.

Additional information is provided on the program website that includes the Program's strategic plan, prior student studio publications, recommended course sequencing, specialization guidance, and other information pertinent to student success. The student planning club "Western Urban Planners" also maintains an active Facebook page for students, alumni, and faculty to communicate current events. The Facebook page is located at: https://www.facebook.com/groups/wwuplanners/

D. Faculty and Student Participation: The Program shall provide fulltime and adjunct faculty, individual students, student organizations, and other interested parties with opportunities to participate fully and meaningfully in administrative decisions that affect them. When interested parties raise substantive issues, the Program shall demonstrate that it has responded appropriately to those issues, and communicated the outcomes in such a fashion that the interested parties understand how the decisions were made.

Provide an explanation of how your program meets Criterion 5D:

All meetings concerning the evaluation of, and revisions to, Huxley College’s urban planning major and programs are subject to notification to interested stakeholders who are provided an opportunity to fully and meaningfully participate in administrative decisions. Engagement involves affected faculty, the College Dean, students, the student planning organization, and our community partners. The establishment of the program committee and program advisory board ensures direct and continuous involvement of faculty, students, and professionals in the program’s strategic plan. Voting privileges on the program’s curriculum and strategic plan is open to faculty and students, as defined in the Huxley

2019 SSR Western Washington University
College Bylaws. Huxley students are appointed as members to most College committees, including the College’s curriculum committee and planning program committee, and are afforded voting privileges. Department, program, and College meetings are open to the University community and to the general public and minutes for each meeting are recorded on the College’s website. The program administrator is designated as the responsible person to ensure faculty, student, and community access to program information.

At the beginning of each year, the Urban Planning faculty committee hosts public forums where students, faculty, and staff in the Urban Planning major review and discuss the program’s mission, strategic objectives, curriculum, and related aspects of the program in order to enhance understanding about program requirements and to encourage further improvements to the program. Students are also represented by their own self-governing urban planning organization (WWU Urban Planners) formed as a university supported WWU Associated Students Club. The club meets several times each month and organizes speakers, field trips, and promotes the attendance of its membership in planning conferences, workshops and promotes APA student membership. The club participates as members of the Urban Planning Program Committee on all programmatic matters.

E. Promotion and Tenure: The Program shall publish policies and procedures for making decisions about the promotion and tenure of faculty, and shall provide junior faculty with the support that they need to advance professionally within the Program. The Program shall provide mentorship opportunities for all junior faculty, including women, racial and ethnic minorities, and members of other under-represented groups.

Provide an explanation of how your program meets Criterion 5E:

Within Huxley College, the tenure and promotion process rewards interdisciplinary approaches. Faculty are rewarded for conventional forms of achievement – good student evaluations of teaching, a well-developed research agenda, and scholarly output. However, in addition to these conventional scholarship standards, Huxley College’s Urban Planning program (and the Department of Environmental Studies) also rewards faculty for exploring new approaches to teaching about interdisciplinary problem solving and for their applied research and creative endeavors. Furthermore, Huxley College’s tenure and promotion process challenges faculty to explore how their diverse trainings and interests might be brought together in instruction and research. During the review process, Department faculty are expected to understand and assess the achievements of their colleagues, usually beyond their special expertise and interest. The very process requires faculty to examine new disciplinary perspectives and methods in ways that educate and foster interdisciplinary exploration. The result has been exceptional interdisciplinary curricular and scholarly innovation. Urban Planning faculty are evaluated pursuant to the Department of Environmental Studies Unit Evaluation Plan, the College Unit Evaluation Plan, and the University’s Collective Bargaining Agreement. These promotion and tenure policy and procedures documents are contained in the Additional Information section of this SSR.

The UPSD program governance policy, reviewed above, provides for UPSD core faculty to review and provide comments and recommendations for UPSD faculty members applying for tenure and promotion. The recommendations are provided to the Department and become part of the applicant's Dossier. All tenure and promotion decisions are subject to the WWU Collective Bargaining Agreement.

(See Additional Information: UFWW Collective Bargaining Agreement Section 18 (7), Section 22 (8); Department Unit Evaluation Plan, AI-4).
F. Grievance Procedures: The Program shall publish policies and procedures for resolving student and faculty grievances, and shall appropriately disseminate such policies and procedures to students and faculty. The Program shall maintain records to document the number and kinds of grievances it has received and the manner in which it has resolved those grievances.

Provide an explanation of how your program meets Criterion 5F:

The Urban Planning program adheres to grievance procedures and policies as established by the University and College. Faculty rights of appeal with respect to promotion and tenure decisions are elaborated in the Faculty Handbook, the College Bylaws and Unit Evaluation Plans, and the Collective Bargaining Agreement. Filed appeals progress from the Program to the Department and a College committee, and then to the Provost and Vice President for Academic Affairs and, finally, to the University President for final action.

Student grievance procedures include appeals procedures that relate to grades, student status, academic dishonesty, discrimination, sexual harassment, and other issues. All course syllabi include reference to the University grievance policy and procedure. The grievance policies and procedures are accessible on the College and University websites. The program maintains a record documenting the number and kinds of grievances it has received and a record of resolution. Student based grievances are most often filed directly with University divisions.

Students are protected against arbitrary or capricious actions or decisions by their instructors. Students also have protection against erroneous actions or decisions by academic units. At the same time, students are responsible for achieving and maintaining the standards of academic performance and excellence established by their instructors, as well as for complying with all relevant policies, standards, rules, and requirements formulated by the program, College, and the University. A student wishing to pursue an academic grievance or appeal must use the established procedures. The emphasis of the grievance policy and procedures is on informal resolution. Grievances, which involve hearings before the Student Academic Grievance Board, are rare. For the Academic Grievance and Appeal Policy and Procedures, see Appendix F in the WWU Catalog. Appeal of an instructor's decision on Academic Honesty is provided in Appendix D of the WWU Catalog (http://catalog.wwu.edu/content.php?catoid=7&navoid=1016).

(See Additional Information: WWU Academic Grievance Policy, AI-20).

G. Online Integrity: The Program shall have in place effective procedures through which to ensure that the student who registers in an online course or program is the same student who participates in and completes the course or program and receives the academic credit. The Program makes clear in writing that these processes protect student privacy and notifies students at the time of registration or enrollment of any projected additional costs associated with the verification procedures.

Provide an explanation of how your program meets Criterion 5G:

All of the required core UPSD planning courses are delivered in the classroom on the Western Washington University campus.
The following documents are available for download here.

Faculty Abbreviated CVs: Provide the faculty CVs using the PAB template. Abbreviated CVs for all faculty must be provided in alphabetical order, organized by A (full-time in the Program), B (part-time in Program/full-time in the University) and C (adjunct/contract/non-tenure track). One combined PDF document should be submitted. Include a table of contents as a cover sheet.

Course Syllabi: Provide the course syllabi for all courses, organized in increasing course numerical order. Separate the courses into core or required courses and electives. Include a table of contents as a cover sheet.

Other Evidence: Provide all other documentation here. Be sure to reference these documents in the SSR narrative. Include these documents in Part II. Other Evidence of the SSR Evidence document.

Self-Study Report Signature Page: The Signature Page demonstrates the institution's support for the Program's application for accreditation. It also provides contact information for the student association and the local APA chapter. PAB staff will contact both groups to solicit comments in advance of the Site Visit.
Tables included in this workbook:

**Students** (Green Tabs)
- Table S1  [Student Enrollment Data](#)
- Table S2  [Graduation Rates](#)
- Table S3  [Student Retention Rates](#)
- Table S4  [Number of Degrees Awarded](#)
- Table S5  [Student Employment Data](#)
- Table S6  [AICP Exam Data](#)
- Table S7  [Student Composition](#)

**Faculty** (Blue Tabs)
- Table F1  [Faculty Listing](#)
- Table F2  [Teaching Faculty FTE and Student/Fac](#)
- Table F3  [Faculty Composition](#)
- Table F4  [AICP Exam](#)
- Table F5  [Seven Year Summary of Faculty Schol](#)
- Table F6  [Seven-Year Summary of Faculty Profe](#)

Instructions for each table are included within each tab.

If you have any questions, please do not hesitate to contact PAB staff.

Updated data should be made available to the Site Visit Team.
Much of the requested student data will be available through your university's institutional research or data office. Be aware, however, that IPEDS (Integrated Postsecondary Education Data System) will not necessarily capture fast-track (e.g. 4+1) or dual degree students accurately.

### Table S1 - Student Enrollment Data

This table should include admissions data for past 7 academic years. Include the most recent data available. Please provide data as of your institution's census day.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial cohort group</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of Applications Reviewed for Admissions</td>
<td>30</td>
<td>20</td>
<td>22</td>
<td>26</td>
<td>26</td>
<td>28</td>
<td>30</td>
</tr>
<tr>
<td># Applicants Admitted</td>
<td>27</td>
<td>18</td>
<td>22</td>
<td>21</td>
<td>26</td>
<td>24</td>
<td>26</td>
</tr>
<tr>
<td># New Students Admitted who Enrolled</td>
<td>Full-time</td>
<td>27</td>
<td>18</td>
<td>22</td>
<td>21</td>
<td>26</td>
<td>24</td>
</tr>
<tr>
<td>Part-time</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td># Total Students Enrolled</td>
<td>Full-time</td>
<td>47</td>
<td>45</td>
<td>40</td>
<td>43</td>
<td>47</td>
<td>50</td>
</tr>
<tr>
<td>Part-time</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Table S2 - Graduation Rates

This table should include graduation data for the past 7 academic years, presented by cohort of new students enrolled. Include the most recent data available.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial cohort group</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># New Students Admitted who Enrolled</td>
<td>Full-time</td>
<td>27</td>
<td>18</td>
<td>22</td>
<td>21</td>
<td>26</td>
<td>24</td>
</tr>
<tr>
<td>Part-time</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Table S3 - Student Retention Rates

Retention Rate is calculated for graduate students as the percentage of first year students who return in the 2nd year. For example, students entered the program in fall 2002 and returned in fall 2003. Retention Rate is calculated for undergraduate students as the percentage of students enrolled one year after declaring their major, excluding those who graduated.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention Rate</td>
<td>Full-time</td>
<td>100</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>95%</td>
</tr>
<tr>
<td>Part-time</td>
<td>0</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Table S4 - Total Number of Degrees Awarded for the Academic Year

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees</td>
<td>25</td>
<td>24</td>
<td>26</td>
<td>19</td>
<td>22</td>
<td>19</td>
</tr>
</tbody>
</table>
### Table 55 - Student Employment Data

This table should include employment data for the past 5 academic years by graduate cohort. The employment rate include all graduates, regardless of part-time and full-time enrollment status, in part-time and full-time planning or planning-related jobs. Include the most recent data available.

<table>
<thead>
<tr>
<th>Graduation Years Ending</th>
<th>June 1, 2014</th>
<th>June 1, 2015</th>
<th>June 1, 2016</th>
<th>June 1, 2017</th>
<th>June 1, 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
</tr>
<tr>
<td>Grads employed within 1 year of graduation in a professional planning or planning-related job</td>
<td>8</td>
<td>57%</td>
<td>6</td>
<td>85%</td>
<td>8</td>
</tr>
<tr>
<td>Graduates who pursue further education within 1 year of graduation</td>
<td>2</td>
<td>14%</td>
<td>1</td>
<td>15%</td>
<td>1</td>
</tr>
<tr>
<td>Grads not employed in planning or planning-related jobs or unemployed within 1 year of graduation</td>
<td>4</td>
<td>28%</td>
<td>0</td>
<td>0%</td>
<td>2</td>
</tr>
<tr>
<td>Graduates with unknown employment status</td>
<td>10</td>
<td>42%</td>
<td>19</td>
<td>73%</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100%</td>
<td>26</td>
<td>100%</td>
<td>19</td>
</tr>
</tbody>
</table>
Table S6 - AICP Exam Data

The table should include 5 years of data, ending with the most recent graduating class eligible to take the exam. Include the most recent data available.

Bachelor's program graduates who take the exam within 7 years of graduation

<table>
<thead>
<tr>
<th>Graduation Years Ending</th>
<th>Jun-07</th>
<th>Jun-08</th>
<th>Jun-09</th>
<th>Jun-10</th>
<th>Jun-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number who take exam</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>% of takers who pass the exam</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
Table S7 - Student Composition Data

This table is the demographic data for the Program’s student body for the most recent academic year. Provide a separate table for each degree, if applicable.

<table>
<thead>
<tr>
<th>Students - Race and Ethnicity</th>
<th>Enrollment Status and Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
</tr>
<tr>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>U.S. Citizens and Permanent Residents Only</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>18</td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>3</td>
</tr>
<tr>
<td>Native Hawaiian and Other Pacific Islander</td>
<td>1</td>
</tr>
<tr>
<td>Some Other Race Alone</td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
</tr>
<tr>
<td>Total US Citizens and Permanent Residents Only</td>
<td>25</td>
</tr>
<tr>
<td>Foreign Students</td>
<td></td>
</tr>
<tr>
<td>Total Students</td>
<td>25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity - US Citizen and Permanent Residents Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
</tr>
<tr>
<td>Not Hispanic or Latino</td>
</tr>
</tbody>
</table>
**Table F1 - Faculty Listing**

This table lists the planning faculty, their educational backgrounds, and their responsibilities within the accredited Program and the degree granting unit.

List the Program's faculty in alphabetical order within the categories noted. Provide appropriate dates for faculty on leave, and for visiting faculty. This information supplements the abbreviated CV provided in the SSR. For PAB accreditation purposes, faculty are defined as follows: (A) **Full-time in Planning Unit** are tenure track faculty with a primary appointment in the planning unit. Graduate teaching assistants are excluded; (B) **Part-time in Planning Unit** are tenure track faculty from other academic departments in the University who teach; graduate core courses required for the planning degree; courses in other departments required for planning concentrations/specializations; and/or courses in other departments taken as an elective by a critical mass of planning students. Graduate teaching assistants are excluded; (C) **Adjunct/Contract/Non-tenure track** are non-tenure track faculty and faculty hired with multi year and annual contracts.

* For the most recent two years: Include the percentage of time devoted to the Program. Include additional time devoted to other degrees or teaching components of the planning unit, and to planning program related release time activities (E.g. administrative duties, research, university service, etc.)

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank/Tenure</th>
<th>Year Appointed</th>
<th>Degree(s)</th>
<th>Date</th>
<th>Degree Field(s)</th>
<th>Degree Granting Universities</th>
<th>% of Time to Program* 2017</th>
<th>% of Time to Program* 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Nabil Kamel</td>
<td>Associate</td>
<td>2018</td>
<td>Ph.D.</td>
<td>2004</td>
<td>Urban Planning</td>
<td>UCLA</td>
<td>80% (Teaching)</td>
<td>80% (Teaching)</td>
</tr>
<tr>
<td>2 Tammi Janinga</td>
<td>Assistant</td>
<td>2014</td>
<td>Ph.D., MA</td>
<td>2005</td>
<td>Design and Planning</td>
<td>University of Colorado</td>
<td>60% (Teaching)</td>
<td>80% (Teaching)</td>
</tr>
<tr>
<td>3 Jean Mellious</td>
<td>Professor</td>
<td>1999</td>
<td>J.D., M. Phil</td>
<td>1984</td>
<td>Law, Urban Regional Planning</td>
<td>Harvard Law School, U Edinburg</td>
<td>80% (Teaching)</td>
<td>80% (Teaching)</td>
</tr>
<tr>
<td>4 Paul Stangl</td>
<td>Associate</td>
<td>2004</td>
<td>Ph.D. MA</td>
<td>2001</td>
<td>Geography, Urban Planning</td>
<td>U Texas, Rutgers U</td>
<td>0% (Teaching)</td>
<td>100% (Teaching)</td>
</tr>
<tr>
<td>5 Nicholas Zelenatos</td>
<td>Professor</td>
<td>1996</td>
<td>Ph.D., MS</td>
<td>1996</td>
<td>Urban Design and Planning</td>
<td>U Washington, Western Washington U</td>
<td>100% (Teaching)</td>
<td>100% (Teaching)</td>
</tr>
</tbody>
</table>

**Part-time in Planning Unit (B) Faculty**

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank/Tenure</th>
<th>Year Appointed</th>
<th>Degree(s)</th>
<th>Date</th>
<th>Degree Field(s)</th>
<th>Degree Granting Universities</th>
<th>% of Time to Program* 2017</th>
<th>% of Time to Program* 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Berardi, Gigi</td>
<td>Professor</td>
<td>1999</td>
<td>Ph.D., MS</td>
<td>1989</td>
<td>Nat Res, Planning, Policy</td>
<td>Cornell University</td>
<td>10% (teaching)</td>
<td>0% (teaching)</td>
</tr>
<tr>
<td>7 Darby, Kate</td>
<td>Associate</td>
<td>2014</td>
<td>Ph.D., MS</td>
<td>2010</td>
<td>Anthropology, Env Science</td>
<td>Arizona State U, U Oregon</td>
<td>20% (teaching)</td>
<td>20% (teaching)</td>
</tr>
<tr>
<td>8 Flowers, Aquila</td>
<td>Associate</td>
<td>2013</td>
<td>Ph.D., MS</td>
<td>2013</td>
<td>Geography</td>
<td>U Oregon</td>
<td>50% (teaching)</td>
<td>40% (teaching)</td>
</tr>
<tr>
<td>9 Neff, Mark</td>
<td>Associate</td>
<td>2014</td>
<td>Ph.D., MS</td>
<td>2009</td>
<td>Biology, Science, Policy</td>
<td>Arizona State U, U Oregon</td>
<td>20% (teaching)</td>
<td>20% (teaching)</td>
</tr>
<tr>
<td>10 Paci-Green, Rebekah</td>
<td>Associate</td>
<td>2007</td>
<td>Ph.D., BS</td>
<td>2005</td>
<td>Structural Engineering</td>
<td>Cornell University, U Washington</td>
<td>50% (teaching)</td>
<td>50% (teaching)</td>
</tr>
<tr>
<td>11 Wang, Grace</td>
<td>Professor</td>
<td>2002</td>
<td>Ph.D., MS</td>
<td>1999</td>
<td>Natural Resources Policy</td>
<td>U Minnesota</td>
<td>10% (teaching)</td>
<td>10% (admin)</td>
</tr>
</tbody>
</table>

**Adjunct/Contract/Non-tenure track (C) Faculty**

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank/Tenure</th>
<th>Year Appointed</th>
<th>Degree(s)</th>
<th>Date</th>
<th>Degree Field(s)</th>
<th>Degree Granting Universities</th>
<th>% of Time to Program* 2017</th>
<th>% of Time to Program* 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Pederson, Mark</td>
<td>Lecturer</td>
<td>2011</td>
<td>M.S., B.A/B</td>
<td>2013</td>
<td>Geography, Architecture</td>
<td>Western Washington U, U Chicago</td>
<td>50% (teaching)</td>
<td>50% (teaching)</td>
</tr>
<tr>
<td>13 Lindsey McDonald</td>
<td>Lecturer</td>
<td>2018</td>
<td>M.S.</td>
<td>2006</td>
<td>Environmental Education</td>
<td>Western Washington U</td>
<td>10% (Admin)</td>
<td>20% (teaching)</td>
</tr>
<tr>
<td>14 Barbara Coe</td>
<td>Lecturer</td>
<td>2019</td>
<td>Ph.D.</td>
<td>1988</td>
<td>Public Admin, Planning</td>
<td>U Colorado</td>
<td>0% (teaching)</td>
<td>20% (teaching)</td>
</tr>
<tr>
<td>15 Kristi Parks</td>
<td>Lecturer</td>
<td>2019</td>
<td>MLA</td>
<td>2001</td>
<td>Landscape Architecture</td>
<td>University of Washington</td>
<td>0% (teaching)</td>
<td>20% (teaching)</td>
</tr>
</tbody>
</table>
### Table F2 - Teaching Faculty FTE

This table sets forth an FTE calculation based on teaching loads only for the most recently completely academic year. To calculate the teaching FTE for an individual faculty member, divide the faculty member’s credit hours in the accredited program by the program’s definition of a full-time teaching load. For programs with two accredited degrees, apportion each faculty member’s credited hours between the two accredited degrees. No faculty member should exceed a 1.0 teaching FTE.

**Program’s Definition/formula for a full-time teaching load:** minimum of two required courses in the urban planning degree program as well as in a

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Status (A, B, C)</th>
<th>Teaching FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Kamel, Nabil</td>
<td>A</td>
<td>0.8</td>
</tr>
<tr>
<td>2 Laninga, Tammi</td>
<td>A</td>
<td>0.8</td>
</tr>
<tr>
<td>3 Melious, Jean</td>
<td>A</td>
<td>0.8</td>
</tr>
<tr>
<td>4 Stangl, Paul</td>
<td>A</td>
<td>1</td>
</tr>
<tr>
<td>5 Zaferatos, Nicholas</td>
<td>A</td>
<td>1</td>
</tr>
<tr>
<td>6 Berardi, Gigi</td>
<td>B</td>
<td>0</td>
</tr>
<tr>
<td>7 Darby, Kate</td>
<td>B</td>
<td>0.2</td>
</tr>
<tr>
<td>8 Flowers, Aquila</td>
<td>B</td>
<td>0.4</td>
</tr>
<tr>
<td>9 Neff, Mark</td>
<td>B</td>
<td>0.2</td>
</tr>
<tr>
<td>10 Paci-Green, Rebekah</td>
<td>B</td>
<td>0.5</td>
</tr>
<tr>
<td>11 Wang, Grace</td>
<td>B</td>
<td>0</td>
</tr>
<tr>
<td>12 Pederson, Mark</td>
<td>C</td>
<td>0.5</td>
</tr>
<tr>
<td>13 Lindsey McDonald</td>
<td>C</td>
<td>0.2</td>
</tr>
<tr>
<td>14 Barbara Coe</td>
<td>C</td>
<td>0.2</td>
</tr>
<tr>
<td>15 Kristi Parks</td>
<td>C</td>
<td>0.2</td>
</tr>
</tbody>
</table>

| Total Teaching FTEs | 6.80 |

### Student/Teaching Faculty Ratio

**A** Part-time Student FTE, including calculation (if applicable)  
**B** Student/Teaching Faculty Ratio, including calculation  

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>51</td>
</tr>
<tr>
<td>B</td>
<td>7.50</td>
</tr>
</tbody>
</table>

**A.** If the Program has part-time students, provide the formula used to calculate part-time students FTE. If the Program does not track part-time students by credit hours, then use the following formula to calculate part-time students FTE: (Part-time students) (0.5).

**B.** Divide the total number of students in the Program (total full-time students + FTE part-time students), by the Total Teaching FTE.
Table F3 - Faculty Composition Data

This table is the demographic data for the Program’s faculty for the most recent academic year. Provide a separate table for each degree, if applicable. This table is intended to count faculty members as individuals (as opposed to teaching FTEs), so it should contain only whole numbers. Be sure to include all faculty, even if they are on leave or not teaching as of the reporting date.

<table>
<thead>
<tr>
<th>Faculty - Race and Ethnicity</th>
<th>Enrollment Status and Gender</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian and Other Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Some Other Race Alone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total US Citizens and Permanent Residents Only</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Faculty</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table F4 - AICP Membership:

Provide the number of teaching faculty in the accredited Program who are members of AICP

<table>
<thead>
<tr>
<th>Faculty AICP Membership</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Faculty (A)</td>
<td>2</td>
</tr>
<tr>
<td>Part-time in Faculty (B)</td>
<td>0</td>
</tr>
<tr>
<td>Adjunct/Contract/Non-tenure track Faculty (C)</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
</tr>
</tbody>
</table>
### Table F5 - 7-year Summary of Faculty Scholarship

Items with overlap in the next table (Faculty Professional Involvement) should be listed in one table only, not in both tables. Items with involvement by multiple faculty members in the Program should be listed once or pro-rated among the Program faculty members in the program should be listed once or pro-rated among the Program faculty members involved (i.e. each of two faculty members is shown with a 0.5 contribution). Add and/or delete rows as necessary to accommodate all faculty.

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Job Title</th>
<th>Number of Books Authored or Edited</th>
<th>Number of Refereed Journal Articles</th>
<th>Number of Book Chapters Authored</th>
<th>Number of Extramural Exhibitions</th>
<th>Number of Extramural Awards and Honors</th>
<th>Number of Reports and Monographs</th>
<th>Number of External Contracts and Grants</th>
<th>Dollar Amount of External Contracts and Grants</th>
<th>Number of Extramural Presentations at Conferences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-time in Planning Unit (A)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kamel, Nabil</td>
<td>Associate Professor</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>1</td>
<td>9</td>
<td>2</td>
<td>60000</td>
<td>9</td>
</tr>
<tr>
<td>Laninga, Tammi</td>
<td>Assistant Professor</td>
<td>0</td>
<td>13</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>13</td>
<td>2,700,000</td>
<td>25</td>
</tr>
<tr>
<td>Melious, Jean</td>
<td>Professor</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>various</td>
<td>17</td>
</tr>
<tr>
<td>Stangl, Paul</td>
<td>Associate Professor</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Zaferatos, Nicholas</td>
<td>Professor</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>14</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>$105,000</td>
<td>21</td>
</tr>
<tr>
<td><strong>Part-time in Planning Unit (B)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Berardi, Gigi</td>
<td>Professor</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>145,000</td>
<td>9</td>
</tr>
<tr>
<td>Darby, Kate</td>
<td>Associate Professor</td>
<td>0</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>15,000</td>
<td>14</td>
</tr>
<tr>
<td>Flowers, Aquila</td>
<td>Associate Professor</td>
<td>0</td>
<td>9</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>Neff, Mark</td>
<td>Associate Professor</td>
<td>0</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>$165,000</td>
<td>13</td>
</tr>
<tr>
<td>Paci-Green, Rebekah</td>
<td>Associate Professor</td>
<td>0</td>
<td>7</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>11</td>
<td>240,000</td>
<td>23</td>
</tr>
<tr>
<td><strong>Adjunct/Contract/Non-tenure track (C)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pederson, Mark</td>
<td>Lecturer</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Lindsey McDonald</td>
<td>LecturerSCP</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>8</td>
<td>3</td>
<td>101,000</td>
<td>7</td>
</tr>
<tr>
<td>Barbara Coe</td>
<td>Lecturer</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>7</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>Kristi Parks</td>
<td>Lecturer</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5000</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Table F6 - 7-year Summary of Faculty Professional Involvement

Items with overlap in the previous table (Faculty Scholarship) should be listed in one table only, not in both tables. Items with involvement by multiple faculty members in the Program should be listed once or pro-rated among the Program faculty members in the program should be listed once or pro-rated among the Program faculty members involved (i.e. each of two faculty members is shown with a 0.5 contribution). Add and/or delete rows as necessary to accommodate all faculty.

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Job Title</th>
<th>Number of Plans, Design, and Policy Reports Submitted to External Clients</th>
<th>Number of Extramural Presentations to Agencies, Firms, Universities, and Other Clients</th>
<th>Number of Offices Held and Leadership Positions in Professional Associations and Learned Societies</th>
<th>Number of Offices Held and Memberships on Government or Corporate Boards and Commissions</th>
<th>Number of Editorships and Memberships on Editorial Boards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time in Planning Unit (A)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kamel, Nabil</td>
<td>Associate Professor</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Laninga, Tammi</td>
<td>Assistant Professor</td>
<td>18</td>
<td>11</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Melious, Jean</td>
<td>Professor</td>
<td>25+</td>
<td>17</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Stangel, Paul</td>
<td>Associate Professor</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Zaferatos, Nicholas</td>
<td>Professor</td>
<td>12</td>
<td>15</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Part-time in Planning Unit (B)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Berardi, Gigi</td>
<td>Professor</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Darby, Kate</td>
<td>Assistant Professor</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Flowers, Aquila</td>
<td>Associate Professor</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Neff, Mark</td>
<td>Associate Professor</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Paci-Green, Rebekah</td>
<td>Associate Professor</td>
<td>5</td>
<td>14</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Wang, Grace</td>
<td>Professor</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Adjunct/Contract/Non-tenure track (C)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pederson, Mark</td>
<td>Lecturer</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Lindsey McDonald</td>
<td>Lecturer</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Barbara Goe</td>
<td>Lecturer</td>
<td>2</td>
<td>20</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Kristi Parks</td>
<td>Lecturer</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
# Additional Information

## Faculty Abbreviated Curriculum Vitae

### A Faculty (Full-time in Planning Unit)

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nabil Kamel</td>
<td>2</td>
</tr>
<tr>
<td>Tammi Laninga</td>
<td>6</td>
</tr>
<tr>
<td>Jeal Melious</td>
<td>11</td>
</tr>
<tr>
<td>Paul Stangl</td>
<td>14</td>
</tr>
<tr>
<td>Nicholas Zaferatos</td>
<td>16</td>
</tr>
</tbody>
</table>
Abbreviated Faculty Curriculum Vitae - Kamel

<table>
<thead>
<tr>
<th>Name: Nabil Kamel</th>
<th>Year of Appointment: 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Rank:</td>
<td>Professor</td>
</tr>
<tr>
<td></td>
<td>X Associate Professor</td>
</tr>
<tr>
<td>Association with Program:</td>
<td>X Full-time (A)</td>
</tr>
<tr>
<td></td>
<td>Part-time to Program/Full-time to University (B)</td>
</tr>
<tr>
<td>Tenured:</td>
<td>X Yes</td>
</tr>
<tr>
<td></td>
<td>No, but tenure-track</td>
</tr>
</tbody>
</table>

Educational History:

<table>
<thead>
<tr>
<th>Institution and Location</th>
<th>Degree</th>
<th>Field of Study</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of California, Los Angeles, CA</td>
<td>Ph.D.</td>
<td>Urban Planning</td>
<td>2004</td>
</tr>
</tbody>
</table>

Certification: AICP ___; FAICP ___; Other:

Courses Taught:
Planning Theory; Urban Design Studio for Planners; Contemporary Urban Issues
Principles of Urban Design; Elements of Urban Form (co-instructor). (Master of Urban Design);
Politics of Urban Space; Advanced Methods II; Integrated Urban Design Studio; Urban Design Practicum; History of the City; Planning Methods; Capstone Planning Studio; The City and Nature; The Global Environment: A Multidisciplinary Perspective.

Research and Professional Experience
Assistant, Associate Professor. 2014 to present. Huxley College Department of Environmental Sciences, Western Washington University.
Assistant Professor. 2009 to 2014. School of Geographical Sciences and Urban Planning, College of Liberal Arts and Sciences, Arizona State University.
Assistant Professor. 2005 to 2009. School of Planning, College of Design, Arizona State University.

7-year Summary of Scholarship

- Refereed Journal Articles

- **Book Chapters Authored**

- **Extramural Exhibitions**
  Pijawka, David and Kamel, Nabil. 2014. *Mesa Downtown Plaza*. City of Mesa, AZ.
  Kamel, Nabil. 2007. *Visioning Sustainable Development*. City of Surprise, AZ.
  Petrucci, Darren, Kamel, Nabil, and Horton, Philip. 2006. *Arizona Capitol Mall Project*. City of Phoenix, AZ.
  Spellman, Catherine and Kamel, Nabil. 2007. *County Campus Master Plan*. City of Phoenix, AZ.

- **Extramural Awards and Honors**

- **Reports and Monographs**
  Pijawka, David and Kamel, Nabil. 2014. *Mesa Downtown Plaza*. City of Mesa, AZ.
  Kamel, Nabil. 2007. *Visioning Sustainable Development*. City of Surprise, AZ.
  Petrucci, Darren, Kamel, Nabil, and Horton, Philip. 2006. *Arizona Capitol Mall Project*. City of Phoenix, AZ.
  Spellman, Catherine and Kamel, Nabil. 2007. *County Campus Master Plan*. City of Phoenix, AZ.

- **Extramural Presentations at Conferences**


Kamel, Nabil. 2010. “Uneven urban development and the 21st century housing foreclosure crisis.” ACSP, Minneapolis, MN.


Selected funded research contracts, grants or commissions in last 7 years

Pijawka, David and Kamel, Nabil. 2013. Mesa Downtown Plaza. ASU GeoPlan $50,000 – 18 months.

Kamel, Nabil (principal investigator), Koptiuch, Kristin and Montemayor, Gabriel. 2011. Learning from the Margin: Counter-Sprawl Tactics in Phoenix. Phoenix Urban Research Laboratory, College of Design $12,000 – 12 months.


Spellman, Catherine (principal investigator) and Nabil Kamel (co-principal investigator). 2006-2007. *County Campus Master Plan*. Arizona State University, AZ: Phoenix Urban Research Laboratory, College of Design. *Maricopa County and ASU* $25,000 – 6 months.

**7-year Summary of Professional Involvement**

- Plans, Design, and Policy Reports Submitted to External Clients (see reports and monographs above)

- Extramural Presentations to Agencies, Firms, Universities, and Other Clients


  2007 Sustainable Urban Design Principles. Tribal Planning Summit. ASU: Tempe, AZ

- Offices Held and Leadership Positions in Professional Associations and Learned Societies


- Offices Held and Memberships on Government or Corporate Boards and Commissions

  City of Phoenix, Form-Based Code, Advisory Board, Member (2007).

- Editorships and Memberships on Editorial Boards

  Editorial Board, Member: *Journal of Architectural and Planning Research* (2013 to present).
## Abbreviated Faculty Curriculum Vitae - Laninga

**Name:** Tamara J. Laninga  
**Year of Appointment:** 2015

<table>
<thead>
<tr>
<th>Academic Rank:</th>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Association with Program:</td>
<td>x Full-time (A)</td>
<td>Part-time to Program/Full-time to University (B)</td>
<td>Adjunct, Contract, and/or Lecturer (C)</td>
<td></td>
</tr>
<tr>
<td>Tenured:</td>
<td>Yes</td>
<td>x No, but tenure-track</td>
<td>Non-tenure track</td>
<td></td>
</tr>
</tbody>
</table>

### Educational History:
- **University of Colorado,** Denver, CO  
  Ph.D. Design & Planning  
  2005
- **University of Colorado,** Boulder, CO  
  M.A. Geography  
  2000
- **Western Washington University,** Bellingham, WA  
  B.S. Environmental Policy  
  1994

### Certification:  
AICP ___; FAICP ___; Other:

### Courses Taught:
- Community Development and Participatory Methods (ENVS 475/575) (Fall 2017, 2018)
- Environmental History and Policy (ENVS 305) (Spring 2017, 2018)
- Environment and Resource Policy (ENVS 304) (Winter, Spring 2016)
- History of Planning (ENVS 370) (Spring 2017, 2019)
- Land Use Regulations & Technical Writing (ENVS 374) (Fall 2016, Winter 2018, 2019)
- Professional Dev. for Graduate Teaching Assistances (ENVS 597c) (Fall 2017, 2018)
- Roadmap to Washington’s Future (ENVS 499D) (Winter 2018)
- Research and Writing (ENVS 319) (Fall 2015)

### Research and Professional Experience:
- **9/2015**  
  Assistant Professor, Environmental Studies Department, Western Washington University, Bellingham, WA.
- **2014-6/2015**  
  Assistant Professor of Sustainable Land Use Planning, Conservation Social Sciences (CSS) Department, and Director, Bioregional Planning and Community Design (BIOP) Program, University of Idaho, Moscow, ID.
- **2007-2013**  
  Assistant Research Professor (half-time) of Sustainable Land Use Planning, Bioregional Planning and Community Design Program and Conservation Social Sciences Department, University of Idaho, Moscow, ID.
- **2006-2007**  
  Program Coordinator, Building Sustainable Communities Initiative, University of Idaho, Moscow, ID.
- **2005**  
  Research Assistant for Dr. Brian Muller, Alternative Growth Futures Lab, University of Colorado, Denver, CO.
- **2002**  
  Research Assistant for Drs. Patricia Limerick and William Riebsame Travis, Center of the American West, University of Colorado, Boulder, CO.
- **2000-2002**  
  Research Assistant for Dr. Brian Muller, University of Colorado, Boulder, CO.
- **1998-2003**  
  Teaching Assistant, Department of Geography and College of Architecture and Planning, University of Colorado.

7-year Summary of Scholarship

• Refereed Journal Articles (13)
  2018 “Evaluation of Three Forest-Based Bioenergy Development Strategies in the Inland Northwest, United States.” Journal of Forestry
  “‘The Devil Is in the Details:’ Inland Northwest Stakeholders’ Views on Three Forest-Based Bioenergy Scenarios.” Forest Science
  2016 “Slash and Learn: Revealing Stakeholder Knowledge, Support, and Preferred Communication Methods Relative to Wood-Based Biofuels Projects.”
  “Multi-Spatial Analysis of Forest Residue Utilization for Bioenergy.” Biofuels, Bioproducts, and Biorefining
  “The Spatial Distribution and Quantification of Food Insecurity in the North Central Health District of Idaho.” Journal of Hunger and Environmental Nutrition
  “Education at the Speed of Research: An Overview of the NARA approach to BioEnergy Literacy.” Journal of Sustainability Education
  2014 “From Wood to Wing: Opportunities to Build an Advanced Biofuels Industry the Pacific Northwest Utilizing its Timber-based Assets.” Western Planner
  “Community-University Partnerships in Small-Town Idaho: Addressing Diverse Community Needs through Interdisciplinary Outreach and Engagement.” Journal of Community Engagement and Scholarship
  2011 “Using Traffic Simulation Software to Manage Recreational River Boats on Public Lands.” Transportation Research Record: Journal of the Transportation Research Board

• Refereed Chapter (1)

• Extramural Awards and Honors (1)
  ○ 2010 Western Regional Outreach Scholarship Foundation Engagement Award. Association of Public and Land Grant Universities. Building Sustainable Communities Initiative and University of Idaho Extension Horizon Program. $6,000.

• Reports and Monographs (23)
  2016 “Olympic Peninsula Study - Analysis Document”
“Informed Stakeholder Assessment.” In *Northwest Advanced Renewables Alliance (NARA) Final Report*, for AFRI Competitive Grant no. 2011-68005-304 from the USDA NIFA.


“NARA Pacific Northwest Site Selection Analysis and Design”

“NARA Mid Cascade to Pacific Analysis.”


2013 “NARA Mid Cascade to Pacific Profile.”
“NARA Western Montana Corridor Site Selection & Supply Chain Analysis.”

2012 “NARA Western Montana Corridor Regional Capacity.”
“NARA Western Montana Corridor Overview.”
“NARA Clearwater Basin Bioenergy Assessment Project.”
“Bureau of Land Management (BLM) Upper Snake Field Office Visitor Study Report.”

“NARA Clearwater Basin Community Profile.”
“North Fork Coeur d’Alene River Cooperative Recreation Plan.”
“BLM South Fork of the Snake River Capacity Study Report.”

• Extramural Presentations at Conferences (last 7 years) (22)

2018 “Monitoring River Values – What you need to know to design a river monitoring program and collaborative ways to accomplish the work.”
“Data collection for public lands planning and management: The power of agency/university partnerships.”

2017 “Stakeholder Support for Forest-based Bioenergy in the Northwestern US: Comparing Regional and Local Level Analyses with Implications for Facility Siting.”

“Flying Planes with Trees? Stakeholder’s Levels of Knowledge and Support for a Wood-based Biofuels Industry in the Pacific Northwest.”

2015 “Interdisciplinary Design Course Structure: Lessons for Engineering Instructors from a Capstone Design Course”
2014  “Wood to Wing: Stakeholder Perspectives on a Wood-based Biofuels Industry in the Northwest United States.”
“The Next 50 Years: Using Public Involvement and University Students to Identify Key Wilderness Issues.”
“The Informed Stakeholder Assessment: Measuring the Social Acceptability of Biomass and Biofuels.”
“Identifying Suitable Sites for Wood-based Biofuels Facilities in Western Oregon and Washington”
“Identifying Suitable Sites for Wood-based Biofuels Facilities in Western Oregon and Washington.”
“Idaho Pathways.”
2013  “Asset-Based Assessment of Regional Wood-based Biofuels Industry Potential.”
“Western Montana Corridor: Pilot Supply Chain Case Study.”
“Energy Literacy.”
“Governing Communities as Self-Organizing Networks: An Analysis of Inter-organizational Collaboration in Community Economic Development Planning from a Social Network Perspective.”
2012  “Pilot Supply Chain Coalitions: The Role of Asset Mapping and the Community Capitals Framework.”
“From Wood to Wing: Wood-based Energy Options.”
2011  “Network Capital and Self-Organizing Community Action: Boundary Confining or Boundary Spanning?”
“Using Traffic Simulation Software to Manage Recreational River Boats on Public Lands.”
“Planning for Local Food Security: An Introduction to Community Food Assessments.”

Professional Honors & Recognition
1997  Colorado Association of Stormwater and Floodplain Manager’s Grand Award, Boulder Creek Watershed Awareness Program. Vail, CO.
1997  Denver Urban Resources Partnership Grant Recipient. Award: $9,000.
1996  Denver Urban Resources Partnership Grant Recipient. Award: $9,500.

Selected funded research contracts, grants or commissions in last 7 years
•  U.S. Department of Agriculture (USDA), US Forest Service. 2019. $41,875
•  Nez Perce Tribe. October 2014-August 2015. $11,812.
•  U.S. Department of Agriculture (USDA), Agriculture and Food Research, National Institute of Food and Agriculture. 2011-2016. $1,656,164.
•  University of Idaho, Building Sustainable Communities Initiative. July 2009-June 2010. $10,000.

7-year Summary of Professional Involvement
•  Plans, Design, and Policy Reports Submitted to External Clients
2018  Port of Bellingham, Aeration Stabilization Basin
City of Bellingham, Community Park at Cordata
City of Bellingham, Boulevard Park Overpass
City of Bellingham, W. Horton Road Extension
Skagit County, Proposed Centennial Trail Development
City of Monroe, US 2 By-Pass Multi-modal Trail
Skagit County Setback Code Revision
Skagit County, Edison Community Plan

2017
Port of Bellingham, Georgia Pacific Wharf
Port of Bellingham, Squalicum Creek Restoration, Phase III
City of Bellingham, Waypoint Park

2016
City of Bellingham, Birchwood Neighborhood Village
City of Bellingham, Fever Creek Bridge Replacement
City of Bellingham, Geri Fields Turf Improvement Project
Whatcom Transit Authority, WWU Shuttle Bus Analysis

2015
City of Colfax, Develop Code Audit

• Extramural Presentations to Agencies, Firms, Universities, and Other Clients

2018
Huxley College Speaker’s Series. Bellingham, WA

2017
Northwest Washington Planner’s Autumn Forum. Bellingham, WA

2016
Net-Impact WWU Undergraduate Student Chapter. Bellingham, WA
Snohomish County PUD Teacher Workshop. Everett, WA

2015
Colfax Planning & Zoning Commission. Colfax, WA
Olympic Peninsula Biomass-Bioenergy Community Stakeholder Open House. Port Townsend, WA.

2014
Washington Contract Loggers Association Annual Meeting. Spokane, WA.
McCall Outdoor Science School Summer Teacher Workshop. McCall, ID.
McCall Outdoor Science School Teacher Professional Development Webinar.

2013
Washington Forest Biomass Coordination Group. Olympia, WA.
Idaho Pathways Regional Economic Development Workshops. Lewiston, Boise, Pocatello, Rexburg, Post Falls, and Twin Falls, ID.
NARA Mid-Cascade to Pacific Pilot Supply Chain Kick-off Workshop. Vancouver, WA.
NARA Mid-Cascade to Pacific Pilot Supply Chain Introduction Meeting. Vancouver, WA.
Western Montana Corridor Public Meeting. Missoula, MT.
Montana Wood Products Retention Roundtable. Missoula, MT.

2012
Clearwater County Economic Development Board. Orofino, ID.
NARA Western Montana Corridor Pilot Supply Chain Kickoff Workshop. Missoula, MT.

2011
Clearwater Economic Development Association Green Technology Workshop. Moscow, ID.

2007-2012 Instructor. Northwest Community Development Institute. Boise, ID.
Abbreviated Faculty Curriculum Vitae - Melious

<table>
<thead>
<tr>
<th>Name: Jean Melious</th>
<th>Year of Appointment: 1996</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Rank:</strong></td>
<td><strong>Associate Professor</strong></td>
</tr>
<tr>
<td>X Professor</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td><strong>Association with Program:</strong></td>
<td><strong>Adjunct, Contract, and/or Lecturer (C)</strong></td>
</tr>
<tr>
<td>Full-time (A)</td>
<td>Part-time to Program/Full-time to University (B)x</td>
</tr>
<tr>
<td><strong>Tenured:</strong></td>
<td><strong>Non-tenure track</strong></td>
</tr>
<tr>
<td>X Yes</td>
<td>No, but tenure-track</td>
</tr>
</tbody>
</table>

**Educational History:**

<table>
<thead>
<tr>
<th>Institution and Location</th>
<th>Degree</th>
<th>Field of Study</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harvard Law School</td>
<td>JD</td>
<td>Law</td>
<td>1984</td>
</tr>
<tr>
<td>University of Edinburgh</td>
<td>M.Phil.</td>
<td>Urban Design and Regional Planning</td>
<td>1981</td>
</tr>
<tr>
<td>St. Lawrence Univ.</td>
<td>BA</td>
<td>Government and Environmental Studies</td>
<td>1979</td>
</tr>
</tbody>
</table>

**Certification:** AICP ___; FAICP ___; Other: Admitted to the State Bars of Washington and California (active status)

**Courses Taught:** Land Use Law, Environmental Law and Policy, Environmental Dispute Resolution, Environmental Impact Assessment, International Environmental Policy, Canadian Environmental Policy.

**Research and Professional Experience**


Nossaman LLP, Irvine, California.
- October 1992 - Present: Partner/Of Counsel
- January 1990 - October 1992: Equity Partner
- June 1986 - December 1989: Associate Attorney

Faculty of Law, University of Western Ontario, London, Ontario.
- Brobeck, Phleger & Harrison, San Francisco, California.
- Ross & Hardies, Chicago, Illinois.
- June-August 1983: Summer Associate.

**7-year Summary of Scholarship**

- Books Authored or Edited

- Refereed Journal Articles

• Extramural Awards and Honors
RE Sources for Sustainable Communities, Environmental Hero, 2013.

• Extramural Presentations at Conferences

Professional Honors & Recognition

Selected funded research contracts, grants or commissions in last 7 years
Nossaman LLP: Contract for legal services. Ongoing.

7-year Summary of Professional Involvement

• Plans, Design, and Policy Reports Submitted to External Clients
  In excess of 20 legal briefs and dozens of legal memoranda, including briefs before the 9th Circuit Court of Appeals, Washington State Supreme Court, Divisions 1 and 2 of the Washington State Court of Appeals, and numerous briefs submitted to the Growth Management Hearings Board representing local clients.
• Extramural Presentations to Agencies, Firms, Universities, and Other Clients
  Oral argument before the Washington State Supreme Court, approximately 15 hearings before the Western Washington Growth Management Hearings Board; numerous presentations connected with these matters before the Whatcom County Council.
• Offices Held and Leadership Positions in Professional Associations and Learned Societies
  Center for Environmental Law and Policy, Board member, 2017-present; Futurewise Whatcom, Steering Committee President, December 2010-May 2012; RE Sources for a Sustainable Community, Board Member and Secretary of the Executive Committee, June 2011-2014.
• Offices Held and Memberships on Government or Corporate Boards and Commissions
  City of Bellingham Historic Preservation Commission, December 2008-November 2018; Vice Chair; Whatcom County Planning Commission, Chair, January 2008-December 2010; Vice Chair, December 2007-January 2008.
• Editorships and Memberships on Editorial Boards
Abbreviated Faculty Curriculum Vitae - Stangl

<table>
<thead>
<tr>
<th>Name: Paul Stangl</th>
<th>Year of Appointment: 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Rank:</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Association with Program:</td>
<td>Full-time (A)</td>
</tr>
<tr>
<td>Tenured:</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Educational History:**

- *University of Texas at Austin – Austin, TX*  PhD  Geography  2001  
- *Rutgers University – New Brunswick, NJ*  MCRP  City and Regional  1992  
- *Kansas State University – Manhattan, KS*  BS  Planning  Liberal Arts  1990  

**Certification:**

**Courses Taught:** Introduction to Planning, Planning History, Transportation Planning, Urban Planning Studio I

**Research and Professional Experience**

**7-year Summary of Scholarship**

- Books Authored or Edited

- Refereed Journal Articles
  - Stangl, P. 2016. Geographic and discursive wanderings of San Francisco’s “evil” octopuses. *Journal of Interdisciplinary Literary Studies*, 18(3): 343-371. *(This article examines discourse on metaphorical octopuses used to demonize places, patterns and processes in urban space, including attempts to destroy Chinatown, opposition to the street-car monopoly, etc.)*

• Book Chapters Authored

• Extramural Presentations at Conferences
  - Invited speaker at Workshop on Tools and Indicators for Assessing Urban Resilience hosted by Japan’s NIES and Global Carbon Institute at University of Tokyo in December 2015. Delivered Paper, “Prospects for Urban Morphology in Resilience Assessment.
  - Invited keynote speaker at Workshop on Death and Labour History (Newcastle University, England) April 2013. Delivered paper, “Revolutionaries’ Cemeteries in Berlin
Abbreviated Faculty Curriculum Vitae: Zaferatos

<table>
<thead>
<tr>
<th>Name: Nicholas Christos Zaferatos</th>
<th>Year of Appointment: 1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Rank:</td>
<td>Professor</td>
</tr>
<tr>
<td>Association with Program:</td>
<td>X Full-time (A)</td>
</tr>
<tr>
<td>Tenured:</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institution and Location</th>
<th>Degree</th>
<th>Field of Study</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Washington, Seattle, WA.</td>
<td>Ph.D.</td>
<td>Urban Design and Planning.</td>
<td>1996</td>
</tr>
<tr>
<td>Huxley College of Environmental Studies, WWU. Bellingham, WA.</td>
<td>M.S.</td>
<td>Urban, Regional &amp; Environmental Planning</td>
<td>1979</td>
</tr>
<tr>
<td>State University of New York at Buffalo, N.Y.</td>
<td>B.A.</td>
<td>Geography</td>
<td>1974</td>
</tr>
</tbody>
</table>

Certification: AICP _X_; FAICP ____; Other:


Research and Professional Experience
Associate Professor, Urban Planning and Sustainable Development. Huxley College of the Environment. Western Washington University, Bellingham, WA. 2005–present
President and CEO. A World Institute for a Sustainable Humanity – Hellas. Non-Profit educational NGO registered in Athens, Greece, and Washington State. 2004-current
Assistant Professor of Planning and Environmental Policy. Huxley College of the Environment. Western Washington University, Bellingham, WA. 1999 - 2005
General Manager and Director of Planning and Community Development. Swinomish Indian Tribal Community, LaConner, WA. Executive management over tribal government administrative units. Advisor to governing council. 1984-1999
Director. Swinomish Development Authority. The Swinomish Indian Tribal Community. Concurrent appointment. 1997-1999
Adjunct Professor. Western Washington University 1988 - 1998
Director of Planning and Community Development. Swinomish Indian Tribal Community, LaConner, WA. 1980-1984
Planner. Office of Planning and Community Development. City of Bellingham, WA. 1976

7-year Summary of Scholarship
• Books Authored: 1

- Refereed Journal Articles: 6

- Book Chapters Authored: 1

- Extramural Awards and Honors
  2011 Sustainability Award. Creating Sustainability Partnerships. Western Washington University and Office of Sustainability. Bellingham, WA.

- Reports and Monographs

- Extramural Presentations at Conferences


Professional Honors & Recognition

2018 Best student project award. PAW/APA Washington State.

2011 Sustainability Award. Creating Sustainability Partnerships. Western Washington University and Office of Sustainability. Bellingham, WA.


Selected funded research contracts, grants or commissions in last 7 years


7-year Summary of Professional Involvement

• Plans, Design, and Policy Reports Submitted to External Clients


- Extramural Presentations to Agencies, Firms, Universities, and Other Clients
  “Sustainable Development in Greek Island Communities.” Chair, presenter. 4th Annual International Conference in Sustainable Tourism Development. Athens, Greece. 2013.


- Offices Held and Leadership Positions in Professional Associations and Learned Societies


### Additional Information

**Faculty Abbreviated Curriculum Vitae**

<table>
<thead>
<tr>
<th>B Faculty (Part-time in Planning Unit)</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gigi Berardi</td>
<td>21</td>
</tr>
<tr>
<td>Kate Darby</td>
<td>24</td>
</tr>
<tr>
<td>Aquila Flower</td>
<td>27</td>
</tr>
<tr>
<td>Mark Neff</td>
<td>29</td>
</tr>
<tr>
<td>Rebekah Paci-Green</td>
<td>33</td>
</tr>
<tr>
<td>Grace Wang</td>
<td>38</td>
</tr>
</tbody>
</table>
Abbreviated Faculty Curriculum Vitae - Berardi

<table>
<thead>
<tr>
<th>Name: Gigi Berardi</th>
<th>Year of Appointment: 1995</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Rank:</td>
<td>X Professor</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Full-time (A)</td>
<td>Part-time to Program/Full-time to University (B)</td>
</tr>
<tr>
<td>Adjunct, Contract, and/or Lecturer (C)</td>
<td></td>
</tr>
<tr>
<td>Tenured: Yes No, but tenure-track Non-tenure track</td>
<td></td>
</tr>
</tbody>
</table>

Educational History:
University of California, San Diego. B.A. Biology (magna cum laude). 1974

Certification: AICP ___; FAICP ___; Other:

Courses Taught: Research and Writing; Current Affairs in Geography; Explorations in Environmental Studies; Ecogastronomy; Ecogastronomy Intensive; Agroecology and Sustainable Ag; Agroecology and Sustainable Ag Practicum

Research and Professional Experience

Project Director, Enhancing Resilience/Event-Based Scenario Planning. Resilience study and outreach funded by the National Institute of Food and Agriculture. Huxley College of the Environment, Western Washington University. 2009-2012.
Founder and Interim Director, Institute for Global and Community Resilience, Huxley College of the Environment, Western Washington University. 2009-2012
Chair, Department of Environmental Studies: Policy, Planning, Education, and Geography, Huxley College of the Environment, Western Washington University. 2001-2008.
Program Co-Developer and Core Faculty, Tribal Environmental and Natural Resources Management Program, Northwest Indian College. 1997-2003.

7-year Summary of Scholarship

- Books Authored or Edited
  Two in prep: A Cultivated Life, The Experience of Food and The Ecology of Food
- Refereed Journal Articles
  “Energy, agriculture, and food: National, county, city considerations” (http://www.wwu.edu/resilience/Publications/Pub_Index.shtml) 2009
  “Kenya-Starvation and food insecurity in the land of plenty”
(http://www.wwu.edu/resilience/Publications/Pub_Index.shtml) 2009

• Book Chapters Authored

• Extramural Exhibitions, Awards and Honors
2012. “Our Farms are at Risk.” 2.5-minute film and 30-sec trailer for television (aired in 2012), featuring research results from USDA/CSREES Competitive Programs grant research, and produced by Hand Crank Films. 2012
2011. ADDY award (AAF-ADDY award) for “Our Farms Are at Risk” film, funded and coordinated by The Resilience Institute in conjunction with Hand Crank Films.
2009. International "Green Good Design" Award for regional architecture category, faculty and students, Sustainable Planning in Greece program, Western Washington University.
2007. Award, Teaching-Learning Academy (for individual and collective achievements in teaching). Western Washington University.

• Reports and Monographs

• Extramural Presentations at Conferences
Lecture, “Microbiology of Foods and Taste.” University of Gastronomic Sciences (UNISG), Pollenzo, Italy. Aug. 2011


Selected funded research contracts, grants or commissions in last 7 years

7-year Summary of Professional Involvement

Professional Honors & Recognition

Selected funded research contracts, grants or commissions in last 7 years
2012. Research Grant, Whatcom Community Foundation, Bellingham ($5,000); smaller grant awarded in 2011.
2009-2012. Principal Investigator (Rebekah Green, Co-PI) USDA/CSREES Competitive Programs grant ($140,208), Enhancing Resilience of Small and Medium-Sized Farms Through Extreme Event-Based Scenario Planning

7-year Summary of Professional Involvement

• Plans, Design, and Policy Reports Submitted to External Clients
• Extramural Presentations to Agencies, Firms, Universities, and Other Clients
• Offices Held and Leadership Positions in Professional Associations and Learned Societies
• Offices Held and Memberships on Government or Corporate Boards and Commissions
• Editorships and Memberships on Editorial Boards

Biological Agriculture and Horticulture. Editorial Board member.
Abbreviated Faculty Curriculum Vitae - Darby

<table>
<thead>
<tr>
<th>Name: Kate J. Darby</th>
<th>Year of Appointment: 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Rank:</td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Association with Program:</td>
<td></td>
</tr>
<tr>
<td>Full-time (A)</td>
<td>Part-time to Program/Full-time to University (B)</td>
</tr>
<tr>
<td>Adjunct, Contract, and/or Lecturer (C)</td>
<td>0.5 FTE position with Environmental Studies</td>
</tr>
<tr>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Tenured:</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>No, but tenure-track</td>
</tr>
<tr>
<td>x</td>
<td>Non-tenure track</td>
</tr>
</tbody>
</table>

**Educational History:**
- Arizona State University, Tempe, AZ  PhD Anthropology (Env’t, Tech & Soc) 2010
- University of Oregon, Eugene, OR  MS Environmental Studies 2005
- The Pennsylvania State University, State College, PA  BS Chemical Engineering 2000

**Certification:** AICP ___; FAICP ___; Other:

**Courses Taught:** Power, Privilege, and the Environment; Readings in Environmental Justice; Research and Projects in Environmental Studies (graduate); Human Ecology and Ethics; Environmental History and Ethics; Resilience, Nature and the Anthropocene; Understanding the Environment through Quantitative Inquiry, Agroecology, Urban Ecology, Global Food Policy; Environmental Justice; Environmental Problem Analysis, Junior Seminar in Sustainable Development; Senior Environmental Science Seminar; Alternative Transit and the Environment; Introduction to Environmental Studies and Sciences; Environmental Issues in the U.S. West; Comparative Approaches to Sustainability; Adventures in Culture, Health and the Environment

**Research and Professional Experience**
- (2014-2015) Visiting Assistant Professor, Fairhaven College of Interdisciplinary Studies and Instructor, Huxley College of the Environment, Western Washington University, Bellingham, WA
- (2010-2014) Assistant Professor, Environmental Science, Allegheny College, Meadville, PA
- (2008-2009) Instructor and Teaching Assistant, Study Abroad Program to Fiji and New Zealand, Arizona State University, Tempe, AZ
- (2005-2006) Conservation Program Assistant, Sierra Club, Phoenix, AZ

**7-year Summary of Scholarship**
Refereed Journal Articles


• Book Chapters Authored
  
  (2016) “An Introduction to the Conflicting Meanings of ‘Justice’ in Environmental Justice”, Learner-Centered Teaching Activities for Environmental and Sustainability Studies, Ed. Byrne, L.


• Reports and Monographs
  


• Extramural Presentations at Conferences
  
  (2018) “Breaking down the Walls: Understanding Student Experiences and Barriers to Learning in an Environmental Studies Department” (presentation): Association of Environmental Studies and Sciences Annual Meeting, Washington, DC

  (2018) “Looks like urine” and “smells like sewer”: Sensory experience and environmental injustice Huxley Speaker Series, Bellingham, WA

  (2017) “‘Looks like urine’ and ‘smells like sewer’: Sensory experience and claims-making in the environmental justice movement” Environmental Justice in the Anthropocene conference, Colorado State University, Fort Collins, CO

  (2016) “It’s the end of the world as we know it.” Now what?: Assignments to connect empathy, agency and hope” (presentation): Association of Environmental Studies and Sciences Annual Meeting, Washington, DC


  (2011) “Can Texting Transform Transit? Evaluating Technology to Improve Public Bus Ridership at Allegheny College” with Kelly Boulton (Allegheny College staff) and Hannah
Giacomin (student) (poster): Association for the Advancement of Sustainability in Higher Education, Pittsburgh, PA


**Selected funded research contracts, grants or commissions in last 7 years**

(2018) Faculty Senate Diversity and Social Justice Award, Western Washington University ($6,000)

(2012-2014) InTeGrate (Interdisciplinary Teaching of Geoscience for a Sustainable Future) Teaching Module Development Grant (with Lisa Phillips, Illinois State University and Mike Phillips, Illinois Valley Community College) “**Mapping the Environment with Sensory Perception**” ($15,000 per person over two years, additional travel funding and staff support for module implementation and assessment)

(2013) Fahrner Summer Workshop Funding, Allegheny College (with Eric Boynton, Brian Harward, Julie Wilson, Kazi Joshua, Frank Forts and Ishita Sinha Roy), “**Democracy Realized?: The Legacy of the Civil Rights Movement**” ($8,200)

(2012) Demmler Endowment for Innovative Teaching, Allegheny College (with Eric Pallant), “**Soil-to-Plate: An Interdisciplinary Field-Based Food and Agriculture Class**” ($3,850)

**7-year Summary of Professional Involvement**

- Extramural Presentations to Agencies, Firms, Universities, and Other Clients
  - (2016) “**Teaching Sustainability and Environmental Justice in the Humanities and Social Sciences**” InTeGrate (Interdisciplinary Teaching of Geoscience for a Sustainable Future) webinar
  - (2010-2014) Community-based research, presentations and/or service learning experiences with: Crawford Area Transportation Authority, Meadville Second Saturday Market, Goodness Grows, Fairview/Fairmont Housing, Ackerman Farm, Project ONE in Meadville, PA

- Offices Held and Memberships on Government or Corporate Boards and Commissions
  - (2014-present) City of Bellingham Transportation Commissioner

- Editorships and Memberships on Editorial Boards
  - Editorial Board, *Archipelago*
Abbreviated Faculty Curriculum Vitae - Flower

<table>
<thead>
<tr>
<th>Name: Aquila Flower</th>
<th>Year of Appointment: 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Rank:</strong></td>
<td><strong>Professor</strong> X <strong>Associate Professor</strong></td>
</tr>
<tr>
<td><strong>Association with Program:</strong></td>
<td><strong>Full-time (A)</strong> X <strong>Part-time to Program/Full-time to University (B)</strong></td>
</tr>
<tr>
<td><strong>Tenured:</strong></td>
<td><strong>X</strong> Yes</td>
</tr>
</tbody>
</table>

**Educational History:**

<table>
<thead>
<tr>
<th>University</th>
<th>Degree</th>
<th>Field of Study</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Oregon, Eugene, OR</td>
<td>PhD</td>
<td>Geography</td>
<td>2013</td>
</tr>
<tr>
<td>University of Victoria, Victoria, BC</td>
<td>MS</td>
<td>Geography</td>
<td>2009</td>
</tr>
<tr>
<td>Humboldt State University, CA</td>
<td>BA</td>
<td>Geography</td>
<td>2004</td>
</tr>
</tbody>
</table>

- Certification: AICP; FAICP; Other:

- **Courses Taught:**
  - Physical Geography
  - GIS III: Analysis and Modeling Climatology
  - GIS IV: Advanced GIS Applications Biogeography
  - Advanced Spatial Analysis
  - GIS I: Introduction to GIS
  - Communicating Research Results

- **Research and Professional Experience**
  - Assistant Professor, Western Washington University, 2013-present
  - Research Assistant & Instructor, University of Oregon, 2009-2012
  - Research Assistant, University of Victoria, 2006-2008
7-year Summary of Scholarship

Refereed Journal Articles

- Flower, A., Gavin, D.G., Heyerdahl, E.K., Parsons, R., Cohn, G., 2014. Western Spruce Budworm Outbreaks Did Not Increase Fire Risk over the Last Three Centuries: A Dendrochronological Analysis of Inter-Disturbance Synergism. PLOS ONE.


# Abbreviated Faculty Curriculum Vitae - Neff

<table>
<thead>
<tr>
<th>Name: Mark Neff</th>
<th>Year of Appointment: 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Rank:</strong></td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>Associate Professor</td>
</tr>
<tr>
<td><strong>Association with Program:</strong></td>
<td>Full-time (A)</td>
</tr>
<tr>
<td>Tenured:</td>
<td>Yes x No, but tenure-track</td>
</tr>
</tbody>
</table>

## Educational History:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Location</th>
<th>Field</th>
<th>Certification</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona State University</td>
<td>Tempe, AZ</td>
<td>Biology, with focus on Science Policy</td>
<td>2009</td>
<td></td>
</tr>
<tr>
<td>University of Oregon</td>
<td>Eugene, OR</td>
<td>Environmental Studies, Graduate Certificate in Not-for-profit Management</td>
<td>2005</td>
<td></td>
</tr>
<tr>
<td>Whitman College</td>
<td>Walla, WA</td>
<td>German Literature and Language; Minor in Biology</td>
<td>1999</td>
<td></td>
</tr>
</tbody>
</table>

## Certification: AICP ___; FAICP ___; Other:

## Courses Taught:

### Western Washington University

- ENVS 304: Environmental and Resource Policy
- ENVS 450: US Environmental Policy
- ENVS 456: Environmental Governance
- ENVS 458: Environmental Politics

### Allegheny College

- ENVSC 110: Introduction to Environmental Science
- FSENVSC 201: Environmental Problem Analysis
- ENVSC 210: Research Methods in Environmental Science
- ENVSC 410: Science, Technology and the Environment
- ENVSC 585: Junior Seminar in Sustainable Development
- ENVSC 600 and 610: Senior Seminar (Supervising senior theses)

### Arizona State University

- SOS 320: Society and Sustainability
- HON 494/SOS 494: Community of Undergraduate Research Scholars (co-instructed with Dr. Margaret Nelson, Vice Dean of Barrett Honors College)
- ASB 394/SOC 334 Technology and Society (Teaching assistant)

## Research and Professional Experience

### Western Washington University, Huxley College of the Environment

- Assistant Professor of Environmental Policy
- Sept 2014-Present

### Consortium for Science, Policy and Outcomes (www.cspo.org)

- Affiliated Scholar
- Arizona State University
- June 2011-present

### Allegheny College, Department of Environmental Science

- Assistant Professor
- Meadville, PA
- August 2011-August 2014
- Campus Director, Project Pericles
- January 2013-August 2014

### Allegheny College, Department of Environmental Science

- Meadville, PA
Visiting Scholar & Adjunct Faculty  

University of Waterloo, Faculty of the Environment  

Research Associate  

Consortium for Science, Policy and Outcomes  

Post-doctoral Research Fellow  

Graduate Research Associate  

Global Institute of Sustainability  

Faculty Associate  

August 2010 to July 2011  

Waterloo, ON Canada  

August 2010 to August 2011  

Arizona State University  

June, 2009 to September, 2010  

August, 2005 to June, 2009  

Arizona State University  

August 2009 to June 2010

7-year Summary of Scholarship

• Refereed Journal Articles (8 in the past 7 years)
• Extramural Presentations at Conferences (16)


Neff, Mark, (August 2012) “Competing visions of science and policy within the ecological research community: Opportunities for and/or barriers to translational ecology.” Invited symposium presentation at the Ecological Society of America annual meeting. Portland, OR. August 5-10, 2012.


Neff, Mark, (November 2011) “Piecing together a career: Reflections by one half of a dual-career couple.” Presentation at the Association for Environmental Studies and Sciences annual meeting. Burlington, VT. June 23-26, 2011.


Selected funded research contracts, grants or commissions in last 7 years

- Participating Scientist: “INCT in Interdisciplinary and Transdisciplinary Studies in Ecology and Evolution.” Grant proposed to Brazil’s Conselho Nacional de Desenvolvimento Científico e Tecnológico, (CNPq; English Translation: National Council for Scientific and Technological Development) to create a national Institute of Science and Technology around Inter- and Trans-disciplinary ecological research in Brazil. Proposal in review (2015).


7-year Summary of Professional Involvement

- Extramural Presentations to Agencies, Firms, Universities, and Other Clients
  - The National Socio-Environmental Synthesis Center (SESYNC), Annapolis, MD
  - Universidade Federal de São Carlos, Sorocaba Brazil
    Invited presentation, Ciências Biológicas: “How policies and institutions shape ecological research: A comparative study across the Americas” June 5, 2014
  - University of Tokyo (Todai), Japan
    Invited workshop leader: Alliance for Global Sustainability Annual Meeting 2010 Student Session, a three-day graduate student workshop on sustainability science. March 16-19, 2010
  - University of Tokyo (Todai), Japan
    Invited plenary lecture: “Striving for sustainability - what science can and cannot provide” at the Alliance for Global Sustainability Annual Meeting. March 17, 2010
  - Linköping University, Sweden

- Offices Held and Memberships on Government or Corporate Boards and Commissions
  - Member of Meadville PA’s Planning and Zoning Commission, 2012-2014
  - Cofounder and past President of the Board of Directors of the Tempe Bicycle Action Group (www.biketempe.org), an organization that seeks to make bicycling a safe, prominent and convenient form of transportation in Tempe, Arizona
Abbreviated Faculty Curriculum Vitae – Paci-Green

<table>
<thead>
<tr>
<th>Name: Rebekah Paci-Green</th>
<th>Year of Appointment: 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Rank:</strong></td>
<td><strong>Associate Professor</strong></td>
</tr>
<tr>
<td><strong>Association with Program:</strong></td>
<td><strong>Full-time (A)</strong></td>
</tr>
<tr>
<td><strong>Tenured:</strong></td>
<td><strong>Yes</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Educational History:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cornell University, Ithaca NY</td>
</tr>
<tr>
<td>University of Washington, Seattle WA</td>
</tr>
</tbody>
</table>

**Certification:** AICP ___; FAICP ___; Other:  

**Courses Taught:**  
U.S. Disaster Policy  
Natural Hazards Planning  
Disaster Risk Reduction  
Disaster Risk Reduction Planning Studio  
Introduction to Environmental Studies: Human Ecology and Ethics  
The Planet Magazine  
Science and Management of Contaminated Site Cleanup  

**Research and Professional Experience**  
2017-Present **Associate Professor**, Environmental Studies, Western Washington University  
2015-Present **Director**, Resilience Institute, Western Washington University  
2014-2017 **Assistant Professor**, Environmental Studies, Western Washington University  
2009-2015 **Associate Director**, Resilience Institute, Western Washington University  
2007-2009 **Research Associate/Grant Writer**, Resilience Institute, Western Washington University  
2011-Present **Co-Director** (volunteer), Risk Reduction Education for Disasters (Risk RED)  
2006-2010 **Core Consultant**, Risk Reduction Education for Disasters (Risk RED)  
2002-2003 **Project Coordinator**, Istanbul Disaster Preparedness Education Project, Turkey  

**7-year Summary of Scholarship**  
- **Refereed Journal Articles**  


**Book Chapters Authored**


**Reports and Monographs**


**Extramural Presentations at Conferences**


**Selected funded research contracts, grants or commissions in last 7 years**

Community Based Hazard Vulnerability and Capacity Assessment AND Comprehensive School Safety Self-Assessment Survey Applications Development, 2017-2019 (Co-Lead and Content Expert, $107,121 NZD) Save the Children - New Zealand

Comprehensive School Safety Policy Implementation Challenges in the Asia-Pacific Region, 2016-2017 (PI, $35,000), Save the Children - Australia

Cascadia Region Earthquake Risk Communication Coordination Plan, 2016-2017 (PI, $40,849) Cascadia Region Earthquake Workgroup (CREW)

Towards Safer School Construction: A Community-based Approach Film and Website Development

2016 (Content lead, $12,360) Save the Children – Australia

School Self-Assessment Survey Piloting in Lao People’s Democratic Republic, 2015-16 (Co-lead and Content Expert, $11,000) Save the Children - Laos

Post-Earthquake Assessment of School Retrofit Program in Nepal, 2015, (PI, volunteer)

Community-based Safe School Construction: Developing Guidance Material to Support Good Practice

2014-2015 (PI, $54,282) Global Facility for Disaster Reduction & Recovery/Save the Children research grant to Western Washington University

Threat Hazards Identification and Risk Assessment for Earthquake, Tsunami and Flood, 2014-2015 (PI, $34,856) FEMA Region 10 contract with Western Washington University

Cascadia Subduction Zone Earthquake and Tsunami Exercise Scenario, 2014-2015 (Project Lead, $29,716), FEMA Region 10 contract with Western Washington University

Kyrgyzstan School Safety Assessment Prioritization, Summer 2014, Consultancy, UNICEF Country Office in Kyrgyzstan

Central Asia and South Caucasus School Safety Assessment Review, 2013 (Project Lead, $40,151), UNICEF Central Asia and South Caucasus Regional Office contract with Risk RED

Tracking Trash: North Olympic Shoreline Marine Debris Baseline Assessment, 2012-2013 (PI, $6,723) Jefferson County and North Pacific Coast Marine Resources Committee

Who Depends on You Assessment, 2012-2013, (PI, $14,949) Snohomish County Emergency Management contract with Western Washington University

Washington Seismic Scenario Catalog, 2011 (project coordinator, $45,000) Washington State Emergency Management Division

Turkish Min of Ed, Disaster Risk Education Materials Content Management System (DREAMS) Project, Summer 2011, Technical Consultant for Risk RED

**7-year Summary of Professional Involvement**

- **Plans, Design, and Policy Reports Submitted to External Clients**
  


• Extramural Presentations to Agencies, Firms, Universities, and Other Clients


**Abbreviated Faculty Curriculum Vitae - Wang**

<table>
<thead>
<tr>
<th>Name: Grace Wang</th>
<th>Year of Appointment: 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Rank:</td>
<td>X Professor</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Association with Program:</td>
<td>Full-time (A) X Part-time to Program/Full-time to University (B)</td>
</tr>
<tr>
<td>Adjunct, Contract, and/or Lecturer (C)</td>
<td></td>
</tr>
<tr>
<td>Tenured:</td>
<td>X Yes No, but tenure-track</td>
</tr>
<tr>
<td>Non-tenure track</td>
<td></td>
</tr>
</tbody>
</table>

**Educational History:**

<table>
<thead>
<tr>
<th>Institution and Location</th>
<th>Degree</th>
<th>Field of Study</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Minnesota</td>
<td>Ph.D.</td>
<td>Natural resources management</td>
<td>1997</td>
</tr>
<tr>
<td>University of Minnesota</td>
<td>M.S.</td>
<td>Forestry</td>
<td>1994</td>
</tr>
<tr>
<td>UC Berkeley</td>
<td>B.A.</td>
<td>Political economy of natural resources</td>
<td>1991</td>
</tr>
</tbody>
</table>

**Certification:** AICP __; FAICP __; Other:

**Courses Taught:** Sustainability Literacy; Introduction to Environmental Studies and Sustainability; Natural Resource Policy

**Research and Professional Experience**

- 2018-present Chair, Department of Environmental Studies
- 2017-present Professor, Department of Environmental Studies
- 2015-present Academic Program Director, WWU Sustainability
- 2006-present Associate Professor of Natural Resource Policy, Department of Environmental Studies, Huxley College of the Environment, WWU.
- 2002-2006 Assistant Professor of Natural Resource Policy, Department of Environmental Studies, Huxley College of the Environment, WWU.
- 1998–2002 Assistant Professor of Natural Resource Policy, School of Forest Resources, The Pennsylvania State University.
- 1994–1997 Research Social Scientist, United States Forest Service, North Central Forest Experiment Station

**7-year Summary of Scholarship**

- Refereed Journal Articles: 4


• Extramural Awards and Honors

  2016 Washington Center for Sustainability Across the Curriculum. Association for the Advancement of Sustainability in Higher Education. In-kind matching of funds.


  2015 Faculty Development Summer Grant. Western Washington University. $4,500.


  2007 Innovative Teaching Showcase. Sponsored by the Center for Instructional Innovation, WWU.

  2006 WWU Research & Sponsored Programs Grant-in-Aid. $1,800.

• Extramural Presentations at Conferences

  2018 Panelist. Transformative Change, the SDGs, and the Future of Sustainability in Higher Education. The Association for the Advancement of Sustainability in Higher Education Conference. October 2-5, 2018.


7-year Summary of Professional Involvement

• Offices Held and Leadership Positions in Professional Associations and Learned Societies
  • Director, Curriculum for the Bioregion. 2016-Present.
### Additional Information

**Faculty Abbreviated Curriculum Vitae**

<table>
<thead>
<tr>
<th>C Faculty (Adjunct)</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbara Coe</td>
<td>42</td>
</tr>
<tr>
<td>Lindsey McDonald</td>
<td>45</td>
</tr>
<tr>
<td>Kristi Parks</td>
<td>48</td>
</tr>
<tr>
<td>Mark Pederson</td>
<td>52</td>
</tr>
</tbody>
</table>

2019 SSR Western Washington University
Abbreviated Faculty Curriculum Vitae - Coe

<table>
<thead>
<tr>
<th>Name: Barbara Coe</th>
<th>Year of Appointment: 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Rank:</td>
<td>Professor</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
</tr>
<tr>
<td></td>
<td>Other:</td>
</tr>
<tr>
<td>Association with Program:</td>
<td>Full-time (A)</td>
</tr>
<tr>
<td>Tenured:</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Educational History:
- University of Colorado: PhD in Public Administration, 1988
- University of Colorado: MPA in Planning and Policy, 1978
- Chaminade University: BGS in Sociology, 1974

Certification: N/A

Courses Taught:
- Organizational leadership, democracy and democratization and American government to students worldwide via distance education
- Strategic management, leadership and sustainable
- Strategic management, sustainable development and leadership to graduate management students
- Graduate courses including public administration, leadership, and intergovernmental management
- State and local politics, public policy, public administration and environmental policy
- Public administration, state and local government, natural resources and environmental management and leadership

Research and Professional Experience
- CONSULTANT, Barbara A. Coe and Assoc., Reardan, WA. 2006-present
- ADJUNCT FACULTY, University of Maryland, Europe Division, via distance ed. 2007 to present
- SR. DEMOCRATIZATION OFFICER, Organization for Security and Cooperation in Europe (OSCE), Bosnia and Herzegovina (BiH). 2005-2006
- CHIEF OF PARTY, Citizens Engaged in Social and Economic Development (CESEDA), World Learning, Tirana, Albania. 2003-2005
- MENTOR, National Democratic Institute, Tirana, Albania. 2003
- FULBRIGHT SCHOLAR, Yerevan State University, Armenia. 2002
- VISITING FELLOW, Civic Education Project, Yerevan, Armenia. 2000-2002
INTERNAL CONSULTANT (Management Analyst), City of Albuquerque, NM. 1998-2000
CONSULTANT, Denver, CO; Oakland, CA; Albuquerque, NM. 1981 - 2000
VISITING ASSISTANT PROFESSOR, University of New Mexico, Albuquerque, N.M. 1990-1991
VISITING ASSISTANT PROFESSOR, and ASSOCIATE DIRECTOR, Center for Island and Ocean Resources Management, University of Hawaii, Hilo, Hawaii. 1989-1990
ADJUNCT FACULTY, Golden Gate University, San Francisco, CA. University of Colorado, University of Denver and Arapahoe Community College in Denver, CO. 1986 – 2011
DIRECTOR OF SPECIAL PROJECTS, Western Energy Planners, Ltd., Denver, CO, 1979-1981
PROJECT CHIEF, Geothermal Energy Project, Colorado Department of Natural Resources, Denver, CO, 1977-1979

7-year Summary of Scholarship

- Books Authored or Edited

- Refereed Journal Articles

- Book Chapters Authored N/A

- Extramural Exhibitions N/A

- Extramural Awards and Honors N/A

- Reports and Monographs N/A

- Extramural Presentations at Conferences

Professional Honors & Recognition in the last 7 years N/A

Selected funded research contracts, grants or commissions in last 7 years N/A

7-year Summary of Professional Involvement
• Plans, Design, and Policy Reports Submitted to External Clients N/A

• Extramural Presentations to Agencies, Firms, Universities, and Other Clients
  • “Engaging Community Hearts, Minds and Spirit for Sustainable Development,

• Offices Held and Leadership Positions in Professional Associations and Learned Societies N/A

• Offices Held and Memberships on Government or Corporate Boards and Commissions N/A

• Editorships and Memberships on Editorial Boards N/A
Abbreviated Faculty Curriculum Vitae: MacDonald

2822 Walnut Street, Bellingham, WA, 98225, Lindsey.E.Mac@gmail.com, 612-669-7887

<table>
<thead>
<tr>
<th>Name: Lindsey Elizabeth MacDonald</th>
<th>Year of Appointment: 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Rank:</td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>Professor</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Other:</td>
</tr>
<tr>
<td>Association with Program:</td>
<td></td>
</tr>
<tr>
<td>Full-time (A)</td>
<td>Part-time to Program/Full-time to University (B)</td>
</tr>
<tr>
<td>Adjunct, Contract, and/or Lecturer (C)</td>
<td>X</td>
</tr>
<tr>
<td>Tenured:</td>
<td>Yes</td>
</tr>
<tr>
<td>Non-tenure track</td>
<td>X</td>
</tr>
</tbody>
</table>

Educational History:

<table>
<thead>
<tr>
<th>Institution and Location</th>
<th>Degree</th>
<th>Field of Study</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Michigan</td>
<td>B.S.</td>
<td>Environment</td>
<td>2008</td>
</tr>
<tr>
<td>University of Michigan</td>
<td>M.S.</td>
<td>Conservation Ecology</td>
<td>2013</td>
</tr>
</tbody>
</table>

Certification: AICP __; FAICP ____; Other: 

Courses Taught: Sustainable literacy, Campus Sustainability Planning Studio, Sustainability and the Campus, Social Sciences and Environmental Problems, Curriculum in Environmental Education.

Research and Professional Experience

- Sustainable Communities Partnership Coordinator, Western Washington University, Bellingham, WA (2017 – Present)
- Graduate Program Coordinator, North Cascades Institute, Diablo, WA (2015 – 2018)
- Research Associate, University of Michigan, Ann Arbor, MI (2013 – 2014)
- College Coordinator, Sonoran College of Leadership, Tucson, AZ (2013 – 2014)
- Teaching Assistant Mentor, University of Michigan, Ann Arbor, MI (Fall 2012 – Winter 2013)
- Founding Manager, UM Sustainable Food Program, University of Michigan, Ann Arbor, MI (2012 – 2013)
- Sustainability Leadership Program Development Intern, Graham Environmental Sustainability Institute, University of Michigan, Ann Arbor, MI (2012)

7-year Summary of Scholarship


Extramural Presentations at Conferences


Accepted: “Campus Farms and Gardens: Laboratories for Building Change Agents.” Association for the Advancement of Sustainability in Higher Education National Conference, Baltimore, MD, October 9-12, 2016.


“Learning How to Apply Social Science Research by Solving Campus Sustainability Challenges.” Association for the Advancement of Sustainability in Higher Education National Conference, Nashville, TN, October 6-9, 2013.

“Sustainability Leadership Programs: An Assessment of Paradigms and Methods.” Association for the Advancement of Sustainability in Higher Education National Conference, Los Angeles, CA, October 14-17, 2012.

“Engaging Fellow Students in the Less Glamorous Components of Campus Sustainability Work: University of Michigan Campus Farm Implementation Case Study.” Association for the Advancement of Sustainability in Higher Education National Conference, Student Summit, Los Angeles, CA, October 14-17, 2012.

“Program Leverage through the Lens of Environmental Sustainability.” Association of Outdoor Recreation and Education National Conference, San Antonio, TX, November 2-5, 2011.


Offices Held and Leadership Positions in Professional Associations and Learned Societies

• 2010 Leave No Trace Master Educator
• Association for the Advancement of Sustainability in Higher Education
• Association of Outdoor Recreation and Education
• Leave No Trace Center for Outdoor Ethics

Selected funded research contracts, grants or commissions in last 7 years
• Sustainability, Equity & Justice Fund grant recipient for Sustainability Ambassador Program, Western Washington University (2018)
• The Green Initiative Fund grant recipient for developing a campus farm stand, Portland Community College (2014)
• Outstanding Graduate Student Instructor of the Year for Program in the Environment, University of Michigan (2013)
• Matthaei Botanical Gardens William D. Drake Prize recipient for work developing Sustainable Food Program and Campus Farm ($1,500)
• Planet Blue Student Innovation Fund grant recipient for UM Campus Farm startup costs ($42,000)
• Bank of Ann Arbor Project Help grant recipient for Campus Farm pilot garden ($1000)
• Student Sustainability Initiative Small Scale grant recipient for Food Sustainability at Outdoor Adventures ($1000)
Abbreviated Faculty Curriculum Vitae

<table>
<thead>
<tr>
<th>Name: Kristi Park</th>
<th>Year of Appointment: 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Rank:</strong></td>
<td></td>
</tr>
<tr>
<td>Professor</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
</tr>
<tr>
<td>Other: X</td>
<td>Adjunct, Contract, and/or Lecturer (C)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Association with Program:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time (A)</td>
<td>Part-time to Program/Full-time to University (B)</td>
</tr>
<tr>
<td>X</td>
<td>Adjunct, Contract, and/or Lecturer (C)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tenured:</th>
<th>No, but tenure-track</th>
<th>Non-tenure track</th>
</tr>
</thead>
</table>

**Educational History:**
University of Washington  
Master Landscape Architecture
Washington State University  
BA Political Science

**Certification:** N/A

**Courses Taught:** N/A

**Research and Professional Experience**

University of Washington  
Lecturer, College of Built Environments, 2018

University of Washington  
Professor Assistant, College of Built Environments, 2010

University of Washington/Scan Design Foundation  
Grant Coordinator/International Student Liaison, 2011 - 2012

University of Washington  
Research Assistant, Urban Ecology Lab, 2009

Washington State University  
NCAA Track Manager, 1994 - 1995

Washington State University/USDA  
Research Assistant, 1994

Studio Activation Present  
Founder/Project Manager/Landscape Architect  
studioactivation.com
The West Studio 2017 – 2018
Project Manager/Landscape Architect
http://theweststudio.com

Core Design Inc. 2013 - 2017
Landscape Architect/Designer/Planner
http://www.coredesigninc.com/

Site Workshop 2012 - 2013
Designer
http://siteworkshop.net

Pacific Telecom Services 2004 - 2008
Business Development/Project Manager
http://www.ptswa.com/home

The Alaris Group* 2003 – 2004
Public Policy Strategist/Land Use Planner
https://www.parsons.com (*Parsons acquired Alaris)

SBA Communications 2001 - 2003
Site Acquisition/Land Use Planner
http://en.sbasite.com

Mietzner Group, LLC 1999 - 2001
Land Development Manager
http://www.mietznergroup.com/

7-year Summary of Scholarship

• Books Authored or Edited N/A
• Refereed Journal Articles N/A
• Book Chapters Authored N/A
• Extramural Exhibitions N/A
• Extramural Awards and Honors
  • Australia Institute of Landscape Architects
  • Streetworks Competition Award
  • Art Installation “Urban Waterfall” Sydney, Australia, 2011
  • Seattle Design Commission
  • Holding Patterns Competition Award
  • Art Installation “Wait” Seattle, WA, 2011 – 2012
  • Washington American Society of Landscape Architects
  • UW Student WASLA Merit Award
• Public Furniture “The Bench” Seattle, WA, 2010 – Present
• Environmental Research and Design
• Great Places Award
• UW/Camino Seguro Design/Build - Phase II, Guatemala City

• Reports and Monographs N/A
• Extramural Presentations at Conferences N/A

Professional Honors & Recognition in the last 7 years N/A

Selected funded research contracts, grants or commissions in last 7 years N/A

7-year Summary of Professional Involvement

• Plans, Design, and Policy Reports Submitted to External Clients
  • Studio Activation studioactivation.com
  • Client Location Project Role Completion
  • Private Residence Seattle, WA Private Residence Concept Plan Principal 2016
  • Grant/Community Funding Seattle, WA Temporary Art Installation Principal /Artist 2012
  • AILA Sydney, AU Temporary Art Installation Principal /Artist 2012
  • The West Studio, LLC theweststudio.com
  • Client Location Project Role Completion
  • Stillaguamish Tribe Arlington, WA Canoe Workshop Project Manager Ongoing
  • Stillaguamish Tribe Arlington, WA Wellness & Health Center Project Manager Ongoing
  • Stillaguamish Tribe Arlington, WA Open Space and Park System Project Manager Ongoing
  • Stillaguamish Tribe Arlington, WA Elder’s Supportive Housing Project Manager Ongoing
  • Stillaguamish Tribe Arlington, WA Youth Townhomes Housing Project Manager Ongoing
  • Tacoma Housing Authority Tacoma, WA Youth Crisis Residential Center Project Manager Ongoing
  • Tolowa Dee Ni Nation Smith, River, CA Multi-Phase Community Project Manager Ongoing
  • Private Residence Sequim, WA Private Residence Design Project Manager Ongoing
  • DESC Seattle, WA Supportive Apartments Project Manager Under Construction
  • Ballard Alliance Seattle, WA Community Engagement Project Manager Ongoing
  • Core Design, Inc http://www.coredesigninc.com
• Client Location Project Role Completion
  • Mill Creek/Polygon NW Mill Creek, WA Public Park, Buffalo Park Designer
    2015
  • Nelson Treehouse Redmond, WA Masterplan Treehouse Resort
    Designer/Planner In Permitting
  • Polygon NW/Lyons Homes Everett, WA The Towns @ Riverfront
    Designer/Planner Near Completion
  • Polygon NW/Lyons Homes Everett, WA Overlook @ Riverfront Designer
    /Planner Under Construction
  • Polygon NW/Lyons Homes Issaquah, WA Westridge SF South Designer Under
    Construction
  • Polygon NW/Lyons Homes Issaquah, WA Westridge Townhomes Designer
    /Planner Under Construction
  • Pulte Homes Duvall, WA North Hill Neighborhood Designer /Planner Under
    Construction
  • Pulte Homes North Bend, WA River Glen Neighborhood Designer Under
    Construction
  • Kiddie Academy Renton, WA Childcare Facility Designer 2017
  • Intracorp Bellevue, WA Avid Townhome Community Designer Under
    Construction
  • Connor Homes Issaquah, WA Riva Townhome Community Designer In
    Permitting
  • Mercer Island Residence Mercer Island, WA Private Waterfront Residence
    Designer/Planner Under Construction
  • Site Workshop siteworkshop.net
  • Client Location Project Role Completion
  • Amazon Seattle, WA Amazon Headquarters, SLU Design Support 2018
  • Amazon Seattle, WA Westlake/7th Ave Concept Plan Design Support 2012
  • Tacoma Metro Parks Ruston, WA Peninsula Park Concept Design Design
    Support Ongoing
  • BF Day Elementary Seattle, WA BF Day Play Masterplan Design Support 2012
  • Seattle Parks Seattle, WA Horiuchi P-Patch Design Support 2014
  • Children’s Hospital Seattle, WA Burke Gilman Trail Extension Design Support
    2012

• Extramural Presentations to Agencies, Firms, Universities, and Other Clients N/A
• Offices Held and Leadership Positions in Professional Associations and Learned
  Societies N/A
• Offices Held and Memberships on Government or Corporate Boards and
  Commissions N/A
• Editorships and Memberships on Editorial Boards N/A
Abbreviated Faculty Curriculum - Pederson

<table>
<thead>
<tr>
<th>Name: Mark Pederson</th>
<th>Year of Appointment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Rank:</td>
<td>Professor</td>
</tr>
<tr>
<td>Association with Program:</td>
<td>Full-time (A)</td>
</tr>
<tr>
<td>Tenured:</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Educational History:

<table>
<thead>
<tr>
<th>University of Illinois</th>
<th>Chicago, Illinois</th>
<th>B.Arch w/ Honors and Distinction (5 year terminal degree)</th>
<th>Architecture</th>
<th>1973</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western Washington University</td>
<td>Bellingham, Washington</td>
<td>M.S.</td>
<td>Geography (emphasis in Urban Planning)</td>
<td>2013</td>
</tr>
<tr>
<td>Western Washington University</td>
<td>Bellingham, Washington</td>
<td>M.A.</td>
<td>Anthropology (emphasis in Urban Archaeology)</td>
<td>2020 (Anticipated)</td>
</tr>
</tbody>
</table>

Certification: AICP ___; FAICP ___; Other: Registered Architect, Washington State, 1977

Courses Taught:

- **ENVS 343 – Urbanization, Processes and Patterns, WWU**
- **ENVS 360 - Plan Graphics: Methods in Urban Planning Design Graphics, WWU**
- **ENVS 361 – Introduction to Urban Planning, WWU**
- **ENVS 474 - Planning for Sustainable Communities, WWU**

Research and Professional Experience

*Founding Partner, Liddell-Pederson Architects, founded in 1977 in La Conner Washington. Over 35 years the partners have pursued a design-oriented focused on enhancement of the human experience and enlightened environmentally sensitive sustainable design.*

7-year Summary of Scholarship
- Extramural Presentations at Conferences

*Association of Washington Geographers Conference, 21 April, 2012: Paper and presentation; Leed ND, Public Outdoor Space and Aristotle - Italian Piazze, Dimension, Proportion and Morphology*
Northwest Anthropological Conference, 26 March, 2014: Paper and presentation; Italian Piazze as Models for Sustainable Public Outdoor Space

**Professional Honors & Recognition**

**Selected funded research contracts, grants or commissions in last 7 years**

*Recipient WWU, Huxley College of the Environment Travel Grant for the field study of Italian Piazzette (Summer 2012)*

**7-year Summary of Professional Involvement**

- Plans, Design, and Policy Reports Submitted to External Clients
  
  *Project Architect – Washington State Department of Ecology, Padilla Bay Interpretive Center, Bayview, Washington: 6+ projects over 25 years including: Recent major expansion Master Plan, Interpretive Center building additions and new Laboratory*

  *Project Architect – Swinomish Indian Tribal Community: 7+ projects over 30 years including: Recent Community Center/ Gymnasium*

  *Project Architect - Whatcom Community College Pavilion/ Gymnasium*
# Course Syllabi

## Urban Planning and Sustainable Development Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 201</td>
<td>Understanding Environmental Data &amp; Info</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 203</td>
<td>Physical Geography</td>
<td>8</td>
</tr>
<tr>
<td>ENVS 303</td>
<td>Human Ecology and Sustainability</td>
<td>10</td>
</tr>
<tr>
<td>ENVS 305</td>
<td>Environmental History and Ethics</td>
<td>17</td>
</tr>
<tr>
<td>ENVS 450</td>
<td>Science in the Policy Process</td>
<td>90</td>
</tr>
<tr>
<td>ENVS 456</td>
<td>Environmental Governance</td>
<td>101</td>
</tr>
<tr>
<td>Math 112</td>
<td>Functions and Algebraic Methods</td>
<td>187</td>
</tr>
</tbody>
</table>

## UPSD Foundation Courses – Phase I – Required of All Students

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Econ 206</td>
<td>Introduction to Microeconomics</td>
<td>1</td>
</tr>
<tr>
<td>ENVS 320</td>
<td>Introduction to GIS</td>
<td>23</td>
</tr>
<tr>
<td>ENVS 343</td>
<td>Urbanization: Processes and Patterns</td>
<td>37</td>
</tr>
<tr>
<td>ENVS 360</td>
<td>Plan Graphics</td>
<td>41</td>
</tr>
<tr>
<td>ENVS 361</td>
<td>Introduction to Planning</td>
<td>44</td>
</tr>
<tr>
<td>ENVS 362</td>
<td>US Disaster Policy</td>
<td>47</td>
</tr>
<tr>
<td>ENVS 370</td>
<td>History and Politics of Planning</td>
<td>56</td>
</tr>
<tr>
<td>ENVS 372</td>
<td>Natural Hazards Planning</td>
<td>59</td>
</tr>
<tr>
<td>ENVS 373</td>
<td>Transportation Systems and Planning</td>
<td>70</td>
</tr>
<tr>
<td>ENVS 442</td>
<td>Regional Environmental and Economic Modeling</td>
<td>80</td>
</tr>
<tr>
<td>ENVS 443</td>
<td>Social Justice and the City</td>
<td>85</td>
</tr>
<tr>
<td>ENVS 457</td>
<td>Environmental Dispute Resolution</td>
<td>110</td>
</tr>
<tr>
<td>ENVS 461</td>
<td>Land Use Law</td>
<td>116</td>
</tr>
<tr>
<td>ENVS 462</td>
<td>Planning Theory</td>
<td>121</td>
</tr>
<tr>
<td>ENVS 463</td>
<td>Native American Planning and Natural Resource Management</td>
<td>126</td>
</tr>
<tr>
<td>ENVS 470</td>
<td>Planning Studio I Methods</td>
<td>138</td>
</tr>
<tr>
<td>ENVS 472</td>
<td>Planning Studio II Plan Development</td>
<td>140</td>
</tr>
<tr>
<td>ENVS 473</td>
<td>Planning Studio III Implementation</td>
<td>148</td>
</tr>
<tr>
<td>ENVS 475</td>
<td>Community Development and Participatory Methods</td>
<td>157</td>
</tr>
</tbody>
</table>

## Urban Planning Core Phase II - Required of All Students

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 410</td>
<td>Agroecology and Sustainable Agriculture</td>
<td>72</td>
</tr>
<tr>
<td>ENVS 474</td>
<td>Planning for Sustainable Communities</td>
<td>152</td>
</tr>
<tr>
<td>ENVS 493</td>
<td>Environmental Impact Assessment</td>
<td>172</td>
</tr>
</tbody>
</table>

## Elective Specializations – Required of All Students

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 321</td>
<td>Computer Cartography</td>
<td>30</td>
</tr>
<tr>
<td>ENVS 420</td>
<td>GIS III – Analysis and Modeling</td>
<td>77</td>
</tr>
<tr>
<td>ENVS 465</td>
<td>Disaster Risk Reduction</td>
<td>132</td>
</tr>
<tr>
<td>ENVS 476</td>
<td>Disaster Reduction and Emergency Planning Studio</td>
<td>167</td>
</tr>
</tbody>
</table>

## Other Courses – Capstone Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 401</td>
<td>Agriculture and Sustainable Agriculture</td>
<td>72</td>
</tr>
<tr>
<td>ENVS 474</td>
<td>Planning for Sustainable Communities</td>
<td>152</td>
</tr>
<tr>
<td>ENVS 493</td>
<td>Environmental Impact Assessment</td>
<td>172</td>
</tr>
</tbody>
</table>
Western Washington University, Spring 2015
Economics 206: Introduction to Microeconomics
MWF 10:00-11:20 (CRN 20054)
Instructor: Ronald Oertel
Email: Ronald.Oertel@wwu.edu, Office Phone: (360) 650-2631.
Office: PH 24, Office hours: Mon./Wed. 1:00-2:00 and by appt.

Course Description: This is an introductory course in microeconomics, where we study the decisions made by individual households, business firms, and governments. Each of them is trying to achieve its objectives with limited resources, so choices must be made. We will see how these choices generate the demand for, and supply of, various products. The nature of these goods and the costs incurred in their production determine the different market structures that we will identify and study.

Sometimes markets fail to produce an acceptable outcome, which provides the rationale for various public policies designed to modify the workings of markets. We will study the effects (both intended and unintended) of such policies, encountering a variety of legal, political, and regulatory issues along the way.

Course Objectives: This course has three objectives. The first is to help you understand how an economy works, and how this affects you. The second objective is to develop conceptual tools for thinking about issues that confront society. Finally, we will build a foundation for your future study of economics.

This text is available in the Associated Students’ Bookstore. A few copies are available at the reserve desk in the library, to be checked out for two hours at a time. The custom edition consists entirely of 15 chapters taken from the book Microeconomics, 13th Edition by Lipsey, Ragan, and Storer (Addison Wesley, 2008).

Assessment: Your grade will be calculated as follows:
Problem Set 5%
Your Worst Exam 25%
Your Second-Best Exam 32%
Your Best Exam 38%

In-class exercises: We will be working on small problems from the book in almost every class. These exercises are good practice for working with the concepts just discussed in class. They are also good preparation for the midterm and final examinations. While class attendance is not mandatory, and does not directly affect your grade, being absent means you will miss the in-class exposure to the day’s concepts and exercises.

Problem Set: This assignment will be posted on Canvas, due, and returned before the first midterm exam. It is meant to give you some quick feedback early in the course. You may work with others, but you are encouraged to think about the problems independently, and each person is responsible for turning in solutions. A late assignment will only be accepted until the solutions have been posted.

Midterm Exams: These exams are closed-book/closed-notes and are done in-class. The midterms have both a multiple-choice section (which will be computer-scored) and a short problems section.

Final Exam: The final exam is a cumulative multiple-choice exam. The date was scheduled by the university and cannot be rescheduled by me. Note also the following excerpt from the University Catalog: “A student who fails to take a final examination without making prior arrangements acceptable to the instructor receives a failing grade for the course.”

Holidays: We will not have class on Memorial Day (Mon., May 29). In addition, there will be three Study Days when our class will not meet. Tentatively, these days will be (1) Friday, April 10, (2) Monday, April 20, and (3) Monday, June 1.
**Course Outline:**

<table>
<thead>
<tr>
<th>Day</th>
<th>Reading/Topic</th>
<th>Tentative Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Economic Issues and Concepts</td>
<td>April 1 (Wed.)</td>
</tr>
<tr>
<td>2</td>
<td>[continued]</td>
<td>April 3 (Fri.)</td>
</tr>
<tr>
<td>3</td>
<td>How Economists Work</td>
<td>April 6 (Mon.)</td>
</tr>
<tr>
<td>4</td>
<td>Demand, Supply, and Price</td>
<td>April 8 (Wed.)</td>
</tr>
<tr>
<td>5</td>
<td>Elasticity</td>
<td>April 13 (Mon.)</td>
</tr>
<tr>
<td>6</td>
<td>[continued]</td>
<td>April 15 (Wed.)</td>
</tr>
<tr>
<td>7</td>
<td>Markets in Action</td>
<td>April 17 (Fri.)</td>
</tr>
<tr>
<td>8</td>
<td>Review</td>
<td>April 22 (Wed.)</td>
</tr>
<tr>
<td>9 Midterm 1</td>
<td>Chapters 1 to 5</td>
<td>April 24 (Fri.)</td>
</tr>
<tr>
<td>10</td>
<td>Consumer Behavior (skip Appendix (pp. 141-152))</td>
<td>April 27 (Mon.)</td>
</tr>
<tr>
<td>11</td>
<td>Producers in the Short Run</td>
<td>April 29 (Wed.)</td>
</tr>
<tr>
<td>12</td>
<td>[continued]</td>
<td>May 1 (Fri.)</td>
</tr>
<tr>
<td>13</td>
<td>Producers in the Long Run (pp. 180-187 only)</td>
<td>May 4 (Wed.)</td>
</tr>
<tr>
<td>14</td>
<td>Competitive Markets (pp. 203-219 only)</td>
<td>May 6 (Wed.)</td>
</tr>
<tr>
<td>15</td>
<td>Monopoly and Price Discrimination</td>
<td>May 8 (Fri.)</td>
</tr>
<tr>
<td>16</td>
<td>Review</td>
<td>May 11 (Mon.)</td>
</tr>
<tr>
<td>17 Midterm 2</td>
<td>Chapters 6 to 10</td>
<td>May 13 (Wed.)</td>
</tr>
<tr>
<td>18</td>
<td>Imperfect Competition</td>
<td>May 15 (Fri.)</td>
</tr>
<tr>
<td>19</td>
<td>[continued]</td>
<td>May 18 (Mon.)</td>
</tr>
<tr>
<td>20</td>
<td>Labor Markets (pp. 287-297 only)</td>
<td>May 20 (Wed.)</td>
</tr>
<tr>
<td>21</td>
<td>Market Failures (pp. 342-358 only)</td>
<td>May 22 (Fri.)</td>
</tr>
<tr>
<td>22</td>
<td>Environmental Protection</td>
<td>May 27 (Wed.)</td>
</tr>
<tr>
<td>23</td>
<td>Taxation and Public Expenditure</td>
<td>May 29 (Fri.)</td>
</tr>
<tr>
<td>24</td>
<td>Review 1</td>
<td>June 3 (Wed.)</td>
</tr>
<tr>
<td>25</td>
<td>Review 2</td>
<td>June 5 (Fri.)</td>
</tr>
<tr>
<td>26 Final</td>
<td>All Chapters</td>
<td>June 11 (Thurs.)</td>
</tr>
</tbody>
</table>

The cumulative final exam is scheduled for Thursday, **June 11, 10:30 am**, in our usual classroom.

**Additional Comments:**

**Keeping Up With Class:**
We will cover 15 chapters (or almost 400 pages) in the book. You may find that things move rather swiftly. Much of the material in this class is cumulative (e.g. chapter 4 only makes sense after reading chapter 3), so it is extremely important that you keep up with class.

If you have to miss a class, please find out what was covered right away. After you have done what you can to understand the missed material, I will be happy to discuss it with you. If my office hours conflict with your schedule, feel free to contact me about meeting at another time.

Please ask questions in class. *There's no such thing as a “dumb” question.* It is very likely that 20 other people have the same question, and they'll be very grateful that you asked it.

**Grade Conversion:**
Your percentage score in the course will be converted to a letter grade according to the following scale.

<table>
<thead>
<tr>
<th>Point Range</th>
<th>Letter Grade</th>
<th>Point Range</th>
<th>Letter Grade</th>
<th>Point Range</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 59</td>
<td>F</td>
<td>60 to 62</td>
<td>D</td>
<td>63 to 66</td>
<td>D</td>
</tr>
<tr>
<td>67 to 69</td>
<td>D +</td>
<td>70 to 72</td>
<td>C</td>
<td>73 to 76</td>
<td>C</td>
</tr>
<tr>
<td>77 to 79</td>
<td>C +</td>
<td>80 to 82</td>
<td>B</td>
<td>83 to 86</td>
<td>B</td>
</tr>
<tr>
<td>87 to 89</td>
<td>B +</td>
<td>90 to 92</td>
<td>A</td>
<td>93 to 100</td>
<td>A</td>
</tr>
</tbody>
</table>
ENVS 201
Course Syllabus

Time and Location: TR 2:30-3:20, PH 146

Instructor: Michael Medler, michael.medler@wwu.edu, Office Hours: TR 1-2 AH 210

TA: Jocelyn L, Jocelyn Leroux, lerouxj2@wwu.edu, Office Hours: TBD

For most class correspondence please use the Canvas message system. If you do need to use email, please start your subject line with ENVS 201. For communication about assignments, you may want to contact the TA directly from the Canvas Messenger.

Quick Note: Make sure your Canvas Preferences are set up so you receive any announcements from this class in your daily email. We will be using the announcements as a primary way to communicate with the class.

Class Description: Most students at WWU are subjected to a nearly constant stream of environmental data, information, and analysis. It is critical that students develop the background and skills necessary to interpret, understand, and communicate about the information they are seeing from a very diverse set of sources. This class is intended to help students navigate the complicated intersection of the peer-reviewed scientific literature and the popular news media outlets that often report on environmental research and news. The intention of the class is to introduce the basic logical, statistical, and analytical tools necessary for broad understanding and participation in environmental fields including both the physical and social sciences.

This class will use a set of 9 modules to introduce logic, data visualization, and statistical tools and techniques that are now central to the activities of many academic disciplines and careers. In environmental fields, the ability to interpret statistical results is vital. In fact, such skills are a vital part of participatory democracy, and essential in many arenas of decision making. This course is intended to advance students’ statistical and environmental literacy and improve their ability to both use statistical tools
and, perhaps more importantly, interpret and communicate their own ideas about the vast amount of information we are all subjected to every day.

This course covers a wide range of the basic measurements and statistical techniques used in environmental fields. The set of statistical tools is similar to the tools one might study in other disciplines, but in this course we will focus specifically on the tools used in environmental work. Though this course is not intended to be computationally advanced, it does assume each student has completed WWU’s GUR mathematics requirements. The course is also specifically introducing some of the basic statistical techniques necessary for a host of upper division environmental courses as well as introducing a set of techniques that are at the heart of many environmental careers.

**Class Structure:** This class will be structured with 9 modules, each with two components worth a total of 10 points. You will be assigned one module each Monday. Each module will first require a quiz or discussion worth 5 points, which will be due the following Friday at midnight. This way your discussion can be of the most use to you and your peers, and the quizzes help assure you are ready for the next component. The other component of each module is an essay or lab. These components are also worth 5 points each and will be due the next Monday at midnight. Do not wait till the last hours to do these assignments. **Late assignments can be turned in up to one week late, but your score for each tardy module component will lose 1 point. One week after due dates there is no longer an opportunity to turn in late assignments.**

**It is best to pay close attention to the schedule below to avoid problems. I recommend completing all modules early in the week.**

Each module will also include online readings and perhaps video lecture materials, as well as the combination of discussion boards and online quizzes and written essays and labs. All activities will be tied to a particular module and will be provided using the online Canvas course delivery tools including discussion boards, quizzes, and module labs. Each of the modules will represent 10 points, or 10% of the total class grade. Your lowest (Discussion and Quiz) score will be dropped and your lowest (Essay and Lab) will be dropped, leaving you with a total possible Module score of 80. The remaining 20% will be the result of your scores on in class quizzes.

**Grades will be computed as follows,** with pluses and minuses at the discretion of the instructor: 90% - 100% A, 80% - 89% B, 70% - 79% C, 60% - 69% D, 0% - 59% F
Technology: While this is an introductory level class, participants are expected to have a basic working knowledge of computers, the internet, email, and word processing, as well as the following:

Regular access to a computer with a high speed internet connection that has:

Microsoft Office, Which you can get for free from WWU (Links to an external site.)Links to an external site.

Adobe Acrobat or other PDF reader

A wide variety of technology support is available by appointment and through ATUS. An open forum is located in the “Discussion Board” section of each module in Canvas. It is open for questions to be asked and answers to be provided by participants and the facilitators. Please ensure your responses provide accurate information. For proper etiquette for online communications please see: http://www.indiana.edu/~icy/netiquette.html (Links to an external site.)Links to an external site.

Statement of Flexibility and Spontaneity: The instructors reserve the right to update, amend, and retool the schedule and syllabus during the quarter if necessary; and at times will add unannounced content. However, either fair warning will be given, or in the case of spontaneous events (for example, a guest speaker), the material will not unduly add to existing workload nor affect final completion requirements.

Academic Honesty: Participants are responsible for reading, understanding, and following the policy and procedures regarding academic dishonesty as set forth in the WWU Academic Honesty Policy and Procedure (see Appendix D of the University Bulletin (Links to an external site.)Links to an external site.).

Reasonable Accommodation Policy: It is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution. To request accommodation, contact WWU disAbility
Course Summary:

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri Oct 6, 2017</td>
<td>Module 1: Discussion, Logic</td>
</tr>
<tr>
<td>Mon Oct 9, 2017</td>
<td>Module 1: Essay, Logic</td>
</tr>
<tr>
<td>Fri Oct 13, 2017</td>
<td>Module 2: Discussion, Peer-Review</td>
</tr>
<tr>
<td>Mon Oct 16, 2017</td>
<td>Module 2: Essay, Peer Review</td>
</tr>
<tr>
<td>Fri Oct 20, 2017</td>
<td>Module 3: Quiz, Measures</td>
</tr>
<tr>
<td>Mon Oct 23, 2017</td>
<td>Module 3: Essay, Measures</td>
</tr>
<tr>
<td>Fri Oct 27, 2017</td>
<td>Module 4: Discussion, Gapminder</td>
</tr>
<tr>
<td>Mon Oct 30, 2017</td>
<td>Module 4: Essay, Gapminder</td>
</tr>
<tr>
<td>Fri Nov 3, 2017</td>
<td>Module 5: Quiz, Descriptive Statistics</td>
</tr>
<tr>
<td>Mon Nov 6, 2017</td>
<td>Module 5: Essay, Central Tendency</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri Nov 10, 2017</td>
<td>Module 4.5: Discussion, Visualization and Spatial Data</td>
</tr>
<tr>
<td></td>
<td>Module 4.5: Essay, Visualization and Spatial Data</td>
</tr>
<tr>
<td></td>
<td>Module 6: Quiz, Standard Deviation and Variance</td>
</tr>
<tr>
<td>Mon Nov 13, 2017</td>
<td>Module 6: Lab, Standard Deviation</td>
</tr>
<tr>
<td>Fri Nov 17, 2017</td>
<td>Module 7: Discussion Probability</td>
</tr>
<tr>
<td>Date</td>
<td>Details</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mon Nov 20, 2017</td>
<td>Module 7: (extra credit essay on probability)</td>
</tr>
<tr>
<td></td>
<td>Module 7: Lab, Probability</td>
</tr>
<tr>
<td>Fri Dec 1, 2017</td>
<td>Module 8: Quiz, Excel and tTest by Hand</td>
</tr>
<tr>
<td>Mon Dec 4, 2017</td>
<td>Module 8: Lab, Statistical Tests</td>
</tr>
<tr>
<td>Fri Dec 8, 2017</td>
<td>Module 9: Discussion, Scientific Findings and Correlation</td>
</tr>
<tr>
<td>Mon Dec 11, 2017</td>
<td>Module 9: Essay, Correlation</td>
</tr>
</tbody>
</table>

**Course assignments are not**
INSTRUCTOR: Andy Bach  
PHONE: 650-4774  
email: Andy.Bach@wwu.edu  
OFFICE: 226 Arntzen  
Office hours: MWF 10-11, 12-1 or by appointment  

TAs: Ben Hagedorn (ES 341) and Dustin Gleaves; (ES 341), lab meets in CF 024/026 (all one room)  
Ben: hagedob2@wwu.edu  
Dustin: gleaved@wwu.edu  

Physical geography is the science that studies the processes, forms, and spatial components of natural systems operating at or near the surface of the Earth. This course is concerned with the geographic characteristics of natural processes that interact to produce the Earth's varying physical environments. Relationships and explanations are emphasized throughout the course, not merely descriptions. Although geography is a discipline that encompasses both natural and social systems, this course emphasizes the nature of processes that affect the lithosphere, hydrosphere, atmosphere and biosphere. Geography 203 assumes no previous background in the subject. Powerpoint lectures are on Canvas under Modules. For printing change “Print What:” to ‘Handouts’

In addition to fulfilling certain academic requirements, ENVS 203 is designed to increase the student's awareness of the surrounding natural environment. In a democracy, voting citizens are more likely to make wise decisions regarding environmental management if they have a modest understanding of the interface between their society and the natural systems upon which it depends for survival. ENVS 203 provides the information and concepts to form a basis for meaningful participation in public policy debates. Of equal importance is a heightened awareness of the aesthetic beauty in natural systems and in their operation.

STUDENT LEARNING OUTCOMES: Upon completing this course, students will be able to recognize patterns on the earth’s surface and understand the processes that create them. [Geography Program Student Learning Outcome 2: https://huxley.wwu.edu/envs/envs-slo-geography]

SCHEDULE  
ENVS 203 lecture meets three times a week in PH146.  
Labs meet for two hours once a week in CF024/26. You are responsible for the completion of every lab exercise during lab time. The lab portion of the course will account for 25% of your grade. Please attend the lab section in which you are registered. You must pass the lab to pass the course!


GRADES  
The purpose of grades in ENVS 203 is to indicate the relative standing of each student to all other students in the course. The grading system is designed to impose general standards and to assess the performance of each student. An A should indicate a superior knowledge that is above and beyond the requirements of the course; a B mastery of the material in the course; a C an average understanding; and anything less than this would indicate gaps in understanding. Your level of understanding will be assessed by three examinations 25% each) and by exercises in the laboratory (25%). The final letter grades will be assigned on a straight percentage, with adjustments based on the overall class performance: >90% = A, >80% = B, >70% = C, >60% = D, with top/bottom 3% modified with +/- . There is no extra credit.

COURSE POLICIES: Several issues commonly arise for which I have established policies.  
1. Cheating of any kind will not be tolerated. I will use all of my abilities to have cheaters expelled from class according to established University guidelines http://www.wwu.edu/depts/registrar/acad_dishonesty.shtml.

I do encourage students to work together out of class and in lab.

2. You must attend the lab section you have registered. Attending other labs without an official WWU excuse [i.e. medical, athletic, etc.] will result in a grade penalty of 20%. Likewise, making up missed labs in TA office hours in subsequent weeks will incur a penalty of 25% per week.

3. Please be considerate of your class mates, no talking and turn off phone ringers during lecture.

4. I do not make provisions for extra-credit assignments, please do not ask.
5. Please attend class! Missing one or more classes in the 10
week quarter system virtually assures you of falling
dangerously behind. I suggest that you make friends with a
classmate quickly so that in the unlikely event of your
absence, you will have a source of class notes. My notes are
available on Canvas under Modules.

6. In general no make-up exams are given. Contact me
beforehand in the event you find you are unable to take an
exam at the scheduled time due to some personal emergency.
According to University policy no early final exams may be
given.

---

**LAB SCHEDULE (labs are under ‘Quizzes on Canvas)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>No Lab</td>
</tr>
<tr>
<td>Week 2</td>
<td>Google Earth Exploration</td>
</tr>
<tr>
<td>Week 3</td>
<td>Earth/Sun Relationships</td>
</tr>
<tr>
<td>Week 4</td>
<td>Temperature</td>
</tr>
<tr>
<td>Week 5</td>
<td>Moisture and Winds</td>
</tr>
<tr>
<td>Week 6</td>
<td>Weather Maps and Climate</td>
</tr>
<tr>
<td>Week 7</td>
<td>Rocks and Geomorphology</td>
</tr>
<tr>
<td>Week 8</td>
<td>Topographic Maps</td>
</tr>
<tr>
<td>Week 9</td>
<td>No lab - Thanksgiving</td>
</tr>
<tr>
<td>Week 10</td>
<td>River Dynamics</td>
</tr>
<tr>
<td>Week 11</td>
<td>Glacial Landforms</td>
</tr>
</tbody>
</table>

---

**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic</th>
<th>Readings in Living Phys. Geo.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed. Sep 27</td>
<td>Introduction to Course</td>
<td>---</td>
</tr>
<tr>
<td>Fri. Sep 29</td>
<td>Introduction to Physical Geography/maps</td>
<td>GT.1-GT.4</td>
</tr>
<tr>
<td>Mon. Oct 2</td>
<td>Introduction to the Atmosphere</td>
<td>Chap. 1</td>
</tr>
<tr>
<td>Wed. Oct 4</td>
<td>Heating the system: Earth/Sun Relationships*</td>
<td>Chap. 2.1</td>
</tr>
<tr>
<td>Fri. Oct 6</td>
<td>Energy in the Atmosphere</td>
<td>Chap. 2.2,2.4</td>
</tr>
<tr>
<td>Mon. Oct 9</td>
<td>Energy Balance</td>
<td>Chap 2.5,3.6</td>
</tr>
<tr>
<td>Wed. Oct 11</td>
<td>Global Temperatures*</td>
<td>Chap 2.3</td>
</tr>
<tr>
<td>Fri. Oct 13</td>
<td>Global Temperatures*</td>
<td>Chap 2.3</td>
</tr>
<tr>
<td>Mon. Oct 16</td>
<td>Atmospheric Moisture*</td>
<td>Chap 3.1,3.2</td>
</tr>
<tr>
<td>Wed. Oct 18</td>
<td>Atmospheric Moisture*</td>
<td>Chap 3.3-3.5</td>
</tr>
<tr>
<td>Fri. Oct 20</td>
<td><strong>Exam 1 covers Sep. 27-Oct 18 (Chapters GT.2-3; 1-3)</strong></td>
<td></td>
</tr>
<tr>
<td>Mon. Oct 23</td>
<td>Atmospheric Pressure and Winds*</td>
<td>Chap 4.1-4.2</td>
</tr>
<tr>
<td>Wed. Oct 25</td>
<td>Global Circulation!</td>
<td>Chap 4.3-4.4</td>
</tr>
<tr>
<td>Fri. Oct 27</td>
<td>Weather Systems*</td>
<td>Chap 5.4</td>
</tr>
<tr>
<td>Mon. Oct 30</td>
<td>Weather Systems*</td>
<td>Chap 5.4, 5.1,5.2</td>
</tr>
<tr>
<td>Wed. Nov 1</td>
<td>Climate Change and Variation</td>
<td>Chap. 5.5, 6.1,6.2</td>
</tr>
<tr>
<td>Mon. Nov 6</td>
<td>Geology Basics: Plate Tectonics</td>
<td>Chap 11.3; 12.1-12.4</td>
</tr>
<tr>
<td>Wed. Nov 8</td>
<td><strong>Exam 2, covers Oct 23-Nov 6 (Chapters 4-6; 11-13)</strong></td>
<td></td>
</tr>
<tr>
<td>Fri. Nov 10</td>
<td>Veteran’s Day Observance</td>
<td>Chap. 15.1</td>
</tr>
<tr>
<td>Mon. Nov 13</td>
<td>Weathering</td>
<td>Chap. 16</td>
</tr>
<tr>
<td>Wed. Nov 15</td>
<td>Fluvial Processes*</td>
<td>Chap. 16</td>
</tr>
<tr>
<td>Fri. Nov 17</td>
<td>Fluvial Processes*</td>
<td>Chap. 16</td>
</tr>
<tr>
<td>Mon. Nov 20</td>
<td>Fluvial Processes*</td>
<td>Chap. 16</td>
</tr>
<tr>
<td>Wed. Nov 22</td>
<td>Thanksgiving Day Holiday</td>
<td></td>
</tr>
<tr>
<td>Fri. Nov 24</td>
<td>Thanksgiving Day Holiday</td>
<td></td>
</tr>
<tr>
<td>Mon. Nov 27</td>
<td>Glacial Environments and Processes*</td>
<td>Chap 17.2</td>
</tr>
<tr>
<td>Wed. Nov 29</td>
<td>Glacial Environments and Landforms*</td>
<td>Chap 17.2-17.4</td>
</tr>
<tr>
<td>Fri. Dec 1</td>
<td>Glacial Landforms</td>
<td>Chap. 17.2-17.4</td>
</tr>
<tr>
<td>Mon. Dec 4</td>
<td>Karst and Mass Wasting</td>
<td>Chap. 15.2-15.3</td>
</tr>
<tr>
<td>Wed. Dec 6</td>
<td>Mass Wasting</td>
<td>Chap 15.3</td>
</tr>
<tr>
<td>Fri. Dec. 8</td>
<td>Soils</td>
<td>pp.297-305</td>
</tr>
</tbody>
</table>

---

**NO EARLY FINALS PLEASE MAKE YOUR TRAVEL PLANS AROUND THIS EXAM DATE.**
ENVS 303: Human Ecology and Ethics  
Fall 2017, 5 credits

Instructor:  
Kate J. Darby, Ph.D.  
Kate.darby@wwu.edu  
209 Arntzen Hall  
Office Hours: Mon: 12-1 pm; Weds: 2:45-3:45 pm; by appointment (Note: I am not available for meetings on Thursdays)

Teaching Assistants and Discussion Section Instructors: Kevin Moens (moensk@wwu.edu), Sahar Arbab (arbabs@wwu.edu), and Elliott Winter (wintere9@wwu.edu)

Course Meetings:  
Mondays and Wednesdays: 10:00-11:50 am in PH 146  
Friday Discussion Section Meetings:  
   Sockeye: 10-10:50 am in Arntzen 030 with Sahar Arbab  
   Chinook: 10-10:50 am in ES 418 with Kevin Moens  
   Coho: 11-11:50 am in Arntzen 030 with Sahar Arbab  
   Chum: 11-11:50 am in ES 418 with Kevin Moens

This course explores social justice aspects and ethical frameworks of environmental challenges, as they manifest themselves across temporal and geographic scales in coupled human-natural systems. Content introduces students to a range of intellectual traditions and worldviews for understanding nature and humanity’s role therein, recognizing the diversity of those relationships. This course explicitly treats “the environment” as comprising relatively pristine landscapes as well as managed and urban ecosystems, and humans as co-evolving with dynamic and complex environments.

Many of human-nature interactions have led to socio-environmental dilemmas where processes, outcomes, and the values underpinning decisions are contested. In this course, you will begin to develop your ability to use different “epistemological lenses” to understand the complexity of environmental issues and to explore and define your own orientation to them, by:

1) Using an ethics lens. Why are environmental problems “problems”? It seems that this must be because things humans value are threatened. Similarly, an “issue” exists when different people value different aspects of the problem or possible solutions, or prioritize similar values differently. Understanding several ways that people frame issues as ethical – that is, as matters of right and wrong or good and bad—sheds important light on the controversies. These also underlie policies. We can describe the situation more accurately if we understand how we are moral or ethical agents and recipients. One goal of this course is that you be able to recognize, describe, and understand the ethical dimensions of social-environmental problems. Any choice inevitably involves weighing risks, consequences, principles, and values. Are there more or less reasonable ways of doing this? Do ethics constrain policy processes? What are your convictions about the human-human ethical aspects of environmental problems, and the human-nature aspects? You should come out of this course better able to frame, articulate, compare, and evaluate such convictions, as well as issues you observe around you, and smaller-scale decisions you may confront in life.
2) **Using the related lenses of history, social structure, actors, and discourse analysis** to contextualize and explain environmentally-relevant choices made in the past with reference to the beliefs and values of the time. Across cultures (including but not limited to Western traditions and the United States), how have different thinkers conceptualized or “constructed” nature and human-nature relations? How have these ideas been contested and enshrined in rules or systems that regulate actions? Ideas about nature can be discussed in abstract terms, but it is because they have been advocated by diverse agents, stakeholders, organizations – all of which have differing kinds and degrees of power – that they have become a force in conditioning the present. You should come away from this course able to analyze the discourses that characterize socio-environmental controversies with reference to structures and power they express. Social theorists debate the role of such structures versus the power of individual actors or “agents” in determining the both circumscribed controversies and broad outlines of culture. You should be able to elucidate the actions, contexts and conditions by which well-known and lesser-known environmental leaders have effected change and resisted harm to humans and environments.

3) **Employing a socio-ecological systems-theory lens**. This lens is somewhat more “naturalistic” than the preceding humanistic perspectives, but humans are very much a part of nature still. You will learn to explain characteristics of environmental issues as the intersection of two classes of systems: human ones and nature ones. In fact, they cannot be split; nature influences humans as much as the other way around. We will refer to human-nature *coupled systems* or as socio-ecological system. You should increase your understanding of the varying strategies for subsistence and capacities for adaptation that shape human social organization. Using systems vocabulary you should be able to describe interdependent elements, relationships, patterns and processes of co-constitutive human and natural systems. There is not only one way to construe these complex “human ecologies”, and we will explore multiple theoretical perspectives for interpreting changing socio-ecological systems over time.

4) **Developing a personal integrative lens** to that expresses your own growing awareness of the influences of your experiences and assumptions on your stances on social-environmental-ethical dilemmas. How have you acquired your ideas about “the environment”? How does looking at them through the lenses of ethics, power, and systems increase your mental sophistication? Do your received ideas stand up to scrutiny? Your behaviors and life choices? Please note that the emphasis in this course is not so much on *What* to think, as much as *How* to think about these complicated issues. We hope your goals include becoming more perceptive and discerning about environmental topics, and able to critically examine and reasonably justify choices. Environmental issues are contentious partly just because we are each other’s environments, so it matters a great deal how we think about it. Finally, an important goal is that you increase your ability to communicate your authentic and self-reflexive evolving questions and commitments orally and in writing.

This is a course where we will no doubt ask more questions than we conclusively answer. This is not surprising, because arguably no one can claim at this time to have “solved” the intellectual or the practical problems of attaining “sustainable” and just ecological relations of humans! As in other questions that concern the future, we are more or less on the same footing here! Welcome to the discussion—if you choose to take this course, you will be expected to actively participate in it!

**Student Learning Goals**
The faculty at Huxley College and specifically its Department of Environmental Studies hold ourselves accountable to helping you achieve challenging learning objectives. This course supports these goals, which are can be stated in terms of you strengthening your ability to:

- Ethically evaluate social priorities and their risks in the context of environmental problem solving.
- Apply an integrative approach towards understanding human-environment interactions.
- Identify and analyze complex environmental problems and recognize diverse stakeholder perspectives.
- Transfer academic learning to a real-world context of constraints and opportunities.
- Analyze and communicate ideas effectively in oral, written, and visual forms.

**The New “Core”**

This quarter marks the Environmental Studies department’s final transition to a new set of core courses – 303 and 305 – that all majors will take when they first enter the department. These two courses will be taken in sequence in large lecture format two days a week, with smaller Friday discussion sections, and each course will be FIVE credits.

In addition to being core courses for environmental studies majors, these two courses will also be important cross-over courses for Environmental Sciences students, as well as students with minors and self-designed majors centered around sustainability or environmental studies.

The core course revisions have been part of a broader effort to streamline, update, and improve the ENVS curriculum. As such, you should expect your upper division ENVS courses to build from the concepts introduced in 303 and 305. We also hope that these courses offer a structured way to build community among your peers, and with ENVS faculty. As we continue to hone and improve these curricular changes, we welcome your feedback!

**Texts**

  
  *(This text will be used in both core courses, so keep it! It is available as an e-text and for rent. Shop around.) Available as e-book: https://www.vitalsource.com/referral?term=9781118451519*
- All other readings will be available via Canvas.

**Assessments**

1) **Attendance and Course Engagement (25%).** Attendance and course engagement will be assessed several ways.

First, before most classes, you will take an open-book, open-note reading quiz on Canvas to gauge your understanding of the text.

Second, although this is a large class, you will be actively engaging in the material during lecture through activities, small group discussion and the use of Socrative classroom response technology (i.e. using your smart phone or laptop as a “clicker”). All information about the classroom response technology is posted on Canvas. At the beginning of each class, you should expect a clicker quiz to
review content from last class. Throughout each lecture, you should expect at least two or three opportunities to engage with the course material through Socrative. You will ALWAYS be encouraged to work with your neighbors and consult any materials you’d like to complete these mini assessments.

Third, your TA will record attendance and assign participation scores for your Friday meetings.

Finally, we will occasionally complete small group activities in lecture.

Your lowest TWO daily reading quizzes and lowest TWO daily participation and attendance scores will be dropped.

2) **Weekly Writing Assignments (60%)**: You will have a writing assignment due at the end of most weeks of class.
   
   - **A. FOUR Critical Thinking and Synthesis Responses (24% total, 8% each, lowest score dropped)**. These writing prompts will require you to deeply understand, extend and connect the course content from your readings and lecture material. You will be assessed on your understanding and application of the course material, your writing quality, and your proper attribution of ideas through citations. You may consult the course texts and your notes for these assignments, but they must be completed independently. Because most of you will find these assignments challenging, your lowest score will be dropped.
   
   - **B. Essay: Subsistence and Socio-Ecological System Change (9%)**. The first essay will focus on broad ideas about human-nature/socio-ecological systems, including cultural evolution and ecology. This essay will be highly structured, asking you to use evidence from class readings and films to describe how a subsistence approach shapes other aspects of society.
   
   - **C. Adopt an Environmental Hero(ine) Project (9%)**. As a Friday discussion group, you will select and research one of several environmental leaders, from a diverse pool of past and present leaders. You will **individually** write a short essay on the life, work, and ethical lens(es) of your chosen leader. Then, as a group, you will compare notes and present your leader in a Friday discussion session. Later, we will discuss a current socio-ecological issue from the perspective of your chosen environmental leader. It will be challenging to stay “in character,” but important for exploring the complexity and the complementary (or competing!) values that must be considered in addressing socio-ecological issues.
   
   - **D. Essay: Island County (9%)**: This essay will focus on the human ecology of Island County, based upon a book-length study we will read. You will get to choose one of several question prompts and case study.
   
   - **E. This I Believe Personal Ethic Podcast or Video (9%)**. You will develop a short, personal reflection explaining your emerging environmental ethic and ideas of sustainability. You will write and revise a reflection (shoot for 600, well-crafted words) and then create a 3-minute recording of yourself reading it. This assignment is modeled on the international organization, “This I Believe”. If you haven’t heard these essays on the radio, listen to a few at [http://thisibelieve.org/](http://thisibelieve.org/).

3) **Final Exam (15%)**: The final exam will cover all concepts in the course and consist of short answer, multiple choice, and short essays that help you demonstrate your mastery of the major concepts in the course.

**Grading breakdown**

2019 SSR Western Washington University 167
<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>≥ 94%</td>
</tr>
<tr>
<td>A-</td>
<td>≥ 90%</td>
</tr>
<tr>
<td>B+</td>
<td>≥ 87%</td>
</tr>
<tr>
<td>B</td>
<td>≥ 83%</td>
</tr>
<tr>
<td>B-</td>
<td>≥ 80%</td>
</tr>
<tr>
<td>C+</td>
<td>≥ 77%</td>
</tr>
<tr>
<td>C</td>
<td>≥ 73%</td>
</tr>
<tr>
<td>C-</td>
<td>≥ 70%</td>
</tr>
<tr>
<td>D</td>
<td>≥ 65%</td>
</tr>
<tr>
<td>F</td>
<td>≥ 64%</td>
</tr>
</tbody>
</table>

Assignment Policies

- You cannot make up in-class participation points OR reading quizzes; however, the lowest two daily participation grades and reading quizzes will be dropped. Thus, you can generally miss two days of regular class for any reason without it affecting your grade. The TAs and I do not need to know that you will miss class. **Please DO NOT email us if you are ill, if you sleep in, or if life otherwise gets in the way of your attendance. These things happen – this is why we drop the lowest scores.**

- **No late assignments will be accepted.** Most assignments are due in Canvas and all dates are posted well ahead of due dates. Exceptions for excuses that follow university policy for Emergency Leave of Absence (via Office of Student Life) or for documented, university-approved events (e.g. sports). For other absences, plan on any material missed to count towards your “dropped” scores.

Some tips for enjoying and learning the course material this quarter:

- The Course Module section of Canvas contains all of the information you need to prepare for each day’s class – the readings, some direction and tips re: the readings, links to assessments, etc.
- You may find the reading load for this class to be a bit heavy. Try to devote a chunk of time to prepare for each class, and to complete the reading quiz. As you are reading, take note of any key ideas or areas of confusion. Bring your reading notes and the readings themselves to class – either as a paper copy or electronic version on your tablet or laptop. We have tried to indicate rough reading times on Canvas so you have a sense of how much time you’ll need to prepare for each class.
- You may find the ideas in this class challenge your previously held worldviews. I encourage you to remain open to learning about new perspectives and to embrace the discomfort and uncertainty that these explorations sometimes invoke.
- Most of the written assignments are due by 11:59 pm on Saturday night. I strongly recommend that you write a draft of your assignment before your Friday discussion question so that you can ask your TA for any clarification on the related content or prompt. Of course, you are welcome and encouraged to turn in your assignments earlier than Saturday night.
- To succeed at understanding the course content, you will need to be an active, engaged participant in lectures and discussion sections. You will need to take thoughtful, careful notes. Although I use PowerPoint in class, you’ll notice that many of the details are left blank for us to fill in during class time. I will ONLY post the skeleton versions of the slides on Canvas.
- This course should help you hone your critical thinking skills. These are the skills that will help you navigate the overwhelming set of ideas, “facts”, news pieces, opinions, etc. that populate our
globalized world. You should expect few “right” answers in this course. Instead, you will be assessed on the strength of your understanding, application and analysis of key concepts and theories.

- To help you organize the key ideas explored in this class, I encourage you to create and maintain an annotated glossary that includes key terms. For each key term/idea, you may want to associate it with a particular reading, author, or set of readings and others. You may also want to include an example to help you understand the concept.
- If you have any questions or concerns about the course, please email me or visit me in my office hours.

**Expectations:**

I expect us to develop a classroom culture of respect and engagement. To accomplish this, we will each need to strike an appropriate balance between listening and verbally engaging.

You can expect me to create an inclusive classroom environment that respects the diverse perspectives offered by each of you and that engages in critical debate and discussion. You can also expect me to challenge your previously held beliefs and ask you to question the status quo. I hope you will challenge me in the same way. We will be engaging with difficult, messy ideas and sometimes that can be frustrating and uncomfortable. You should not be surprised if I ask you to clarify, further develop, or justify an idea you put forth in our classroom discussions. I hope that we can all learn from one another and we can only do so through deep debate and discussion. **I will not tolerate any form of hate speech or other oppressive language in the classroom, the discussion sections, or online forums.**

National politics and discourse aside, **each and every one of you belongs in my classroom community.** Please let me know how I can support you.

If you need to miss class due to a religious observance, please speak to me in advance to make arrangements to cover material from that day.

Western Washington University has an official policy concerning **academic dishonesty** that is published in the General Catalog in Appendix D. **All students in this class are expected to abide by this and other policies listed in the official catalog.** I take issues of academic dishonesty very seriously and follow the University's procedure for reporting and compliance. We will devote class time to ensure that you understand how to ethically engage with others’ work.

To request **disability accommodation**, please contact **disAbility Resources for Students** office, 650-3844, or for **student assistance related to required course procedures**, please contact the **Student Life** office, 650-3706. **Students are also responsible for knowing and adhering to WWU’s standards for ethical computing.** Refer to these web sites:

- **Policy for Responsible Computing**
- **Ethical Conduct: User Agreement for WWU Network and Computer Resources**
  [http://west.wwu.edu/atus/helpdesk/useragreement.shtml](http://west.wwu.edu/atus/helpdesk/useragreement.shtml)

You can expect me to be available to help you with course assignments, readings, or any other aspect of this course. I am always available during office hours. If you are unable to make it to my office during these times, please feel free to email or call my office to set up a separate meeting time. My goal is to help you succeed as a college student and my door is always open to discuss issues unrelated to this course.
You can expect me to promptly respond to your emails during normal working hours (i.e. M-F, 8-5).

This syllabus is likely to change, depending on student interest and our collective understanding of course material and concepts. Any changes will be announced in class and posted on Canvas.
Introduction

We are changing the environment in radical and unprecedented ways. Many of these changes are observable to the naked eye within the human lifespan, and others, though less immediately apparent, have been documented by robust, peer-reviewed science. Why, then, don’t we change our behaviors and/or create new policies to mitigate these changes?

The social sciences and humanities tell us that our interactions with the environment – as citizens, as consumers, as a nation, and as a species – are profoundly shaped by history, cultural norms, economic and social structures, and by policies in ways that not always apparent. Furthermore, because environmental problems are ineluctably tied to other social and environmental considerations, even the act of defining the environmental problem is almost always contested. Change from “natural conditions” looks pretty good to those of us who benefit from access to food, shelter, and modern technologies. There are of course downsides to the systems that provide those amenities, and what looks like progress to one person very likely looks like harm to another.

This course introduces key social-scientific concepts that have been developed to understand humans as participants social-ecological systems. We will apply these theoretical insights to better understand the history of environmental thinking in the United States and the emergence and format of key environmental policies from the 1970s through today. Additionally, the course will introduce the perspectives of the different majors within the Environmental Studies department to help students understand how each of those disciplines engages with environment problems. A key goal of this class is for students to develop nuanced understanding of a range of narratives about environmental problems and solutions. That knowledge will empower you to make the most of the major you select and be most effective in whatever aspect of environmental work you choose to pursue.
Acknowledgments and notes on course design: This course was developed and is overseen by a committee comprising myself, Tammi Laninga, Kate Darby, and Rebekah Paci-Green. Our goal is to systematically introduce key concepts and critical thinking skills that will serve you in any Huxley major. ENVS 303 must be completed prior to enrolling in this course, and both should be completed as early in your Huxley curriculum as possible. Those of you who are taking this course later will find that it is, as it is titled, an introductory course.

Student Learning Goals

We, the faculty of Huxley College and its Department of Environmental Studies, hold ourselves accountable for helping you achieve challenging learning objectives. Within the context of Huxley-wide learning objectives, this course is designed to help you to develop your abilities to:

• Ethically evaluate social priorities and their risks in the context of environmental problem-solving.
• Apply an integrative approach toward understanding human-environment interactions.
• Work collaboratively to identify and analyze complex environmental problems, recognize diverse stakeholder perspectives, and synthesize creative solutions.
• Transfer academic learning to a real-world context of constraints and opportunities.
• Analyze and communicate ideas effectively in oral, written, and visual forms.

These goals are complementary to and build upon the goals of ENVS 303. We do not expect these goals to be fully met in a single term; rather, engaging with them repeatedly with similar but more challenging conceptual content is necessary for growth. While many goals are restated, the emphasis in ENVS 305 shifts toward real-world application, understanding of competing contemporary environmental discourses, and policy.

Required Texts

• Hacker, Diana, and Nancy Sommers. A Writer’s Reference. 8 edition. Boston ; New York: Bedford/St. Martin’s, 2014. *Many of you should already own this from your writing proficiency courses on campus. You may also use the sixth or seventh editions (which are available quite cheaply online); we will post relevant sections from the 8th edition if they differ from these earlier ones.
• Other readings available via Canvas modules, as listed in the daily schedule.

There are myriad resources on sustainability on the Internet. Here are a handful of high-quality sites:

• Encyclopedia of the Earth, http://www.eoearth.org/
• Sustainability Science, http://sustsci.aaas.org/index.html
• Resilience Alliance, http://www.resalliance.org/1.php
• Land-Ocean Interactions in the Coastal Zone, http://www.loicz.org/
• International Society for Environmental ethics, http://enviroethics.org/
• International Association for Environmental Philosophy, http://environmentalphilosophy.org/ (Publishes journal, Environmental Philosophy)
• University of North Texas Center for Environmental Philosophy http://www.cep.unt.edu/ (Publishes journal, Environmental Ethics)
• Stanford Encyclopedia of Philosophy http://plato.stanford.edu/
• American Society for Environmental History, http://aseh.net/ (Publishes Environmental History)
• Yale e360 http://e360.yale.edu/
• Ecotrust – Reliable Prosperity (society, nature, capital), http://www.reliableprosperity.net/
Friday Discussion Sections:
This course consists of a Monday and Wednesday lecture, followed by a weekly Friday discussion section led by graduate student teaching assistants (TAs). For these discussion sections, you have been assigned to one of four sections. Attendance and participation in these discussion sections is mandatory.

Assignment weighting

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Quantity</th>
<th>% Grade</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civics knowledge assessment</td>
<td>1</td>
<td>10%</td>
<td>May be repeated 3 times, top score retained</td>
</tr>
<tr>
<td>Daily reading checks</td>
<td>Every Mon and Weds, occasional Fri.</td>
<td>10%</td>
<td>Three lowest scores dropped. Quiz must be completed 30 minutes before class</td>
</tr>
<tr>
<td>Reflection Essays</td>
<td>5</td>
<td>25%</td>
<td>10% grade reduction/hour</td>
</tr>
<tr>
<td>Agricultural Systems Jigsaw Paper</td>
<td>1</td>
<td>5%</td>
<td>10% grade reduction/hour</td>
</tr>
<tr>
<td>Environmental Policy Assignment</td>
<td>1</td>
<td>5%</td>
<td>10% grade reduction/hour</td>
</tr>
<tr>
<td>Final exam</td>
<td>1</td>
<td>25%</td>
<td>10% grade reduction/hour</td>
</tr>
<tr>
<td>Lecture attendance and in-class clicker participation</td>
<td>Daily</td>
<td>10%</td>
<td>Three absences / non-participation days excused; most questions are not factual and are not graded per se.</td>
</tr>
<tr>
<td>Friday Discussion Section attendance and participation</td>
<td>1</td>
<td>10%</td>
<td>Being present and prepared matters, but to earn an A or a B you must actively participate in weekly discussions.</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Assignment policy:
Late assignments will be accepted, however with a 10% reduction taken for each hour beyond the deadline (e.g., 1-60 minutes late, 10%; 61-120 minutes late, 20%, etc.) Assignments will be posted in Canvas modules at least one week prior to their due dates, but brief summaries are available below. Please consult the final assignment description and grading rubric before beginning work on any of them.

Assignment Overview:

Civics knowledge assessment: By the time you get to this class, you should be familiar with the structure and function of government; those of you who have come through American school systems should have seen some of this content in various forms beginning in elementary school. In this course and in all subsequent ENVS courses, we will assume that you have a strong command of US government structure and function. We will not review that content again here. To provide you with another opportunity to refresh that knowledge on your own, we are asking students to complete an online assessment of your civics knowledge. This test is self-proctored, meaning that we expect you to take the exam without external aids. You may not consult outside sources, including notes, the internet, or other people. You may take this assessment up to three times, and we will retain only your highest score. Your high score will constitute 10% of your final grade.

Daily reading checks: Upon completing your readings, you will take a short reading comprehension quiz via Canvas. You will have 10 minutes to complete each quiz, which should be plenty of time if you have read and taken notes on the assigned readings. These are open book and open note, but you won’t be able to do well if you have not already completed them. These must be completed 30 minutes prior to class.

Writing assignments: You will have several short writing assignments in this class. Becoming an effective writer is a critical skill to have; it will improve your academic standing, as well as your future employment...
prospects. Not only is it important to be able to write well, but you also need to know how and when to properly cite sources used to support your ideas and assertions.

**Reflection Essays (5):** Each will have its own prompt, and will be graded strictly according to a rubric.

**Agricultural Systems Jigsaw Paper:** This paper will prepare you for a classroom exercise in which you will all share the expertise you develop by doing your readings. Participation is mandatory. See Canvas for more details.

**Environmental policy wiki assignment:** You will This assignment will allow you to benefit from the shared work of your fellow discussion section students. This assignment is mandatory.

**Participation:** To succeed in this class, you must be present and actively engaged during class meetings. We hold you accountable as follows.

**Lecture clicker participation:** We will use interactive software called Socrative during the Monday/Wednesday lectures to encourage student participation.

**Friday discussion participation:** See notes in the assignments table for grading policy. Weekly attendance, preparation, and participation are expected. You will get as much out of these weekly discussion sections as you put into them.

**Grading breakdown**

Final grades will be rounded to the nearest whole number and letter grades will be assigned as follows.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>≥ 94%</td>
</tr>
<tr>
<td>A-</td>
<td>≥ 90%</td>
</tr>
<tr>
<td>B+</td>
<td>≥ 87%</td>
</tr>
<tr>
<td>B</td>
<td>≥ 83%</td>
</tr>
<tr>
<td>B-</td>
<td>≥ 80%</td>
</tr>
<tr>
<td>C+</td>
<td>≥ 77%</td>
</tr>
<tr>
<td>C</td>
<td>≥ 73%</td>
</tr>
<tr>
<td>C-</td>
<td>≥ 70%</td>
</tr>
<tr>
<td>D</td>
<td>≥ 65%</td>
</tr>
<tr>
<td>F</td>
<td>≥ 64%</td>
</tr>
</tbody>
</table>

**A Note on Notes**

This course has significant readings. Complete the readings by the dates listed on the syllabus and come to class prepared to discuss them. I have two suggestions to help you make sense of this new material:

1) As you learn new concepts and terms, create a glossary for yourself. Take note of where you first encountered the term, how it is applied, and any connections you note between that concept and others that you know about or are actively learning about.

2) I encourage you to try Zotero, Refworks, or EndNote software to take notes on your readings for this and your other classes. All three are databases that will help you create effortless bibliographies and keep track of all of your reading notes. Using them will serve you well, whether you are beginning your academic careers or graduating this year. Come see me or talk to your librarian (they like students who ask questions) to learn about these software programs. Zotero is FREE.

**WWU’s Commitment to Inclusion and Class Philosophy**

The community of Western Washington University respects and embraces all identities and experiences. We encourage students, staff and faculty to bring their unique thoughts and practices to the conversation. We
believe that diversity is immeasurable and practice inclusion within the classroom, beyond the classroom, and throughout our community.

Furthermore, a diverse group of students and a diverse set of perspectives is crucial to understanding sustainability—the ecological, social and economic aspects of it. Diverse identities, personal experiences and perspective will be honored and valued as creatively contributing to issues that are far larger and more complex than any single one of us can understand, myself included. Come prepared to share your perspectives and experiences and be open to others’. University settings strive to be supportive, safe and forgiving learning environments for all, but to meet higher education learning objectives for your growth, you should also to learn to be open to having your views and sensibilities challenged regularly.

This syllabus is subject to change. Changes, if any, will be announced in class. Students will be held responsible for all changes.

Academic Integrity
I expect all work in this class to uphold the highest standards of integrity, as defined by the University. Read this website to familiarize yourself with what it means to act with integrity. Western Washington University has an official policy concerning academic dishonesty, available here. Per University policy, I report all acts of academic dishonesty, regardless of severity, via official channels. All students in this seminar are expected to abide by the academic honesty and other policies listed in the official catalog. Please see the following resources.

- Plagiarism Policies & Guidelines at WWU WWU Libraries
- The Student’s Guide to Avoiding Plagiarism WWU Dept. of Sociology
- Understanding and Avoiding Plagiarism (brochure) WWU Libraries

Numerous students have failed my classes due to academic dishonesty; most do the right thing and abide by university policies.

Reasonable Accommodation Policy
It is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution. To request disability accommodation, please contact disAbility Resources for Students office, 650-3844, or for student assistance related to required course procedures, please contact the Student Life office, 650-3706.

Ethical Computing
Students are also responsible for knowing and adhering to WWU’s standards for ethical computing. Refer to these web sites:


The Hacherl Research & Writing Studio
The Hacherl Research & Writing Studio is your place to work with knowledgeable staff to effectively communicate well-researched projects. Drop in at the Hacherl Research & Writing Studio or chat with us online to work at your own pace—no appointments necessary! Staff are
on-hand to check in and give support on everything from finding quality sources in your area of study to putting the finishing touches on papers or presentations. You’ll receive feedback and step-by-step strategies focused on what works best for you when writing and researching.

- Uninspired? Practice creative ways to brainstorm and organize ideas.
- Lost in the Googleverse? Learn to navigate the research landscape.
- Too much to read? Discover how you can read faster and with deeper understanding.
- Figuring out a group project or paper? Staff have tips to help organize tasks and effectively work together.
- Wearing pajamas? You can also chat with the Studio or send us a draft online.
- Need accommodation? The Studio offers specialized assistance to match your learning needs.
ENVS-320 Intro. to GIS - Fall 2017

Location: CF-110 (http://www.wwu.edu/map/?building=CF) (12-12:50)
AH-16 (http://www.wwu.edu/map/?building=AH) (1-1:50) sections 41353, 44186
AH-16 (http://www.wwu.edu/map/?building=AH) (2-2:50) section 41518

Spatial Analysis Lab ("SAL") (https://huxley.wwu.edu/spatial-analysis-lab) (AH-16)
Schedule (https://huxley.wwu.edu/sal/sal-schedule) (including TA lab/office hours)

Instructor: Stefan Freelan
stefan@wwu.edu (mailto:stefan@wwu.edu)
Office: AH-211 650-2949
Hours: T-Th 2-3:00

TA: Adriana Varchetta
varchea@wwu.edu (mailto:varchea@wwu.edu)
Office: AH-215
Lab Hours: W 3:00 - 5:00 & TBA

Course Links & Resources (https://sites.google.com/site/envs320/home)
Course Readings (https://sites.google.com/site/envs320/readings)

COURSE OBJECTIVES:
This course provides an introduction to the field of Geographic Information Systems (GIS) and ArcGIS PRO. As such, it includes both theoretical and practical elements, providing both a general understanding of the subject and hands-on experience. The course begins with the basic elements of a GIS and progress quickly into the use of ArcGIS PRO software for spatial analysis. The culmination of the class is a final Site Selection Exercise involving both analysis and display of spatial information. Reading assignments are moderate but expectations for interactive class participation and lab work are high. This includes regular attendance (extremely important), active class participation, assimilation of computer software techniques and the ability to work effectively with others in the lab. Collaboration with fellow students is encouraged.

ENVS-320 (and GIS in general) requires careful attention to data management (storage, archiving, etc.). Basic computer literacy is essential. The instructor is not a pre-requisite, statistical experience is helpful (as are computer
graphics, spreadsheet and/or database experience). Students unfamiliar with (at the very least) the Windows operating system (including Windows Explorer), email and the Microsoft Office suite (Excel, Word) are strongly encouraged to seek outside tutorial assistance (Student Tech Center [http://www.wwu.edu/techcenter/] 650-4300) at their earliest opportunity. (See Unofficial Pre-Reqs [https://sites.google.com/site/envs320/prereq].)

Note that while this class serves as a stand-alone introduction to GIS and ArcGIS PRO, it also provides the foundation for the ongoing WWU ENVS-321/420/421/422 [http://www.wwu.edu/huxley/spatial/sal/wwugis.htm] course series and the GIS Minor and the GIS Certificate [https://huxley.wwu.edu/sal/gis-minor-certificate].

Specific topics covered include:

- GIS Applications & Overview
  - The possibilities & limitations of GIS
- ESRI’s ArcGIS PRO software
  - Query, analysis and display of spatial data
- The relationship of tabular and spatial data
- Cartographic fundamentals
- Database & project management
- Types of spatial data available
- Sources of spatial data
- Introduction to advanced GIS concepts and techniques
  - Geoprocessing (Vector and Raster tools)
  - Building Models

CLASS FORMAT:

ENVS-320 is divided into two separate sections. Both sections meet together for the first hour (LECTURE). The second hour (LAB) is held in AH-16. Each Lab hour will have a dedicated TA. Prompt, regular attendance for both the Lecture and Lab portions of the class are expected. The content and homework for the course is divided into 3 components:

- Online Introduction (online tutorials from the ESRI Academy) (1 week)
- ENVS-320 Labs (5 weeks)
- ENVS-320 Final Site Selection Exercise (3 weeks)

READINGS & MATERIALS

Essential of Geographic Information Systems (published by Saylor Academy, 2012) will be required for this course. Note that this is available for free as a digital textbook. Essentials of GIS is available in HTML [https://saylordotorg.github.io/text_essentials-of-geographic-information-systems/] and PDF.
The ESRI Academy (https://www.esri.com/training/catalog/search/) (online tutorials)

A selection of on-line courses from the ESRI Academy (https://www.esri.com/training/catalog/search/) (which is free for WWU students) will be used as a resource for the class (see notes on using ESRI Tutorials (http://www.wwu.edu/huxley/spatial/sal/vc_notes.htm)). Data for these courses can be downloaded from the course website and is also available from: J:\GEO\GEO_data\ESRI_data\ArcGIS_PRO

Lecture Materials

Various PowerPoint presentations and demo files will also be made available to supplement the labs. These will be available via WWU's Canvas.

Online Videos

In addition to extensive Help (http://pro.arcgis.com/en/pro-app/help/main/welcome-to-the-arcgis-pro-app-help.htm) and Resource (http://pro.arcgis.com/en/pro-app/) files provided by ESRI, YouTube has a wealth of tutorial videos for GIS in general (https://www.youtube.com/results?search_query=GIS) and for ArcGIS PRO (https://www.youtube.com/results?search_query=arcgis+pro), including SAL's own GIS Channel (https://www.youtube.com/channel/UCwZM4L-5HskDEMwRaHNh0QA/videos?sort=dd&view=0&shelf_id=0) (sadly, mostly created for ArcGIS desktop, not ArcGIS PRO).

Recommended Course Materials (purchased items)

• Recommended: Dedicated Lab book for taking notes from lectures and lab assignments (i.e. a lab book for just this class with only one subject in it: GIS). See additional notes on Lab Books below and Lab Book examples (https://sites.google.com/site/envs320/labbooks).

• Optional: Portable storage device (USB drive or other storage device). For most students, with proper data management, the U:\ drive should be adequate for the data storage needs of this class. Some students prefer to use a USB drive in addition to or instead of their U:\ drive.

Software

ArcGIS PRO (ESRI) - Available in AH-16 (the Spatial Analysis Lab), and many of the main campus Windows computer labs. Note that this is NOT the same as ArcGIS 10.x Desktop (which includes ArcMap,
ArcCatalog and ArcEditor). ArcGIS PRO is ESRI's newer software platform which is replacing the older 10.x Desktop. ArcGIS PRO software is available for installing on your personal computer (sorry, Windows only and the bigger, faster and the more RAM the better). See [ArcGIS Pro Software for WWU Students](https://huxley.wwu.edu/sal/arcgis-pro-wwu) to download the software to install on a personal computer. To use ArcGIS Pro you will need a [WWU ArcGIS Online user account](https://huxley.wwu.edu/sal/arcgis-accounts).

**LAB ASSIGNMENTS & FINAL SITE SELECTION EXERCISE:**

A progressive series of Lab Assignments (roughly one per week plus the Final Site Selection Exercise) will introduce and reinforce the concepts and skills of GIS and spatial analysis. Labs will draw from the class readings, the ESRI Academy and in-class lectures and demonstrations. Content of the labs is *cumulative*. All assignments are due the **beginning of class**. Late Lab assignments lose **10% PER DAY**. Late Final Site Selection Exercises will **not** be accepted. See notes on *Grading* and *Plagiarism* below.

**Lab Books**

Students are encouraged to maintain a dedicated (i.e. only one subject) lab book. In addition to reading and class notes (see [Note Taking tips](http://www.wwu.edu/tutoring/note_taking.shtml)) this lab book can be used for online and class exercises and for general procedural notes with regard to using ArcGIS PRO.

**Suggested Lab Book Sections:**

1. Notes on Readings, Lectures & online tutorials
2. Notes on Lab Exercises
3. Procedure Notes (aside from a specific exercise, i.e., notes on how to buffer, export, clip features, etc.)
4. Notes on the Final Site Selection Exercise

Note that lab books and/or general class notes **can be used for all quizzes and the final exam** (hint).

**Working at HOME or in other labs:**

All of the material in this course *should* be able to done using the ArcGIS PRO software on a personal computer or in the other Windows labs on campus (many of which have ArcGIS PRO installed). However, the *recommendation* is that students schedule time in the main SAL lab (AH-16) to complete their homework. Those who choose to work from home or in other labs should allow adequate time, in case something doesn't work, to get the assignments done in the lab if need be. "*I wasn't able to finish the homework because MY version of the software didn't have the right tools..."* (or 'my internet connection failed,' or 'my USB drive is corrupt,' etc.) will **not** be considered acceptable excuses for late assignments. (Actually, they are all perfectly acceptable excuses, but the labs will still be docked 10% / day for being late...). Students choosing to work off campus will need to transfer data and map project files from the university servers to...
their own computers. At times this can be more difficult than it sounds and is entirely the responsibility of the individual student...

**QUIZZES & FINAL EXAM:**

There will be a brief **QUIZ** every **FRIDAY**. Each quiz is worth 5-10 pts (90 pts total) and should take less than 10 minutes. Quizzes will be given either at the beginning of the Lecture or at the beginning of the Lab. Quizzes will be either on paper or digital. Late quizzes are not available (thus quizzes serve as an excellent incentive for punctual attendance). Quizzes are OPEN lab book/notebook, but are (typically) CLOSED computer (in other words, anything you want to write down in your lab note book ahead of time is usable, unless otherwise specified). Likewise, the use of previous lab exercises is fine. The use of computers, the internet or printed copies of the Readings are NOT allowed for Quizzes. Quiz scores will be posted to CANVAS.

The **FINAL EXAM** (worth 60 pts) will be a combination of written questions and 'live' (on the computer) GIS skills/exercises. The Final Exam will be entirely OPEN book, open computer, open internet, open Readings. The content of the quizzes and final exam is cumulative and will draw from the online materials, the readings, and in-class lectures, demonstrations and discussions. There will **not** be a Mid-Term for this course.

**GRADING:** (scores are posted to CANVAS)

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Assignments</td>
<td>250</td>
<td>50</td>
</tr>
<tr>
<td>Weekly Quizzes</td>
<td>90</td>
<td>18</td>
</tr>
<tr>
<td>Site Selection Exercise</td>
<td>100</td>
<td>20</td>
</tr>
<tr>
<td>Final Exam</td>
<td>60</td>
<td>12</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>500 pts.</td>
<td>100 %</td>
</tr>
</tbody>
</table>

**Final grades** will be based on a percentage of points earned (**roughly 91% = A-, 81% = B-, etc., with the actual percentage breakdown subject to final revision by the instructor at the end of the quarter**).

Students are encouraged to familiarize themselves with WWU's University Academic Policies found in the Course Catalog, which will be adhered to in this course.

- Lab & Quiz scores will be posted to CANVAS
- Late Lab assignments lose **10% / day**
- Late Final Site Selection Exercise submissions **will not** be accepted
- Extra-credit assignments, make-up or bonus points **will not** be available for this course
- Learn how to properly save and backup your work - "The computer ate my file" is not a valid reason for a deadline extension
**Plagiarism**

Digital files are extremely easy to share and copy. Resist the temptation to 'collaborate' with fellow students beyond reasonable limits. Getting advice, feedback and help from classmates is strongly encouraged. Plagiarism will not be tolerated... Likewise, be sure to NOT leave copies of your work on the C:/ drive of lab computers where others might 'find' and 'adopt' them... (for this reason students are encouraged to work off of their U:/ drive). See WWU's [Student Rights and Responsibilities Code (Appendix C)](http://catalog.wwu.edu/content.php?catoid=7&navoid=1013) and [Academic Honesty Policy and Procedure (Appendix D)](http://catalog.wwu.edu/content.php?catoid=7&navoid=1014) in the Western Catalog.

See also: Plagiarism Policies & Guidelines: [http://libguides.wwu.edu/plagiarism](http://libguides.wwu.edu/plagiarism)

**Accommodations**

Reasonable accommodation for persons with documented disabilities should be established within the first week of class and arranged through Disability Resources for Students (360-650-3083; drs@wwu.edu; [http://www.wwu.edu/depts/drs](http://www.wwu.edu/depts/drs))

**Pass / Fail**

Students taking this course purely as an elective (including graduate students) are encouraged to take this course Pass / Fail. Note, however, that students cannot use Pass / Fail for any courses that are part of their Major, Minor or GURs (this includes courses used as a Major elective).

**FINAL WORDS:**

- Please **TURN OFF YOUR CELL PHONE** - no not just set it to vibrate... at the very least turn the ringer off. Trust me, you'll survive...
- No food or drink in AH-16 (if you need to consume something, please leave the room)
- Please keep AH-16 tidy, dispose of your trash in a receptacle and your old prints in the recycle bin
- Try to avoid unnecessary printing, however, be sure to turn in your final products on clean paper. Remember sometimes it takes time (1-2 minutes) for a printout so be patient rather than hitting Print again....
- Use the color printer only for final prints - do test prints with the BW printers when you can

Course Summary:
Course Syllabus

SCHEDULE (Below)  ASSIGNMENTS  READINGS
(https://sites.google.com/site/envs321/readings)  LINKS
(https://sites.google.com/site/envs321/)

AH-16,    W-F   10:00-11:50
Stefan Freelan,   AH-211,   650-2949,   stefan@wwu.edu (mailto:stefan@wwu.edu)
Office Hours:
W-F 12:00-1:30
(please put "envs-321" in the subject of all emails)

TA & LA Support:  AH-16 see Lab Schedule (https://huxley.wwu.edu/sal/sal-schedule) for TA & LA Lab
Hours
(please use scheduled Lab Hours and/or the class Discussions page first before you email the TA or
Stefan...)
   TA: Adriana Varchetta

In Brief:

Assignments are due at the beginning of class
Late assignments lose 10% / DAY
There are 5 Assignments (4 Labs and a Final Project)

COURSE READINGS (https://sites.google.com/site/envs321/readings)
Text book REQUIRED: Designing Better Maps (Cynthia Brewer)

Cartography and Class LINKS (https://sites.google.com/site/envs321/)
4 Quizzes (No Mid-Term, No Final Exam)

SYLLABUS - COURSE DETAILS

ABOUT THIS COURSE:

The purpose of this course is to introduce students to computerized cartography and graphic design
techniques & skills. Maps are powerful communication tools for describing geographic distributions and
geographic relationships and this class will cover various cartographic methods, as well as some of the
limitations of graphic communication, for illustrating reports, papers, and theses. Topics covered include
symbology, text (map annotation), layout and the use of color for cartography.
This is primarily a lab-style class; class time will include lectures and demos, but the majority of the time will be spent creating and critiquing maps. Lectures will introduce the topics and the specific skills & techniques to be learned. Lab sessions (at least 50% of class) will be dedicated to working on the skills and lab exercises. This course assumes knowledge of a number of cartographic concepts such as map scale, map projection, and map abstraction, which are covered in ENVS-320 (Introduction to GIS). The primary software used for creating maps will be ESRI's ArcGIS PRO. As such, ENVS-320 (or a similar introduction) is required (prior to this class, not concurrent). Students who have been using ArcGIS Desktop (ArcMap, ArcCatalog, etc.) will need to adapt to the newer ArcGIS Pro software platform. The Cartography course is not, however, a GIS course per se. The majority of the GIS components of the course (obtaining, processing and editing of data, creation of the basic project files, etc.) will be largely provided for you, leaving the focus on the cartographic aspects. Being a computer based course, familiarity with the basics of the Windows operating system (data management, etc.) is essential. Students new to computers are encouraged to take an introductory computer class prior to this class. In addition, the Student Tech Center (http://www.wwu.edu/depts/techctr), (Haggard Hall 121, 650-4300) is available for assistance with general computer questions.

Cartography is a discipline where art and science come together. This merger doesn’t just happen on it's own, however; high-quality cartography requires considerable effort and practice. Current software enables the creation of a map with little more than the push of a few buttons. The use of such 'default' cartography, while convenient (and potentially adequate), rarely leads to the most aesthetically pleasing product, nor the clearest in terms of communication. While the differences between a basic GIS-produced map and a crafted work of cartography may appear subtle, the effort required to go from one to the other is usually substantial. Cartography and graphics design are extremely time consuming endeavors. Most students will need to dedicate considerable out-of-class time for working on lab projects. Previous sections of this course have recommended the dedication of 5-10 hours per week, outside of scheduled class time, at a minimum.

CLASS FORMAT:

Lectures, announcements and/or lab updates and notes will be at the beginning of class (during the lecture period). As such, punctual attendance to class each day is expected. Given that there will be minimal lecture time in this course, every word is precious - so show up and be on time. Very little material will be presented during the Lab periods. As such, students do not need to attend/remain in class for the entire lab period, however, using the lab period to work on course assignments is strongly recommended. The scheduled class time to work on the labs provides the benefit of help from the instructor as well as collaboration with and help from fellow students. Those students choosing not to attend Lab sections do so at their own risk and are entirely responsible for anything they might miss...

AH-16 (The Spatial Analysis Lab or "SAL") is open 24 hours a day, but students in classes have priority during scheduled class times. The outside door of AH is sometimes locked at night and on weekends, call the SAL (360-650-7986, to see if someone is working who can let you in) or the University Police (and identify yourself as a ENVS-321 student) if you need to get in after hours when the building is locked.
TEXTS & MATERIALS

There is a required textbook for this course (Designing Better Maps, SECOND EDITION, by Cynthia Brewer). Be sure to purchase the Second Edition, as there are numerous chapters that have been added. There are also assigned readings. See the COURSE READINGS (https://sites.google.com/site/envs321/readings) for reading schedule and links to online materials. Reference books are also available for checkout from Stefan (AH-211).

Software

ArcGIS PRO (ESRI) - Available in AH-16 (the Spatial Analysis Lab) and many of the main campus Windows computer labs.

Student copies of the software are available if students wish to install ArcGIS Pro on their personal computers (the bigger, faster and the more RAM the better). Email Stefan for installation software and instructions.

Lecture Materials

Various PowerPoint presentations and demo files will be made available to supplement the labs.

Recommended Course Materials (purchased items)

- Recommended: Lab book for taking notes from lectures and lab assignments: Lab Books can be used during open-note quizzes.

- Optional: Portable storage device (USB drive or other storage device). For most students, with proper data management, the U:\ drive should be adequate for the data storage needs of this class.

LAB ASSIGNMENTS QUizzes & FINAL PROJECT:

A progressive set of 5 Assignments (4 Lab assignments and a Final Project) will introduce and reinforce techniques of graphic design and cartography. Expectations in terms of cartographic concepts and techniques are cumulative. Assignments are due the beginning of class on the assigned date. Late lab assignments lose 10% PER DAY LATE (up to a max of 50%). Late Final Projects will not be accepted without prior approval from the instructor.

Using fellow students for advice, suggestions and feedback is encouraged. However, plagiarism and cheating of any kind will not be tolerated. Students caught cheating will be expelled from class or otherwise disciplined according to established University guidelines. Cheating includes any copying of other people’s computer files. Each student is expected to complete the entire assignments on their own.
Working at HOME or in other labs:

Much of the material in this course can be done using the ArcGIS Pro Student Evaluation software or in the other Windows labs on campus (many of which have ArcGIS PRO installed). HOWEVER, this may not be true for all of the assignments. As such, the recommendation is that students schedule time in the SAL computer lab (AH-16) to complete their homework. Those who choose to work from home or in other labs should allow adequate time, in case something doesn't work, to get the assignments done in the lab if need be. "I wasn't able to finish the homework because MY version of the software didn't have the right tools..." (or 'my internet connection failed,' or 'my USB drive is corrupt,' etc.) will not be considered acceptable excuses for late assignments (actually, they are perfectly acceptable excuses - but the assignments will still lose 10% per day for being late). Those choosing to work outside of AH-16 are responsible for whatever data management (copy, transport, project files, etc.) is required to do so.

Quizzes / Exams

Quizzes are open note (anything you write down in your own handwriting or print from your own word documents can be used) but are closed book/screen. Content for the Quizzes will be drawn from the Readings and Lecture materials. Quizzes may not be taken late. Quizzes may be taken early if pre-arranged with Stefan.

There will not be a Mid-Term for this course. There will not be a Final Exam for this course.

GRADING:

Course grading will be based on the quizzes and scores of submitted assignments. The majority of the grade will be based on maps from the labs and final project. Thus, neatness, accuracy, completeness, aesthetic quality, and clear communication of information will be the measures of performance.

Final grades will be based on a percentage of points earned for the quizzes and assigned labs (roughly 91% = A-, 81% = B-, etc., with the actual percentage breakdown subject to final revision by the instructor at the end of the quarter). That's right: a score of 90% is typically a B+ not an A-... Assuming the typical breakdown of 91% for an A- would put an A at 95.5 (half way between 91 and 100%), and a B at 84.3 (1/3 of the way between 81 and 91%). Again, final percentage breaks to be determined by the instructor at the end of the quarter.

Students are encouraged to familiarize themselves with WWU's University Academic Policies found in the Course Catalog, which will be adhered to in this course.

- Labs will be scored primarily on cartographic communication (clearly conveying spatial information) and demonstration of the core concepts for a particular lab. Secondarily, artistic style will also be considered.
- Neatness counts! Printed assignments should be turned in on a crisp, clean sheet of paper
• Lab & Quiz scores will be posted to this website as the quarter progresses. Students are expected to check their scores and promptly bring any questions or concerns they have for a particular score to the attention of the instructor.

• Late Lab assignments lose **10% per day** (up to a max of 50%).

• Late final projects will not be accepted

• Extra-credit assignments, make-up or bonus points will not be available for this course

• Learn how to properly save and backup your work - “The computer ate my file” will not spare you the late penalty if your assignment is turned in late

**Plagiarism**

Digital files are extremely easy to share and copy. Resist the temptation to excessively 'collaborate' with fellow students. Getting advice, feedback and help from classmates is strongly encouraged. Plagiarism will not be tolerated. Please be sure to NOT leave copies of your work on the C:/ drive of lab computers where others might 'find' and 'adopt' them... (for this reason students are encouraged to work off of their U:/ drive for this class). See WWU's Academic Honesty Policy and Procedure, and Student Rights and Responsibilities Code in the *Western Catalog*.

**Accommodations**

Reasonable accommodation for persons with documented disabilities should be established within the first week of class and arranged through Disability Resources for Students (360-650-3083; [drs@wwu.edu](mailto:drs@wwu.edu); [http://www.wwu.edu/depts/drs/](http://www.wwu.edu/depts/drs/))

**Pass / Fail**

Students taking this course purely as an elective (including graduate students) are encouraged to take this course Pass / Fail. Note, however, that students **cannot** use Pass / Fail for any courses that are part of their Major, Minor or GURs (this includes use of the course as a Major elective).

**FINAL WORDS:**

• Please **TURN OFF YOUR CELL PHONE**

• No food or drink in AH 16 (if you need to consume something, please leave the room)

• Please keep AH-16 tidy, dispose of your trash in a receptacle and your old prints in the recycle bin

• Try to avoid unnecessary printing, however, you are also encouraged to print out draft maps as you go
• Students are encouraged to print their maps for proof-reading even for assignments that are submitted digitally

• Use the color printer only for final prints - do test prints with the BW printers when you can

• When printing, be aware that sometimes it takes time (1-2 minutes or longer) for the printer to warm up and process the data, so be patient and wait for your prints rather than hitting Print again....

• Be sure to turn in printed products on clean paper

• Cartography takes time. Average time for completing each assignment is 10-20 hours. If you are an extreme perfectionist, either be ready to lower your standards or be prepared to dedicate much of your life to each project. If you are new to computers, allow extra time... Plan ahead. Give yourself plenty of time to complete each project. Much of the difference between A and B (or C) work boils down to simple time management. Those who underestimate the amount of time an assignment will take and end up scrambling to get projects completed at the last minute rarely do their best work. Computer cartography is time intensive.

• That all said, have fun. Get to know your fellow cartographers and share your creative ideas and challenges with them. This course provides an opportunity for you to explore your creativity and apply it to a wide variety of tools for graphic communication of spatial concepts.

ASSIGNMENTS  READINGS  (https://sites.google.com/site/envs321/readings)  LINKS  (https://sites.google.com/site/envs321/)

COURSE SCHEDULE

Course Summary:

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Due by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue Apr 10, 2018</td>
<td>Q-1 (R-1)</td>
<td>10:20am</td>
</tr>
<tr>
<td>Thu Apr 12, 2018</td>
<td>L-1 BASICS</td>
<td>10am</td>
</tr>
<tr>
<td></td>
<td>L-1.1 jpg</td>
<td>10am</td>
</tr>
<tr>
<td>Tue Apr 24, 2018</td>
<td>Q-2 (R-2)</td>
<td>10:20am</td>
</tr>
<tr>
<td>Thu Apr 26, 2018</td>
<td>L-2 SYMBOLS</td>
<td>10am</td>
</tr>
<tr>
<td></td>
<td>L-2.1 jpg</td>
<td>10am</td>
</tr>
<tr>
<td>Tue May 8, 2018</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2019 SSR Western Washington University

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
<th>Due Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q-3 (R-3)</td>
<td>due by 10:20am</td>
<td></td>
</tr>
<tr>
<td>Thu May 10, 2018</td>
<td>L-3 TEXT</td>
<td>due by 10am</td>
</tr>
<tr>
<td></td>
<td>L-3.1 jpg</td>
<td>due by 10am</td>
</tr>
<tr>
<td>Tue May 22, 2018</td>
<td>Q-4 (R-4)</td>
<td>due by 10:20am</td>
</tr>
<tr>
<td></td>
<td>L-4 COLOR</td>
<td>due by 10am</td>
</tr>
<tr>
<td></td>
<td>L-4.1 jpg</td>
<td>due by 10am</td>
</tr>
<tr>
<td></td>
<td>L-4.2 Technique Write-Up</td>
<td>due by 10am</td>
</tr>
<tr>
<td>Tue May 29, 2018</td>
<td>5.1 - Prop</td>
<td>due by 5pm</td>
</tr>
<tr>
<td>Tue Jun 5, 2018</td>
<td>5.2 - Web</td>
<td>due by 5pm</td>
</tr>
<tr>
<td>Thu Jun 7, 2018</td>
<td>5.3 - Pres.</td>
<td>due by 10am</td>
</tr>
<tr>
<td></td>
<td>5.4 - Peer</td>
<td>due by 5pm</td>
</tr>
<tr>
<td></td>
<td>5.5 - MAPS</td>
<td>due by 5pm</td>
</tr>
<tr>
<td></td>
<td>5.6 jpg</td>
<td>due by 5pm</td>
</tr>
<tr>
<td></td>
<td>5.7 - Sum.</td>
<td>due by 5pm</td>
</tr>
</tbody>
</table>
INSTRUCTOR:
Mark K. Pederson, mark.pederson@wwu.edu
Office: AH 223/ Office hours: By appointment
markkpederson.com

LOCATION & TIME:
HH112 (Computer Lab)  Tues and Thurs/: 10:00 - 11:20 pm
Nine weeks (06/26-08/24)

COURSE DISCRIPTION:
The class is an introduction to the process of population urbanization and the changes wrought in our cities as a result of these migrations.

- We will explore; the history of cities and urbanization, the processes which shape and make these geographic units operational, and how the change in world cities over time is relevant to contemporary urbanization.
- Included in topics to be covered are; basics of urban geography, measurement of change over time, neighborhoods, urban development, urban governance, urban systems, and specific historical developments in the urbanization of the United States. Special emphasis will be given to the principles of environmental protection, economic development, and social progress that together comprise our current concern for sustainable community growth.
- The text will be used as a basis for a survey of the tools of urban geography. The course particularly focuses on using those tools to critically review those urbanization processes which have enabled existing suburban sprawl and informal unplanned urban communities, examining possible strategies leading to more sustainable modes of development.

Student Learning Outcomes:
In addition to course content, this class is intended to directly or indirectly address the following SLOs.

- Work collaboratively and in situations involving uncertainty, diversity, and risk
- Produce, interpret and apply research in a solution-oriented context.
- Understand the political processes that shape the urban environment
- Demonstrate an understanding of and appreciation for the diversity of national and global cultures
- Analyze space, place, landscape, location, and human-environment interactions
- Apply an integrative approach towards understanding human-environment interactions.
- Analyze and communicate ideas effectively in oral, written, and visual forms

COURSE FORMAT:
Daily classes will be conducted on a lecture/seminar format or as a computer based lab.
The course combines four components:
- Daily reading questions and class discussions based on the required text and supplemental readings
- Three group lab projects; Urban Geography Data, Urban-Rural, and Neighborhoods
- Group term City Transitions Project
- Three multiple choice exams (non-cumulative)

The course is designed around two pedagogical models; the Carnegie student time budget and the “flipped classroom.” The Carnegie model assumes two hours of preparation outside of class for every class credit hour, on a daily basis. The “flipped classroom” model reverses the typical in-class and homework elements of the course; out-of-class time is focused on readings and assignment creation by students prior to the class session, while in-class time is devoted to the review of assignments with instructor assistance and group collaboration. Student success in the class is integral with participation in these paradigms.

In-class work and assignments are best done on the classroom computers. These are Windows based OSs and in order to enable an integrated studio work environment, in-class work using other operating systems or on personal lap-tops will make progress in the class and interaction with the instructor and other students less than optimal and somewhat awkward.
EVALUATION AND GRADING:

Everyone will begin the course with “A” grade. Each student starts with 100 points and can only lose points for less than satisfactory performance on each assignment. With all assignments, projects, and presentations substantially complete to a reasonably high standard and submitted on time, and assuming constructive class participation, an “A” grade is assured. Successful students will approach the class with an even metered effort consistent throughout the quarter.

Final grades will be calculated based on the following rubric:

- 30 points (10 each)- Exams #1, 2, & 3
- 20 points- Reading Questions
- 20 points- Lab assignments
- 20 Group Term City Transitions Project (PowerPoint presentation)
- 10 Points- Attendance, discussion participation, and contribution to class; evaluation by Instructor

100 points possible

Final letter grades will be determined according to the following scale:

- 94 – 100 = A
- 87 – 89 = B+
- 80 – 82 = B
- 77 – 79 = C+
- 70 – 76 = C
- 60 – 66 = D
- 0 – 59 = F

READINGS:

Required Text:

Urbanization: An Introduction to Urban Geography (3rd Edition)
November 24, 2011
Paul L. Knox and Linda M. McCarthy
ISBN-10: 0321736435

Weekly Supplemental Readings:

- V. Gordon Childe: “The Urban Revolution”
- Jane Jacobs: The Economy of Cities
- Kingsley Davis: “The Urbanization of the Human Population”
- Ayyoob Sharifi: “From Garden City to Eco-urbanism: The quest for Sustainable Neighborhood Development”
- Neil Smith: “Toward a Theory of Gentrification A Back to the City Movement by Capital, not People”
- Spiro Kostof: The City Shaped
- Peter Calthorpe: Urbanism in the Age of Climate Change
- David Harvey: Rebel Cities
- Andersen, Møller-Jensen & Engelstoft: The End of Urbanization?

Video: World-Systems Theory, Dependency Theory and Global Inequality

DISABILITIES STATEMENT:

Any student with a disability that may affect their performance in this class is encouraged to speak to the instructor or the Office of Student Life (360-3844) to arrange for suitable accommodation.
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Reading Questions due on Mondays and Wednesdays prior to scheduled date.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues 26 June</td>
<td>Course Introduction</td>
</tr>
<tr>
<td>Thur 28 June</td>
<td>Discussion: Text Chapter 1 ○ Reading Questions: Chapter 1 Urbanization and Urban Geography</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues 03 July</td>
<td>Discussion: Davis and Text Chapter 2 ○ Reading Questions: Chapter 2 The Origins and Growth of Cities and Urban Life</td>
</tr>
<tr>
<td></td>
<td>Lab: Urban Geography ○ Reading Questions: Kingsley Davis: “The Urbanization of the Human Population”</td>
</tr>
<tr>
<td>Thur 05 July</td>
<td>Discussion: Childe, Lab: Urban Geography ○ Reading Questions: V. Gordon Childe: “The Urban Revolution”</td>
</tr>
<tr>
<td>Lab: Data Project</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues 10 July</td>
<td>Discussion: Jacobs and Text Chapter 3 ○ Reading Questions: Chapter 3 Foundations: The U.S. Urban System and Its Cities</td>
</tr>
<tr>
<td></td>
<td>Lab: Urban-Rural ○ Reading Questions: Jane Jacobs: The Economy of Cities</td>
</tr>
<tr>
<td>Thur 12 July</td>
<td>Discussion: Text Chapter 4 ○ Reading Questions: Chapter 4 Urban Systems and Cities in Transition</td>
</tr>
<tr>
<td>Lab: Urban-Rural</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues 17 July</td>
<td>Exam #1 ○ Reading Questions: Chapter 8 The Urban Development Process</td>
</tr>
<tr>
<td></td>
<td>Lab: Group Term Project ○ Reading Questions: Michael E. Smith: “The Archaeological Study of Neighborhoods and Districts in Ancient Cities”</td>
</tr>
<tr>
<td>Thur 19 July</td>
<td>Discussion: M. Smith and Text Chapter 8 ○ Reading Questions: Michael E. Smith: “The Archaeological Study of Neighborhoods and Districts in Ancient Cities”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 5</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues 24 July</td>
<td>Discussion: Mumford, and Text Chapter 9 ○ Reading Questions: Chapter 9 How Neighborhoods Change</td>
</tr>
<tr>
<td></td>
<td>Lab: Group Term Project Proposal ○ Reading Questions: Lewis Mumford: “The Neighborhood and the Neighborhood Unit”</td>
</tr>
<tr>
<td>Thur 26 July</td>
<td>Discussion: Sharifi and Duany ○ Reading Questions: Ayyoob Sharifi: “From Garden City to Eco-urbanism: The quest for Sustainable Neighborhood Development”</td>
</tr>
<tr>
<td>Lab: Neighborhoods ○ Reading Questions: Andres Duany and Elizabeth Plater-Zyberk: “The Neighborhood, the District, and the Corridor”</td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td></td>
</tr>
</tbody>
</table>
### Schedule (Preliminary) cont’d:

#### Week 6

**Tues 31 July**
- Discussion: N. Smith
- Lab: Neighborhoods Project
- Reading Questions: Neil Smith: “Toward a Theory of Gentrification A Back to the City Movement by Capital, not People”

**Thur 02 August**
- Exam #2
- Lab: Group Term Project Draft

#### Week 7

**Tues 07 August**
- Discussion: Harvey and Text Chapters 10
- Lab: Group Term Project Final
- Reading Questions: Chapter 10 The Politics of Change: Urbanization and Urban Governance
- Reading Questions: David Harvey: Rebel Cities

**Thur 09 August**
- Discussion: Calthorpe and Text Chapters 11
- Reading Questions: Chapter 11 Urban Policy and Planning
- Reading Questions: Peter Calthorpe: Urbanism in the Age of Climate Change

#### Week 8

**Tues 14 August**
- Discussion: Anderson et al., Text Chapter 12, and World-Systems Theory, Dependency Theory and Global Inequality
- Reading Questions: Chapter 12 The Residential Kaleidoscope
- Reading Questions: Andersen, Møller-Jensen & Engelstoft: The End of Urbanization?
- Video Questions: World-Systems Theory, Dependency Theory and Global Inequality

**Thur 16 August**
- Exam #3
- Lab: Group Term Project Final

#### Week 9

**Tues 21 August**
- Lab: Group Term Project Presentations

**Thur 23 August**
- Lab: Group Term Project Presentations
ENVS 360 PLAN GRAPHICS and SITE DESIGN
Methods in Urban Planning Graphic Illustration
Fall 2018

Dr. Nicholas Zaferatos, Ph.D., AICP; Professor, Urban Planning
ES 444; x 7660; Nicholas.Zaferatos@wwu.edu

SYLLABUS
An introduction to Site Planning + Plan Illustration + Interpreting Development Codes

COURSE OBJECTIVES
This course introduces students in the Urban Planning major to the methods and technique in site design and planning graphics; plan production; and development (zoning) code interpretation (using Bellingham’s Infill Toolkit). Students are introduced to planning graphic methods emphasizing Google SketchUp CAD software, electronic databases (Bellingham’s City IQ), and the Adobe suite (InDesign, Photoshop, Illustrator). These skills are used in subsequent planning studio classes.

The objectives of this course are to:
1) Provide introductory skills to design software for urban planning applications
2) Acquire applied skills in growth management site design using computer aided design techniques and online data bases
3) Introduce students to development code interpretation
4) Acquire skills in site planning and 3-dimensional architectural drawing
5) Introduce students to plan presentation methods and the project design critique process

Student Learning Objectives

Department Student Learning Objectives:
- ENVS 4 transfer academic learning to a real-world context of constraints and opportunities.
- ENVS 6 analyze and communicate ideas effectively in oral, written, and visual forms

Urban Planning | Sustainable Development Student Learning Objectives:
- UP 1 produce, interpret and apply research in a solution-oriented context.
- UP 6 demonstrate effective design and communications skills in preparing plan proposals that improve urban life

FORMAT: CLASS PROJECTS
The course combines demonstration of software application, online tutorials, individual instructor guidance, and assignment of graphic design projects illustrating the application of the software and urban site design solutions. Students present design solutions in class critiques.

PROJECT DESIGN PROBLEM
Students will devise a series of site plans and 3 dimensional architectural drawings for an “infill” urban development project applying Bellingham’s “Infill Toolkit” development regulations. Students will prepare a final illustrated brochure depicting design solutions using graphic illustration techniques.

REFERENCE MATERIAL
- Google Sketchup Software Tutorials (online)
- Bellingham’s Infill Toolkit – www.cob.org or on my website link: Bellingham’s Infill Toolkit
- City IQ database - http://www.cob.org/cityiq/website/index.html
- Example illustrations of project deliverables (on Canvas)
DELIVERABLES AND GRADING

Projects

1. Site Location Plan and lot description details. (10 pts)
   a. Selection of property of your choice of at least 10,000 sq. ft. (combining existing platted lots as necessary), located within Bellingham. I provide suggested sites or you can select your own site.
   b. Using data from City IQ; provide a 2-dimensional site map (google Sketchup); identify boundaries and dimensions of your development site. (Your dimensions, including building setbacks, will be based on a housing type you select from the development code).
   c. Identify property ownership and tax parcel information.
   d. Provide a separate aerial photo-depicting site (or place aerial photo as a base layer in Sketchup).
   e. Show abutting public rights of ways and easements (if any).
   f. Show north arrow.

2. Building Footprint Envelope and Site Plan. 2-D view. (10 pts)
   a. First, select the housing option of your choice from the Infill Toolkit menu.
   b. Using Infill Toolkit and Sketchup, identify your development envelope showing the building footprint for your site. Your site plan will address each of the zoning requirements, including setbacks, parking, open space requirements, etc., based on your selected housing development type.
   Note: Limit your housing choices to: Smaller or Small lot; Cottage housing; or Townhouse.

3. Architectural Housing Design. 3-D views. (30 pts)
   a. Design your housing solution using 3 dimensional drawing of building model in Sketchup.
   b. Apply either traditional architectural style (reflecting surrounding buildings) or a modern style.
   c. Provide 3 different perspective views of your Housing Proposal, emphasizing design details and styles.
   One of the 3 views should be from street level.

4. Architectural view overlay with site photo as background (using Photoshop). (10 pts)

5. 2-dimensional Street Plan Detail (Illustrator). (10 pts)

6. 2-dimensional District Land Use Plan (Illustrator). (10 pts)
   a. Include a minimum 10 blocks (about 600 ft. radius) surrounding your site showing zoning districts.
   b. Establish a “figure ground” map of existing and proposed buildings, and zoning districts as overlay.

7. Final Production (20 pts)
   a. Produce a 2-panel Brochure showing each of the 6 project deliverables. (InDesign layout).

Make sure each of your submitted project assignments include your NAME and PROJECT NUMBER.
Assignments due on Fridays of assigned week.

SUBMITTING PROJECTS ONLINE: ALL PROJECTS TO BE UPLOADED AS PDF FILES TO CANVAS

LINKs TO CLASS INSTRUCTIONS
- Bellingham's Infill Toolkit
- Bellingham City IQ – www.cob.org
- Google SketchUp
- Adobe Illustrator | Photoshop
- Adobe InDesign
- Illustrations of simple Site Plan drawings (CAD and Illustrator)

Disabilities Statement: Any student with a disability that may affect their performance in this class is encouraged to speak to the instructor or the Office of Student Life (360-3844) to arrange for suitable accommodation.

Color coding: Please use the following color coding for your land use map, project 6: Residential single (yellow); Residential multi (dark yellow); Commercial (red); Mixed uses (purpose; Institutional (blue); Open space (green); Transportation (blacks and greys), Public (pink).
<table>
<thead>
<tr>
<th>WEEK</th>
<th>ACTIVITY</th>
<th>PRODUCT DEADLINES – All projects due on Fridays, midnight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to Class and Scheduling Google Earth; City IQ; Infill Tool Kit and review of Assignments</td>
<td></td>
</tr>
<tr>
<td>9/27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>City IQ, selection of your development site, gather pertinent site data, select housing type and review development requirements</td>
<td>Complete online quiz by Oct 5</td>
</tr>
<tr>
<td>10/2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>CAD Google Sketch Up. Review Tutorials on Google SketchUp New Users (videos)</td>
<td>Project 1: Site Description/Map</td>
</tr>
<tr>
<td>10/9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>CAD Google Sketch Up. Review Tutorials Continue work on site plan for your infill housing type. Begin work on your architectural 3D design Remember to create continuous layers so you can separate out different plan features.</td>
<td>Project 2: Building Envelope Site Plan</td>
</tr>
<tr>
<td>10/16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Continue CAD drawings</td>
<td></td>
</tr>
<tr>
<td>10/23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Continue CAD drawings</td>
<td></td>
</tr>
<tr>
<td>10/30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Adobe Photoshop – managing images, developing overlapping layers with photo in background.</td>
<td>Project 3: Building 3D design/architecture. Show 3 different detailed views of your site development, including residential units, garages/parking, open spaces. Two views show different overall perspective views of site plan, one view from street level. The third view show a close-up detail of some aspect of your plan. Select different “styles” from the styles menu under ‘windows’.</td>
</tr>
<tr>
<td>11/6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Adobe Illustrator – street elevations</td>
<td>Project 4: 3D Perspective with background photo.</td>
</tr>
<tr>
<td>11/13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Continue work with Illustrator – District land use plan</td>
<td>Project 5: Street Elevation and Site Plan. Redesign street showing entire ROW width, and allocate to different uses (road way, sidewalks, bike land, landscape buffers). Place jpg figures (cars, bikes, people) in drawing.</td>
</tr>
<tr>
<td>11/20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Adobe InDesign – Project layout</td>
<td>Project 6: District Land Use Plan. Select a 10-block area with your site in the center. Using illustrator, trace blocks and buildings to create ‘figure ground’ drawing. On separate layer, create “zoning districts”, using color coding chart above, show different zoning categories. Identify your site as a ‘special zoning category’: “townhouse (etc) infill housing”.</td>
</tr>
<tr>
<td>11/27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finals</td>
<td>Project Presentation and Critiques, we may extend final presentations into finals week depending on presentation pace</td>
<td>Project 7: Project Brochure or poster (your choice). Layout and describe your housing proposal. Final presentation of your brochure. Print final project in COLOR</td>
</tr>
<tr>
<td>Week 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Introduction to Planning
Syllabus subject to revision at instructor’s discretion

Course Description
Introduction to the practice of public planning in the United States; survey of major subfields in planning practice, current issues, processes, and methods in planning; texts survey the range of planning activities as well as the practical day to day skills needed by the practicing planner.

Goals
1) Obtain knowledge of the fundamentals of contemporary planning practice
2) Understand the importance of planning in shaping how human settlement impacts the environment
3) Develop awareness of how planning is situated in political practice

Student Learning Outcomes
ENVS 2: Apply an integrative approach towards understanding human-environment interactions.
ENVS 4: Transfer academic learning to a real-world context of constraints and opportunities.
UPSD 2: Understand the legal, procedural, theoretical, ideological, and political processes that shape the urban environment

Readings

Class Format
Classes will consist of primarily of lecture with some opportunity for discussion. Attendance, punctuality and classroom behavior will also contribute to the participation grade.

Course Requirements and Grading
A) Exam I (25 points)
B) Exam II (25 points)
C) Exam III (30 points)
C) Report on Public Meeting (10 points) Due anytime before final exam, details on next page.
E) Research Paper (10 points)
F) Attendance & Participation (?)
G) Optional Field Trip (1 bonus point)
Formal attendance will not be taken, but is important to your success in the class. Lectures will often include material complimentary to the readings. Your final grade may be adjusted based on participation in class.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 +</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 93</td>
</tr>
<tr>
<td>B+</td>
<td>88 – 89</td>
</tr>
<tr>
<td>B</td>
<td>83 – 87</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82</td>
</tr>
<tr>
<td>C+</td>
<td>78 – 79</td>
</tr>
<tr>
<td>C</td>
<td>73 – 77</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72</td>
</tr>
<tr>
<td>D+</td>
<td>68 – 69</td>
</tr>
<tr>
<td>D</td>
<td>60 – 67</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60</td>
</tr>
</tbody>
</table>
Report on Public Hearing/Meeting
You will attend one public hearing of the Bellingham Planning and Development Commission or another planning commission (other municipal or county planning commissions, etc.). For the Bellingham meeting schedule and topics, go to www.cob.org. Click on the “Government” tab on top, then under “Public Involvement” click on “Boards and Commissions,” then select “Planning Commission,” and under “Quick Links” click on the schedule. If it is more convenient, you may attend a meeting of the Whatcom County Planning Commission, or a meeting of the planning commission for another municipality. For a schedule of all City of Bellingham meetings, click go to http://cob.mhsoftware.com/

You are expected to attend the entire public hearing. The meetings usually end by 10pm but can extend even longer. You are required to attach a copy of the agenda to your report. These will be available at the meeting.

Guidelines for writing the report: Please pay particularly close attention to observing the following behaviors, roles, and actions, in addition to the subject of the agenda. Your papers should discuss the planning issues, the outcomes, and the roles of each participant. Discuss your personal impressions and thoughts about the public process. If you were on the commission, would you have handled anything differently? What and how? Provide a written report of about 2-3 pages in length (double spaced) on the meeting attended discussing the following points.

- Observe the role and purpose of the Chair in conducting the meeting
- Describe your impressions of the role and actions of the professional planning staff supporting the Commission proceedings
- Summarize the subject of the agenda items
- Characterize the roles of the various participants
- What were the most important procedural aspects of the hearing?
- What were the most important substantive aspects of the meeting, the key issues raised?
- What was the outcome or resolution of the land use issues or final decision, what next?
- How did the participants react during the proceedings?
- How was the general public participating in the hearing?

Note: Procedural aspects refers to the structure and order employed in conducting the meeting providing for fair participation by both the proponent to the action and the general public. Substantive aspects refer to the content of the particular issue discussed. What are the actions requested by the project proponents? What objections did opponents raise? What contributions and recommendations did staff provide?

Research Paper
This is a short paper and should be three to five pages, double-spaced, 12 pt. font. The source(s) for each paragraph should be clear. You are responsible for developing a topic relating to one of the themes covered in this class. If you have any questions regarding the appropriateness of a topic, check with me. You must include at least four sources, two of which must be peer-reviewed journal articles or chapters from an edited book. CLASS TEXTS DO NOT COUNT, but may be used in addition to your required sources. You can substitute government documents (20 pages or more) for peer-review sources. Four newspaper articles can be substituted for one peer-review article. All sources must be cited in the text and included in a reference list. Chicago Manual of Style is recommended, but not required. Choose a system and be consistent.

Field Trip
This optional trip provides you an opportunity to learn about urban design and earn a bonus point. We will meet on the Green in downtown Fairhaven (behind Village Books). You have the choice of two tours on October 22. One starts at 10:15 and the other at 12:00 noon. The tour will take about one hour. If you are unable to attend, you have the option of writing a second public meeting report as a substitute.
# Class Schedule*

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 9</td>
<td>Course Overview; Planning Overview</td>
<td>Levy, Ch. 1</td>
</tr>
<tr>
<td>January 14</td>
<td>Legal Basis of Planning; Politics of Planning</td>
<td>Levy, Ch. 5</td>
</tr>
<tr>
<td>January 16</td>
<td>The Comprehensive Plan</td>
<td>Levy, Ch. 8</td>
</tr>
<tr>
<td>January 21</td>
<td>MLK Day – No classes</td>
<td>*</td>
</tr>
<tr>
<td>January 23</td>
<td>The Tools of Planning</td>
<td>Levy, Ch. 9</td>
</tr>
<tr>
<td>January 28</td>
<td>The Tools of Planning (cont’d)</td>
<td>*</td>
</tr>
<tr>
<td>January 30</td>
<td>EXAM 1</td>
<td></td>
</tr>
<tr>
<td>February 4</td>
<td>Field Trip (optional, see above)</td>
<td>*</td>
</tr>
<tr>
<td>February 6</td>
<td>Urban Design</td>
<td>Levy Ch. 10</td>
</tr>
<tr>
<td>February 11</td>
<td>Economic Development, Urban Renewal</td>
<td>Levy, Ch. 11 &amp; 13</td>
</tr>
<tr>
<td>February 13</td>
<td>Transportation</td>
<td>Levy, Ch. 12</td>
</tr>
<tr>
<td>February 18</td>
<td>Presidents’ Day – no classes</td>
<td></td>
</tr>
<tr>
<td>February 20</td>
<td>Sustainable Development</td>
<td>Levy, Ch. 14 &amp; 16</td>
</tr>
<tr>
<td><strong>February 25</strong></td>
<td>EXAM 2</td>
<td>*</td>
</tr>
<tr>
<td>February 27</td>
<td>Sprawl</td>
<td>Duany, Ch. 1 &amp; 2</td>
</tr>
<tr>
<td>March 4</td>
<td>The Environment-Society link; The Role of the Street</td>
<td>Duany, Ch. 3 &amp; 4</td>
</tr>
<tr>
<td>March 6</td>
<td>Transportation, Developers &amp; Sprawl; Victims of Sprawl</td>
<td>Duany, Ch. 5, 6 &amp; 7</td>
</tr>
<tr>
<td>March 11</td>
<td>The Region; The Town</td>
<td>Duany, Ch. 8 &amp; 10</td>
</tr>
<tr>
<td><strong>March 11</strong></td>
<td>TERM PAPERS DUE</td>
<td></td>
</tr>
<tr>
<td>March 13</td>
<td>The Inner City</td>
<td>Duany, Ch. 9 &amp; 11</td>
</tr>
<tr>
<td><strong>March 18, 10:30-12:30</strong></td>
<td>EXAM 3</td>
<td></td>
</tr>
</tbody>
</table>

* Schedule subject to change at instructor’s discretion.
ENVS 362 – U.S. Disaster Policy
FALL 2018 SYLLABUS

This syllabus is subject to change. Changes, if any, will be announced in class. Students will be held responsible for all changes.

IMPORTANT REFERENCES:

- Digital Copy of Syllabus
- Group Assignments

Instructor: Dr. Rebekah Paci-Green, Rebekah.paci-green@wwu.edu; Arntzen Hall 206. 360-650-2707

Office Hours: T 1:30-3pm; W 3-4:30pm; F 2-3pm (please use https://calendly.com/rpgreen to sign up for 15min slots so I know you’re coming and you know I’m not with another student.)

Class Time: M/W 9:00-10:50am in AH 225

Required Text:

3. Other required readings posted on Canvas course website.

Course Description
This course provides a broad introduction to the historical and theoretical perspectives of emergency management policies and practices. Students will learn how theories are used to inform the practice of disaster and emergency management. Fundamental principles of risk, vulnerability, and emergency planning are examined relative to natural, technologic, and health related hazards, from an interdisciplinary perspective. Federal, state, and municipal legislation and regulations will be examined for their implications on mitigation, preparedness, response and recovery. Students will understand the roles and professional responsibilities of emergency managers in preparing and implementing all-hazards plans and policies.

Student Learning Objectives
Students should gain a basic understanding of the following:
- Basic tenants of U.S. disaster and emergency management and practice (ENVPOL 1)
- Federal authorities that govern relief assistance, along with their underlying philosophies (ENVPOL 1)
- Roles and responsibilities of key local, state, and federal personnel in dealing with incidents (contributes to ENVPOL 1)
- Federal disaster assistance policy and practice (contributes to ENVPOL 1)
- Challenges of implementing disaster management policy in the U.S. (contributes to ENVPOL 1)
- Social and environmental outcomes of disaster management policy (contributes to ENVPOL 3)
- Basics of international disaster response and assistance networks
- Apply concepts and theories to the analysis of a past disaster response and recovery process (contributes to ENVS 5, 6)
- Practice concepts and theories of disaster response through role play of a mock event (contributes to ENVS 4)
Where:

ENVS 1: Ethnically evaluates social priorities and their risks in the context of environmental problem solving
ENVS 2: Apply an integrative approach towards understanding human-environment interactions
ENVS 4: Transfer academic learning to a real-world context of constraints and opportunities
ENVS 5: Produce, interpret and apply research in a solution-oriented context
ENVS 6: Analyze and communicate ideas effectively in oral, written, and visual forms

ENVPOL 1: Articulate the role of political context in shaping policy dynamics, using historical and contemporary examples.
ENVPOL 3: Assess environmental governance efforts for their impacts on stakeholders, communities, and the environment.

WWU’s Commitment to Inclusion
The community of Western Washington University respects and embraces all identities and experiences. We encourage students, staff, and faculty to bring their unique thoughts and practices to the conversation. We believe that diversity is immeasurable and practice inclusion within the classroom, beyond the classroom, and throughout our community.

Class Philosophy and Expectations
I believe a diverse group of students and a diverse set of perspectives on disasters and policy is a valuable asset. This is a highly interdisciplinary field. No one person knows everything. We all must rely upon experts in areas outside our specialties and provide expertise to others from within our specialties. Bring your personal and professional knowledge to the table and be open to others. I expect a professional and respectful working and learning environment in class and outside, one where mutual respect for everyone is the norm and learning is the focus.

I expect a professional and respectful working and learning environment in class and outside, one where mutual respect for everyone is the norm and learning is the focus. Please come to class on time and prepared. Do not use electronic devices in class, unless to take notes or as directed for in-class assignments. For a few assignments, you will work in groups where everyone is expected to contribute. Please bring group dynamics issues to my attention promptly.

Writing Help
You will be doing a significant amount of writing during this course. Assignments are expected to be of professional quality – free from errors, logically organized, and written well (topic sentences, correct grammar, lack of cliché, etc.) The Writing Center is an excellent resource for helping you organize and edit your work.

Note that this course does not require drafting of your written material, review, and revision. As such, it cannot count as a writing proficiency credit. However, you are expected to follow common rules of grammar convention, citation, and professionalism. Sloppy work — written documents with typos, grammatical errors, unclear prose and incorrect facts — will be marked down significantly.
Course Grading and Late Policy

- A > 94.00%, A- > 90.00%, B+ > 87.00%, B > 83.00%, B- > 80.00%, C+ > 77.00%, C > 73.00%, C- > 70.00%, D+ > 67.00%, D > 63.00%, D- > 60.00%, F ≤ 59.99%
- Before class assignments are generally due an hour before class so I have a chance to briefly review them.
- Late assignment policy:
  - A few individual assignments will be used by your group to build a group presentation. Being late or missing class hurts your group. As such, **no late submissions are accepted for any assignments that are needed for group work.**
  - No late reading responses, as we’ll be discussing in class.
  - All other assignments is 15% reduction per 24 hours.
  - Late reduction will be waived, per university policy, in the following two cases:
    - In cases of personal emergencies, talk with me and the Student Life Office about short-term, temporary leave. If you take temporary leave, we will arrange for you to make up assignments on a case-by-case basis.
    - If you have a university-approved, off-campus engagement (e.g. sports), please let me know at least a week in advance and we will arrange an appropriate way for you to make up assignments.

Late assignments or missed class due to minor illnesses and personal emergencies (e.g. transportation, failed alarms, other assignments, sluggish internet or general Canvas glitches) will not be accommodated. The best strategy is to plan ahead and not leave assignments until the last minute.

Canvas allows you to submit work at any point before the deadline. You can submit a draft assignment to Canvas so you are sure you have submitted *something* before deadline. Then, you are welcome to finalize your assignment and re-upload it before deadline.

Support and Resources

I have a personal commitment to helping all students succeed. All students who are struggling (whether specific to my class or not) are welcome to come by my office or arrange an appointment or email me. I can help you strategize, find resources, or just listen. In addition, Western has many resources to support students and staff:

- If you have a documented disability, please see me within the first full week of class. We will work with the DisAbilities Resources Center (telephone 650-3083; email drs@wwu.edu) to make reasonable accommodations for your specific needs.
- In the case of a medical concern or question, please contact the Health Center: 650-3400 or visit Student Health.
- In the case of an emotional or psychological concern or question, please contact the Counseling
Center: 650-3400 or visit Counseling Center at Old Main 540. After-hours, on-call counselors are available at 360-650-3164, select Option 1.

- In the case of a health and safety concern, please contact the University Police: 650-3555 or visit University Police.
- In the case of a family or personal crisis or emergency, please contact the Dean of Students at 650-3450 or visit the Dean of Students.
- For confidential support, advocacy services and resources related to sexual assault, dating/domestic violence, or stalking, call 650-3700 to reach Western’s Consultation and Sexual Assault Support Services (CASAS). Domestic Violence and Sexual Assault Services (DVSAS) in downtown Bellingham also provides a confidential 24-hour helpline at (360) 715-1563.
- For confidential consultation and assessment of alcohol or other drug issues, see Western’s Alcohol and Drug Consultation and Assessment Services (ADCAS) at Old Main 560C or call 650-6865 to set up an appointment.

Plagiarism and Academic Dishonesty
Plagiarism and other forms of academic dishonesty (cheating) will not be tolerated. Your original work on all assignments is expected. Academic dishonesty includes:

- Cheating on tests and assignments
- Having others do work for you
- Lying about excuses
- Citing your own work from another class, unless given permission by both instructors, is also considered academic dishonesty.
- Copying and pasting from a website, even if you change a few words around, is academic dishonesty. It is a form of plagiarism.
- A whole host of other bad behavior....

Proper in-text and bibliographic citation using APA style is mandatory on all written assignments. ALWAYS attribute, fairly and completely, the source of any quotation or idea. Using citations, your paper should clearly distinguish between your analysis (your original ideas or your application of someone else’s (cited) idea) and the concepts, definitions, research, and ideas of someone else. In-text citations without page numbers can be used when you are referencing or summarizing or describing the overarching theme or content of another person’s work. When paraphrasing or directly quoting material, page numbers must be included in your in-text citation.

Your paper should end with a full list of all works cited, using APA bibliographic format. To help you out, I have provided APA style bibliographic references for almost all of the class material in the Canvas/Modules/Course Basics section. Feel free to copy and paste from that list to save you time! If you need to cite another source, you can use MS Word’s referencing tool or websites like https://www.calvin.edu/library/knightcite/.

Any form of academic dishonesty requires a formal report to the Provost and Registrar and a failing grade on the assignment or course, training. Don’t do it! Familiarize yourself with the policy at: http://libguides.wwu.edu/plagiarism and http://www.wwu.edu/depts/registrar/acad_dishonesty.shtml.
## ASSIGNMENT TYPES (SUBJECT TO MINOR MODIFICATION)

<table>
<thead>
<tr>
<th>Total Pts</th>
<th>Assignment Type</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Current Event (teams)*</td>
<td>One time per quarter, assigned to a two or three-person team, present to the class on a current disaster response, recovery or preparedness action. Approx. 15min.</td>
</tr>
<tr>
<td>15</td>
<td>Class attendance and participation</td>
<td>Attendance and active participation is expected. Turning in reading response discussion questions will be used as a form of attendance check. One day of missed class will be allowed without impact on grade.</td>
</tr>
<tr>
<td>4</td>
<td>Quizzes</td>
<td>As needed, I will schedule short quizzes to test your retention of material from lecture, readings, and films. These will be open notes, but not open book. As such, I expect you to be taking notes in class!</td>
</tr>
<tr>
<td>31</td>
<td>Reading Responses</td>
<td>Before each class you will be responsible for reading one, occasionally two, chapters or articles. You will submit a reading response summarizing what you read, what you found interesting, and at least one question you would like to discuss. These are due an hour before class.</td>
</tr>
<tr>
<td>6</td>
<td>US Disaster Response and Recovery Case Study</td>
<td>You will research and write about an assigned disaster response and recovery. Several other students in your group will write about the same event, but the assignment is individual.</td>
</tr>
<tr>
<td>2</td>
<td>Case Study Presentations (Group)*</td>
<td>US Disaster Response Case Study group presentation</td>
</tr>
<tr>
<td>6</td>
<td>State Presidential Disaster Declaration Analysis</td>
<td>As part of a small group, you will create a database of presidentially declared disasters for a state assigned to your group. You will then use a spreadsheet to develop charts and graphs that analyze the disaster declarations, timing, and politics of these declarations.</td>
</tr>
<tr>
<td>9</td>
<td>International Case Study</td>
<td>You will research and write about an international disaster response and recovery of your choice.</td>
</tr>
<tr>
<td>6</td>
<td>Online ICS courses</td>
<td>You will independently enroll in and pass two ~3 hour FEMA online trainings provided covering the National Incident Management system and Incident Command System. Both provide important clearance for working in emergency response and insight into the way that the U.S. seeks to manage environmental and technological disturbances.</td>
</tr>
<tr>
<td>3</td>
<td>Tabletop Exercise &amp; Report</td>
<td>Near the end of the quarter, the class will participate in an emergency response exercise. Students will be assigned ICS roles and be charged with making response decisions based upon a surprise emergency scenario.</td>
</tr>
<tr>
<td>15</td>
<td>Final Independent Research/Study/Training**</td>
<td>In lieu of a final exam, project or presentation, you will work throughout the quarter on an independent research/study or training project. This may include enrolling in CERT training, taking further FEMA or humanitarian response online courses, or volunteering with Red Cross. The project will take you ~24 hours, but will occur throughout the quarter.</td>
</tr>
</tbody>
</table>

100

** IN DEPTH INDEPENDENT LEARNING OPTIONS
https://www.ready.gov/community-emergency-response-team

This is a long-standing and award winning training used throughout the US and the world. While it is typically 24 hours of training, because you are in ENVS 362, you will only need to complete 21 hours of training, usually 3-hour classes for seven weeks. This option is **HIGHLY** recommended in that you will receive a certificate that is a resume builder and an important set of skills for response to disasters, as well as just plain old community organizing.

Track 2. Red Cross Training and Outreach. Complete 10 hours of online training with Red Cross. Then, complete 10 hours of service work with Red Cross, either working through their Shelter Kit project or their Community or Youth Preparedness Education project.

- **Sheltering Option:** Ten hours of online Red Cross Edge courses *(Disaster Services: An Overview; Shelter Fundamentals; Basic Food Safety; Psychological First Aid; Everyone is Welcome; Basic Instructor Fundamentals)*, then participating in Sheltering Simulation (2-4hrs), Independent Service Project (2-4 hours), Inventory Support (2 hours) and Shelter Kit building as needed to complete hours.

- **Community Preparedness Education Option:** Ten hours of online Red Cross Edge courses and shadow teaching. Then, 10 hours of co-teaching, events and projects, probably along the lines of Independent Service Project (2-4 hrs), Outreach and Presentation Scheduling (2hrs), Community Preparedness Presentations (4 hrs), and Metrics Tracing (2 hrs)

Track 3. Further online training, either through FEMA’s Independent Study courses for U.S. emergency managers and/or DisasterReady.org courses for international humanitarian workers and volunteers. The online trainings must form a coherent theme of your choosing, be approved by the instructor, and provide at least 21 hours of online instruction. You will need to show proof of passing the final tests for each course to count towards your hours.

- https://training.fema.gov/is/crslist.aspx
- https://www.disasterready.org/
<table>
<thead>
<tr>
<th>Wk</th>
<th>Day</th>
<th>Date</th>
<th>Reading Responses night before class:</th>
<th>Other Major Assignments</th>
<th>Class Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>W</td>
<td>9/26</td>
<td>Intro and Syllabus lecture, listen to NPR 5-minute piece</td>
<td>Disaster impacts brainstorm Present assignment KeyTerms for new DRR students</td>
<td></td>
</tr>
</tbody>
</table>

**Week 2: Overview of Disaster Management in the U.S.**

<table>
<thead>
<tr>
<th>Wk</th>
<th>Day</th>
<th>Date</th>
<th>Reading</th>
<th>Other Major Assignments</th>
<th>Class Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>M</td>
<td>10/1</td>
<td>Sylves Ch1 – Overview of EM</td>
<td>Current Events Group: Ether 2 Lecture: Sylves Reading Review Introduce assignment: ICS 700 Online Training Plagiarism review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>10/3</td>
<td>Steinburg Ch 1 – Last Call for Judgement Day</td>
<td>DUE SUNDAY BY MIDNIGHT: ICS 700 Training DUE SUNDAY BY MIDNIGHT: Final Independent Research Plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Discussion: Steinburg Reading Lecture: EM Cycle – Preparedness</td>
<td></td>
</tr>
</tbody>
</table>

**Week 3: Historical Trends**

<table>
<thead>
<tr>
<th>Wk</th>
<th>Day</th>
<th>Date</th>
<th>Reading</th>
<th>Other Major Assignments</th>
<th>Class Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>M</td>
<td>10/8</td>
<td>Sylves Ch 3 - Historical Trends + gather info on assigned historical events!</td>
<td>Current Events Group: Earth 2 Lecture: Sylves Reading Review Introduce disaster impacts case study</td>
<td></td>
</tr>
<tr>
<td></td>
<td>W</td>
<td>10/10</td>
<td>Steinburg Ch 2 – Disaster as Archetype</td>
<td>DUE BY SUNDAY MIDNIGHT: Disaster Case Study (Individual) Discussion: Steinburg Reading Film: Still Waiting: Life After Katrina (58min)</td>
<td></td>
</tr>
</tbody>
</table>

**Week 4: Theories of Public Policy Management**

<table>
<thead>
<tr>
<th>Wk</th>
<th>Day</th>
<th>Date</th>
<th>Reading</th>
<th>Other Major Assignments</th>
<th>Class Period</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>W</td>
<td>10/17</td>
<td>DUE BEFORE CLASS: Disaster Impacts Case Study Presentation (Group)</td>
<td>Lecture: EM Cycle – Recovery (part 2) Student Presentations: Disaster Case Studies (5x10min =1.25 hr hours)</td>
<td></td>
</tr>
</tbody>
</table>

**Week 5: Presidential Declarations**

<table>
<thead>
<tr>
<th>Wk</th>
<th>Day</th>
<th>Date</th>
<th>Reading</th>
<th>Other Major Assignments</th>
<th>Class Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>M</td>
<td>10/22</td>
<td>Sylves Ch 4 - Presidential Declarations</td>
<td>Student Presentations: Disaster Case Studies (5x10min =1.25 hour) Group Activity: Timeline of major U.S. disasters and presidents Assignment overview: State disaster declaration analysis introduced</td>
<td></td>
</tr>
<tr>
<td>Week: Disaster Capitalism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>10/29</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| M | Kline 2007 on Disaster Capitalism & Kamel 2012 on failed rental housing recovery | Current Events Group: Fire 2  
Guest: Nabil Kamel, housing recovery (tentative)  
Discussion: State Disaster Declaration Analysis |
| 6 | 10/31 |
| W | Sylves Ch 6 – Intergov’t Relations | Current Events Group: Water 2  
Lecture: Planning P for ICS process, prep for table top exercise |

<table>
<thead>
<tr>
<th>Week: Incident Command System</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>11/5</td>
</tr>
</tbody>
</table>
| M | Steinberg Ch 7 – Forecasting at the Fair Weather Service | DUE BY CLASS: Prep for your ICS role, including bringing any forms or documents you might want  
Class Tabletop Exercise: Role play of ICS under a scenario emergency |
| 11/7 | Steinberg Ch 7 – Forecasting at the Fair Weather Service | DUE BY SUNDAY MIDNIGHT: ICS 100 Online Training  
Debrief/Discussion: Tabletop exercise  
Exercise Debrief/Guest Speaker: Holly from WWU EHS, Jonah Stinson  
Discussion: Steinberg chapter  
ASSIGN: International Disaster Case Study |

<table>
<thead>
<tr>
<th>Week: International Disaster Management</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>11/12</td>
</tr>
</tbody>
</table>
| M | Current Events Group: Air 1  
UN Cluster System Worksheet  
Film: Inside Disaster Haiti – part 1 |
| W | Sylves Ch 8 – Globalization |

<table>
<thead>
<tr>
<th>Week: Disaster Recovery &amp; Assistance</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>11/19</td>
</tr>
</tbody>
</table>
| M | DUE SUNDAY BY MIDNIGHT: International Disaster Case Study  
Current Events Group: Water 1  
Film: Inside Disaster Haiti – Part 2&3 |
| W | Thanksgiving Break |

<table>
<thead>
<tr>
<th>Week: Who Pays</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>11/26</td>
</tr>
</tbody>
</table>
| M | Current Events Group: Earth 1  
Discussion: International Disaster Case Studies  
Lecture: EM Cycle – Mitigation (start) |
| 10 | 11/28 |
| W | Steinburg Ch 5 – Floodplain Recidivism  
Current Events Group: Ether 1  
Lecture: EM Cycle – Mitigation (finish)  
Film, discussion: The Water’s Edge (57 min) and Steinburg reading |

<p>| Week: Review and Wrapup |  |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Time</th>
<th>Assignment/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/3</td>
<td>M</td>
<td>12/3</td>
<td>Sylves Ch 9 – Disaster Recovery</td>
</tr>
<tr>
<td>11/5</td>
<td>W</td>
<td>12/5</td>
<td>Steinburg Ch 8 – Who Pays &amp; recording of psycho-social response interview</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Current Events Group:</strong> Fire 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Reflection and Discussion:</strong> Disaster Myths Course Evals</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Film, discussion:</strong> Frontline: Business of Disaster (55min) <a href="http://www.pbs.org/wgbh/frontline/film/business-of-disaster/">http://www.pbs.org/wgbh/ frontline/film/business-of-disaster/</a></td>
</tr>
</tbody>
</table>

**DUE BY Wednesday, Dec 13, Documentation of all independent research and IS courses.**
History and Politics of Planning

Course Description
Survey of the origins, development and significance of the planning movement in the United States and the profession that emerged from it; seminal innovators, ideas and practices; review of achievements and shortcomings; growth and transformation of the discipline

Objectives
- Obtain core knowledge about the origins and development of the planning profession
- Examine relationships between social, economic, political and environmental issues as conceived of by city planners
- Understand how cultural values and ideas about society have shaped reformers and planners interpretation of the relationship between physical conditions in cities and their impacts on society
- Evaluate key urban design projects as model efforts to resolve planning issues, degree to which they realized goals, impacts and lack of impact on the profession

Student Learning Outcomes
ENVS 1: Ethically evaluate social priorities and their risks in the context of environmental problem solving.
ENVS 2: Apply an integrative approach towards understanding human-environment interactions.
ENVS 4: Transfer academic learning to a real-world context of constraints and opportunities.
ENVS 6: Analyze and communicate ideas effectively in oral, written, and visual forms
UPSD 2: Understand the legal, procedural, theoretical, ideological, and political processes that shape the urban environment

Readings
- Additional readings will be posted on under “Files” on Canvas. There is a folder for each topic that includes course readings and short readings that will be used for class discussion and potentially on quizzes.

Overview
A) Attendance & Participation
Classes will consist of lecture and discussion. COMPLETE THE READINGS BEFORE CLASS. Any special directions for class preparation will be posted in a Word document in the folder with the required readings on Canvas. There may be brief historic newspaper articles posted here that are not listed on the syllabus. For some classes, there will be questions for you to consider in preparation for class discussion. There will be brief quizzes to assure that you are preparing for discussion and to allow everyone to obtain participation points. Occasional in-class assignments that may refer some of the readings. Quizzes will not be open book. In-class assignments will be open book. Positive or negative contribution will also contribute to your participation grade.

B) Exams
- There will be a mid-term and a final exam. Guidelines will be handed out before the exams.

C) Research Paper
- The research paper is due in class on June 4. This paper should be approximately 8 pages double-spaced, 12 point font. You must include at minimum FIVE sources, THREE of which must be peer-reviewed articles. Four newspaper articles can be substituted for one peer review article. You can substitute major planning studies (25 pages or more) for peer-review sources. You must include references in the text (parenthetical, footnotes or endnotes) and full citations, Chicago or MLA style. You can find examples online, but I recommend that you purchase Turabian’s book for use in all of your classes. You may use class materials in the paper, but they do NOT count as sources. To be considered “historical” the paper should focus on a topic pre-1990. Keep in mind that term papers tend to improve the more narrowly they are focused on a topic. Late
Term papers will be penalized 5 points for up to one week late, and 10 points if later than this. It is your responsibility to be aware of University policy on plagiarism.

**Grading**
Mid-Term Exam = 35%
Final Exam = 30%
Research Paper = 15%
Attendance & Participation = 20%

**TENTATIVE CLASS SCHEDULE***

<table>
<thead>
<tr>
<th>DATE</th>
<th>THEME</th>
<th>READINGS &amp; ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 4</td>
<td>Course overview; Introduction to Planning History</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Traditions in Landscape and Urban Design</td>
<td></td>
</tr>
<tr>
<td>April 9</td>
<td>Late 19th Century City: Reform &amp; Roots of Planning</td>
<td>Riis 69-72, 96-106, 177-182</td>
</tr>
<tr>
<td>April 11</td>
<td>Late 19th Century City: Reform &amp; Roots of Planning</td>
<td>Scheper</td>
</tr>
<tr>
<td>April 16</td>
<td>Garden City; City Beautiful, City Practical, City Social</td>
<td>Draper; Hess</td>
</tr>
<tr>
<td>April 18</td>
<td>Garden City; City Beautiful, City Practical, City Social</td>
<td>Wirka</td>
</tr>
<tr>
<td>April 23</td>
<td>Research Strategies – Guest: Rob Lopresti</td>
<td>Howe; Johnston</td>
</tr>
<tr>
<td>April 25</td>
<td>Early City Planning and Zoning</td>
<td></td>
</tr>
<tr>
<td>April 30</td>
<td>Regional Planning</td>
<td>Baker; Fishman</td>
</tr>
<tr>
<td>May 2</td>
<td>Transportation</td>
<td>Ehrenfeucht; Ellis</td>
</tr>
<tr>
<td>May 7</td>
<td>Transportation – Jane Jacobs</td>
<td>J. Jacobs, Ch., 2-4 &amp; 18</td>
</tr>
<tr>
<td>May 9</td>
<td>Mid-Term Exam</td>
<td></td>
</tr>
<tr>
<td>May 14</td>
<td>Planning, Housing &amp; Suburbanization</td>
<td>Corbin Sies</td>
</tr>
<tr>
<td>May 16</td>
<td>Planning, Housing &amp; Suburbanization</td>
<td>Lawhon</td>
</tr>
<tr>
<td>May 21</td>
<td>Urban Decline &amp; Urban Renewal</td>
<td>Anderson - Ch. 4; Gans 323 -70</td>
</tr>
<tr>
<td>May 23</td>
<td>Historic Preservation</td>
<td>Lee</td>
</tr>
<tr>
<td>May 28</td>
<td>No classes – Memorial Day</td>
<td></td>
</tr>
<tr>
<td>May 30</td>
<td>The Death and Life of Great American Cities</td>
<td>J. Jacobs Ch. 7-11</td>
</tr>
<tr>
<td>June 4</td>
<td>Urban Revitalization &amp; Community Development</td>
<td>Dreier &amp; Ehrlich</td>
</tr>
<tr>
<td>June 6</td>
<td>Final Exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Term Papers Due</strong></td>
<td></td>
</tr>
</tbody>
</table>

* The instructor may alter the syllabus and course schedule at his discretion.
ENVS 372 – NATURAL HAZARDS PLANNING
FALL 2017 SYLLABUS

This syllabus is subject to change. Changes, if any, will be announced in class. Students will be held responsible for all changes.

Instructor: Dr. Rebekah Paci-Green, Rebekah.paci-green@wwu.edu; Arntzen Hall 206.
Office Tel: 360-650-2707
Office Hours: T 1:30-3pm; W 3-4:30pm; F 2-3pm (please use https://calendly.com/rpgreen to sign up for 15min slots so I know you’re coming and you know I’m not with another student.)
Class Time: M/W 12:00-1:50pm in AH 219; F 12:00-12:50pm AW 306

Final Presentations: Friday, December 14, 10:30am-12:30pm
NOTE: We will have final presentations during the finals period for this class. The university schedules our final for the verrrry end of finals week, so DO NOT book tickets or make travel plans before this date!

Downloadable for free at: https://www.fema.gov/media-library/assets/documents/19261
Other required readings posted on Canvas course website.

Student Learning Objectives
A. To understand:
   a. the interaction between natural hazards, societal processes, and built environment (ENVS 2)
   b. Methods of characterizing natural hazards
   c. Regulatory framework in U.S. for natural hazards mitigation planning (Contributes to UP 1)
   d. Natural hazard mitigation techniques for reducing impacts of hazards on natural environment

B. To analyze and communicate characteristics and impacts of natural hazards on the build environment (ENVS 5 and contributes to 6)

C. To evaluate natural hazard risks and prioritize need for intervention (ENVS 4 and contributes to 1)

D. To create and communicate a natural hazard mitigation strategy for a jurisdiction (ENVS 1, 4 and contributes to 6; UP 4, 5 and contributes to 3)

Where:

ENVS 1: Ethnically evaluates social priorities and their risks in the context of environmental problem solving
ENVS 2: Apply an integrative approach towards understanding human-environment interactions
ENVS 4: Transfer academic learning to a real-world context of constraints and opportunities
ENVS 5: Produce, interpret and apply research in a solution-oriented context
ENVS 6: Analyze and communicate ideas effectively in oral, written, and visual forms

UP 1: Understand the legal, procedural, theoretical, ideological and political process that shape the urban environment
UP 3: Apply sustainable development methods to achieve greater balance in human and environmental interactions
UP 4: Demonstrate an ability to work collaboratively and in situations involving uncertainty, diversity, and risk
UP 5: Demonstrate effective design and communication skills in preparing plan proposals that improve urban life

WWU’s Commitment to Inclusion
The community of Western Washington University respects and embraces all identities and experiences. We encourage students, staff, and faculty to bring their unique thoughts and practices to the conversation. We believe that diversity is immeasurable and practice inclusion within the classroom, beyond the classroom, and throughout our community.

Class Philosophy and Expectations
I believe a diverse group of students and a diverse set of perspectives on disasters and mitigation is a valuable asset. This is a highly interdisciplinary field. No one person knows everything and, as such, we all must rely upon experts in areas outside our specialties and provide expertise to others from within our specialties. We will model that collaboration and inter-disciplinarity in this course. You will become experts on some areas of mitigation; you will learn from classmates about other areas. This can be challenging because I’m asking you to learn from and teach each other, something that may be relatively new for many of you. Be patient with yourself and each other. Bring your personal and professional knowledge to the table and be open to others.

I expect a professional and respectful working and learning environment in class and outside, one where mutual respect for everyone is the norm and learning is the focus. I strive to create a class environment that closely mimics professional environments. I give you assignments where I expect you to go beyond the class-provided materials to gather information on new topics; I also ask you to build new skills while simultaneously learning content. I will ask you to build websites, review planning documents, write budgets, and have develop plans for real jurisdictions facing real political, financial, and scientific challenges. Students often find this environment disorienting and challenging at first, but I will help you learn to thrive in it.

Please come to class on time and prepared. Do not use electronic devices in class, unless to take notes or as directed for group assignments. In groups you will develop other group ground rules and sanctions. Please bring issues to my attention promptly.

Writing Help
You will be doing a significant amount of writing during this course, both individually and as a group. Assignments are expected to be of professional quality – free from errors, logically organized, and written well (topic sentences, correct grammar, lack of cliché, etc.) The Writing Center is an excellent resource for helping you organize and edit your work.

Note that this course does not require drafting of your written material, review, and revision. As such, it cannot count as a writing proficiency credit. However, you are expected to follow common rules of grammar convention, citation, and professionalism. Sloppy work will be marked down significantly.
Course Grading and Late Policy

- A > 94.00%, A- > 90.00%, B+ > 87.00%, B > 83.00%, B- > 80.00%, C+ > 77.00%, C > 73.00%, C- > 70.00%, D+ > 67.00%, D > 63.00%, D- > 60.00%, F ≤ 59.99%
- Before class assignments generally due in Canvas 30 minutes before class.
- Some assignments are done in class; missing class will mean you cannot complete these assignments or receive credit for them.
- Many individual assignments will be used by your group to build a group project. Being late or missing class hurts your group. As such, no late submissions are accepted for any assignments, except:
  - In cases of personal emergencies, talk with me and the Student Life Office about short-term, temporary leave. If you take temporary leave, we will arrange for you to make up assignments on a case-by-case basis.
  - If you have a university-approved, off-campus engagement (e.g. sports, performances, field trips), please provide written confirmation form your instructor at least a week in advance and we will arrange an appropriate way for you to make up assignments.

Late assignments or missed class due to minor illnesses and personal emergencies (e.g. transportation, failed alarms, other assignments, sluggish internet or general Canvas glitches) will not be accommodated. The best strategy is to plan ahead and not leave assignments until the last minute.

Canvas allows you to submit work at any point before the deadline. You can submit a draft assignment to Canvas so you are sure you have submitted something before deadline. Then, you are welcome to finalize your assignment and re-upload it before deadline.

Support and Resources

I have a personal commitment to helping all students succeed. All students who are struggling (whether specific to my class or not) are welcome to come talk to stop by my office or come to office hours. I can help you strategize, find resources, or just listen. In addition, Western has many resources to support students and staff:

- If you have a documented disability, please see me within the first full week of class. We will work with the DisAbilities Resources Center (telephone 650-3083; email drs@wwu.edu) to make reasonable accommodations for your specific needs.
- In the case of a medical concern or question, please contact the Health Center: 650-3400 or visit Student Health.
- In the case of an emotional or psychological concern or question, please contact the Counseling Center: 650-3400 or visit Counseling Center at Old Main 540. After-hours, on-call counselors are available at 360-650-3164, select Option 1.
- In the case of a health and safety concern, please contact the University Police: 650-3555 or visit University Police.
- In the case of a family or personal crisis or emergency, please contact the Dean of Students at 650-3450 or visit the Dean of Students.
• For confidential support, advocacy services and resources related to sexual assault, dating/domestic violence, or stalking, call 650-3700 to reach Western’s Consultation and Sexual Assault Support Services (CASAS). Domestic Violence and Sexual Assault Services (DVSAS) in downtown Bellingham also provides a confidential 24-hour helpline at (360) 715-1563.
• For confidential consultation and assessment of alcohol or other drug issues, see Western’s Alcohol and Drug Consultation and Assessment Services (ADCAS) at Old Main 560C or call 650-6865 to set up an appointment.

Plagiarism and Academic Dishonesty

Plagiarism and other forms of academic dishonesty (cheating) will not be tolerated. Your original work on all assignments is expected. Academic dishonesty includes:

• Cheating on tests and assignments
• Having others do work for you
• Lying about excuses
• Citing your own work from another class, unless given permission by both instructors, is also considered academic dishonesty.
• Copying and pasting from a website, even if you change a few words around, is academic dishonesty. It is a form of plagiarism.
• A whole host of other bad behavior....

Proper in-text and bibliographic citation using APA style is mandatory on all written assignments. Always attribute, fairly and completely, the source of any quotation or idea. Using citations, your paper should clearly distinguish between your analysis (your original ideas or your application of someone else’s (cited) idea) and the concepts, definitions, research, and ideas of someone else. In-text citations without page numbers can be used when you are referencing or summarizing or describing the overarching theme or content of another person’s work. When paraphrasing or directly quoting material, page numbers must be included in your in-text citation.

Your paper should end with a full list of all works cited, using APA bibliographic format. To help you out, I have provided APA style bibliographic references for almost all of the class material in the Canvas/Modules/Course Basics section. Feel free to copy and paste from that list to save you time! If you need to cite another source, you can use MS Word’s referencing tool or websites like https://www.calvin.edu/library/knightcite/.

Any form of academic dishonesty requires a formal report to the Provost and Registrar and a failing grade on the assignment or course, training. Don’t do it! Familiarize yourself with the policy at: http://libguides.wwu.edu/plagiarism and http://www.wwu.edu/depts/registrar/acad_dishonesty.shtml.
## ASSIGNMENT TYPES (SUBJECT TO MINOR MODIFICATION)

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment Type</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Reading Responses</td>
<td>Nine reading responses of ~200 words to show you did the reading and reflected on it. Lowest score will be dropped. Due half an hour before class. No makeups.</td>
</tr>
<tr>
<td>10</td>
<td>Attendance</td>
<td>Daily attendance expected. I will take attendance through a variety of means, including visual check, attendance sheet, and turning in of in-class group activities. Must be present and engaged in class.</td>
</tr>
</tbody>
</table>
| 30     | Individual Research Assignments and Tests | You will do several assignments individually as “doing your homework” for group assignments or to test your own knowledge:  
  - Hazards Characteristics Description (5pts)  
  - Hazard Characteristics MIDTERM EXAM (10pts)  
  - Mitigation Case Study (5pts)  
  - Mitigation Techniques TEST (5pts)  
  - Lifeline Mitigation Case Study (5pts) |
| 14     | Group Assignments* | You will do several assignments in a ~5-6 person group or as part of a ~2-3 person subgroup. These assignment will draw upon your individual assignments above, which you will share with your group. You will share your group assignments with the rest of the class as a way of familiarizing them with material they did not cover in their groups.  
  - Hazards Characteristics Brief or Presentation (4pts)  
  - Mitigation Poster (4pts)  
  - FEMA 154 Rapid Visual Screening of Downtown Buildings (2pts)  
  - Lifeline Mitigation Brief or Presentation (4pts) |
| 37     | Final Group Project* | Starting in the first half of the quarter, your group will conduct a thorough review of natural hazards planning in a U.S. county/parish/borough. Based upon this review, as well as research you conduct on mitigation, you will draft a 15-year hazards mitigation plan that mimics many aspects of a standardized natural hazards mitigation planning process used in communities across the United States. Components of this plan will be done throughout the quarter and in In-class Guided Inquiries. Your final project will pull these components together into a presentation and report describing your 15-year natural hazards mitigation plan. Assignments that will contribute to this plan are:  
  - Jurisdiction Hazard Profile (4pts)  
  - Hazard Mitigation Plan Review Website (10pts)  
  - Evaluation of mitigation alternatives (2pt – individual contribution)  
  - 15-year Hazard Mitigation Plan (15pts)  
  - Plan Presentation (5pts)  
  - Peer Evaluation (1pts) |

*Note on Group Projects: Group projects are an important part of this class. They mimic professional settings where individuals bring different expertise to a team effort and where professionals have to learn from, and trust the judgement of, others. I use groups in this class to explore secondary content I
do not cover in lecture and these explorations give all students at least some exposure to these secondary concepts.

Group projects can be challenging, especially when not all group members bring the same quality of work or dedication to group assignments. While this dynamic also mirrors professional settings, I have taken several steps to avoid penalizing students for the quality of other students’ work.

- Firstly, all students must “do their homework” in individual research assignments. Thus, each student has something to contribute to the group assignment. If they do not, they receive a poor grade on that individual assignment.
- Secondly, each student completes a peer evaluation(s). I use these peer evaluations to significantly adjust group grades on the large group project assignments.
- Thirdly, if a student is clearly not participating in group assignments, I will ask that student to step out of the group and complete group assignment individually, a prospect that is much more work for that student.

Please be a good team member throughout the class! Not doing so will be reflected in your final grade.
# TENTATIVE COURSE SCHEDULE*

*Schedule and readings subject to change.

<table>
<thead>
<tr>
<th>Wk</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Readings Due by Class</th>
<th>Assignments/Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>W</td>
<td>Sept 26</td>
<td>Syllabus; Group Assign; Lecture – Hazard Characteristics Intro;</td>
<td></td>
<td>DUE IN CLASS: Group Norms</td>
</tr>
<tr>
<td>1</td>
<td>F</td>
<td>Sept 28</td>
<td>Hazard Trends; GI#1 Categorizing Hazards; Meet TAs</td>
<td>The Mother of Disasters, The Atlantic</td>
<td>DUE BEFORE CLASS: Online Reading Response 1; DUE IN CLASS: GI#1</td>
</tr>
<tr>
<td>2</td>
<td>W</td>
<td>Oct 3</td>
<td>Lecture – Hazard Characteristics EARTHQUAKE &amp; FLOOD-- continue;</td>
<td>3 or more self-identified readings on groups’ assigned hazards</td>
<td>DUE IN CLASS: GI#2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GI#2– Hazard Characteristics EQ; Plagiarism Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>F</td>
<td>Oct 5</td>
<td>Lecture – Hazard Characteristics FLOOD, WIND &amp; FIRE</td>
<td>Tobin and Montz, 2(^{nd}) half</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Group Work – Hazard Characteristics Briefs &amp; Presentation (20 min)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Event</td>
<td>Reading/Assignment</td>
<td>Due Before Class</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-----</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>-------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>W</td>
<td>Lecture – Hazard Characteristics FLOOD &amp; WIND &amp; FIRE</td>
<td>APA 2010 Ch.1</td>
<td>Online Reading Response 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Why It Matters – Stories from the Field;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subgroup planning for brief or presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>F</td>
<td>Group Presentations – Hazard Characteristics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduce Jurisdiction Hazard Profile assignment; Selection of jurisdiction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>DUE BEFORE CLASS: Subgroup A: Hazard Characteristics Briefs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subgroup B: 9-10 min Hazard Prez</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>THE HAZARD MITIGATION PLANNING PROCESS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>M</td>
<td>Hazard Mitigation Planning Process;</td>
<td></td>
<td>DUE ON SUNDAY: Jurisdiction Hazard Profile (Group)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group work on Profile</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>W</td>
<td>Intro to Hazard Mitigation Plan</td>
<td></td>
<td>DUE IN CLASS: Exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review Assignment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hazards EXAM (1.5hrs);</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>F</td>
<td>Safe Growth Audit and Website workday</td>
<td>APA 2010 Ch. 3&amp;4 assigned section</td>
<td>DUE BEFORE CLASS: Reading response 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DUE IN CLASS-GROUP: Informal check with TA and instructor or website framework and work assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>M</td>
<td>Lecture continuation; GI#3 Integrating HMP into Planning and Conservation;</td>
<td>Fraizer 2013</td>
<td>DUE BEFORE CLASS: Reading response 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DUE IN CLASS: GI#3</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>W</td>
<td>Overview Lecture on Hazard Mitigation Tools; GI#4:Mitigation Goals &amp; STAPLEE Criteria</td>
<td>GLANCE @ FEMA 386-3 (Understand broad outline of community planning process)</td>
<td>START IN CLASS: GI#4 Mitigation Goals</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Event</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-----</td>
<td>-------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 26</td>
<td>F</td>
<td>Intro to Hazard Mitigation Case Study Assignment; Group Work on Plan Review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DUE Oct 28, Sunday midnight: Hazard Mitigation Plan Review Website—GROUP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 29</td>
<td>M</td>
<td>GI#5: IF-AT Chapter 5 Finish Mitigation Goals Group Workday: Completion of STAPLEE Criteria Class Check-In Ch 5. Implementing with Planning Tools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DUE IN CLASS: GI#5 IF-AT quiz DUE IN CLASS: Finalized GI#4 Mitigation Goals and STAPLEE Criteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MITIGATION STRATEGIES**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 31</td>
<td>W</td>
<td>LECTURE: EQ &amp; WIND Mitigation; Seattle URM study reports excerpts Text: Case Study 1</td>
</tr>
<tr>
<td>DUE BEFORE CLASS: Reading Response 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 2</td>
<td>F</td>
<td>GI #6: Stop Disaster! Readings for case study: Look at hazard mitigation resources in Canvas and own internet research</td>
</tr>
<tr>
<td>DUE END OF DAY: Game score and reflection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 5</td>
<td>M</td>
<td>LECTURE: FLOOD Mitigation; Floodplain Management: A new Approach, Ch 6, pp 127-132 Text: Case Study 2 &amp; 3</td>
</tr>
<tr>
<td>DUE BEFORE CLASS: Reading Response 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 7</td>
<td>W</td>
<td>LECTURE: FIRE Mitigation (Firewise videos)</td>
</tr>
<tr>
<td>Nov 9</td>
<td>F</td>
<td>Poster planning Text: Case Study 4 &amp; 5</td>
</tr>
<tr>
<td>DUE BEFORE CLASS IN CANVAS: Mitigation Case Study (Individual)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 12</td>
<td>M</td>
<td>VETERANS DAY</td>
</tr>
<tr>
<td>DUE BY MIDNIGHT: Reading Response 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>Date</td>
<td>Activity</td>
</tr>
<tr>
<td>-----</td>
<td>-------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8</td>
<td>W</td>
<td>Nov 14 Mitigation Poster Session; Intro to Infrastructure Mitigation Assignment; Start FEMA 154 LECTURE</td>
</tr>
<tr>
<td>8</td>
<td>F</td>
<td>Nov 16 Lecture on FEMA 154- Rapid Visual Evaluation</td>
</tr>
<tr>
<td>9</td>
<td>M</td>
<td>Nov 19 TEST on Mitigation Alternatives; Finish lecture on FEMA 154</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>10</td>
<td>M</td>
<td>Nov 26 Downtown Assessment using FEMA 154</td>
</tr>
<tr>
<td>10</td>
<td>W</td>
<td>Nov 28 GI#7: Mitigation Prioritization—start it;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>F</td>
<td>Nov 30 Group Work – Mitigation presentation and continued work on GI #7 Mitigation Prioritization</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>M</td>
<td>Dec 3 Lifeline Mitigation presentations 10 min each (water/waste water; electricity; transportation; hospitals)</td>
</tr>
<tr>
<td>11</td>
<td>W</td>
<td>Dec 5 GI#7: Mitigation Prioritization—continue it;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Event Description</td>
</tr>
<tr>
<td>-------</td>
<td>-----</td>
<td>-------------------</td>
</tr>
<tr>
<td>Dec 7</td>
<td>F</td>
<td>Final project work period; class evaluations</td>
</tr>
</tbody>
</table>
| Dec 14| F   | Dec 14, Friday 10:30am-12:30pm: Final Presentations | DUE AT FINALS: Final Mitigation Plan – Group  
DUE AT FINAL: Final Mitigation Plan presentation – Group  
DUE BY MIDNIGHT: Peer Evaluation |
Transportation Systems and Planning - ENVS 373
This course will introduce students to concepts, issues and methods of transportation planning. A variety of transportation issues will be covered with special attention to the reciprocal relationship between urban land use and transportation systems.

Goal: Students will obtain basic literacy in transportation planning and knowledge of key issues

Objective 1 Gain familiarity with the nature of transportation flows in the city and the roles played by various modes
Objective 2 Obtain an understanding of components of the transportation planning process and methods
Objective 3 Gain insight to a range of transportation planning and policy issues, including finance, social equity, energy use, and environmental impacts
Objective 4 Learn about the critical relationship between land use and transportation, and become familiar with successful examples of joint land use - transportation planning

Student Learning Outcomes
ENVS 1: Ethically evaluate social priorities and their risks in the context of environmental problem solving.
ENVS 2: Apply an integrative approach towards understanding human-environment interactions.
ENVS 4: Transfer academic learning to a real-world context of constraints and opportunities.
ENVS 6: Analyze and communicate ideas effectively in oral, written, and visual forms
UPSD 2: Understand the legal, procedural, theoretical, ideological, and political processes that shape the urban environment

Readings
To be posted on Canvas

Grading
Grading will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>TDM Reports</td>
<td>5%</td>
</tr>
<tr>
<td>Local Planning Report</td>
<td>5%</td>
</tr>
<tr>
<td>Term Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>40%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>30%</td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>Potential adjustment to grade</td>
</tr>
</tbody>
</table>

Your final score will be converted to a letter grade as follows

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94 - 100</td>
<td>A</td>
</tr>
<tr>
<td>90 - 93</td>
<td>A-</td>
</tr>
<tr>
<td>88 - 89</td>
<td>B+</td>
</tr>
<tr>
<td>83 - 87</td>
<td>B</td>
</tr>
<tr>
<td>77 - 79</td>
<td>C+</td>
</tr>
<tr>
<td>73 - 76</td>
<td>C</td>
</tr>
<tr>
<td>67 - 69</td>
<td>D+</td>
</tr>
<tr>
<td>60 - 66</td>
<td>D</td>
</tr>
<tr>
<td>80 - 82</td>
<td>B-</td>
</tr>
<tr>
<td>70 - 72</td>
<td>C-</td>
</tr>
<tr>
<td>0 - 59</td>
<td>F</td>
</tr>
</tbody>
</table>

Course Organization and Requirements

Lecture and Readings
Lectures will correspond to themes covered in course readings AND will present information complimentary to the readings, thus your attendance is critical to your success on the exams. The reading load is light, but you are expected to thoroughly read the articles.

Exams
Exams will include a mixture of essay, multiple-choice and true-false. The final exam will focus on material covered in the second half of the course, but concepts from the first half will be included as relevant.

Travel Demand Management (TDM) Reports
Select a topic from the list of TDM tactics posted on Canvas, or find another topic and have it approved by the professor. Your report can be a summary of an academic journal article or a case study of particular effort to employ a TDM tactic using any sources available, i.e. websites, newspaper articles, interviews, etc. The report must fit on one-side of one page and is due at the end of class. Discussion of your report is not required, but will contribute towards participation.

Local Planning Report
See Handout
Term Papers
Each student is responsible for developing a term paper topic that is related to course material. If you are unsure as to the appropriateness of a topic, please ask. On February 7, you will need to bring a printed term paper proposal to class (10% of term paper grade). This will include one or two sentences describing a research question, and a reference list with three sources. Term papers should be 7 - 10 pages in length, double-spaced with 12 pt. font. It is your responsibility to be aware of University policy on plagiarism. You must have a total of at least six sources, four of which must be peer-reviewed journal articles or chapters from edited books – articles posted on Canvas do NOT count as sources, but can be used. You can substitute major planning studies (25 pages or more) for peer-review sources. Four newspaper articles can be substituted for one peer review article. Term papers must be printed out and handed in during class on March 12.

Attendance and Participation
You will not receive a formal attendance and participation score, but this can positively or negatively affect your final grade.

Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 9</td>
<td>Course Introduction; Concepts and Trends; Overview of Modes</td>
<td>*</td>
</tr>
<tr>
<td>Jan. 14</td>
<td>Transportation and Urban Form: Historical Overview</td>
<td>Jackson</td>
</tr>
<tr>
<td>Jan. 16</td>
<td>Public Transportation</td>
<td>Mann &amp; Abraham</td>
</tr>
<tr>
<td>Jan. 21</td>
<td>MLK Day – No classes</td>
<td>*</td>
</tr>
<tr>
<td>Jan. 23</td>
<td>Non-Motorized Transportation I – Biking</td>
<td>Pucher, Buehler &amp; Seinen</td>
</tr>
<tr>
<td>Jan. 28</td>
<td>Urban Transportation Planning Process</td>
<td>Handy</td>
</tr>
<tr>
<td>Jan. 30</td>
<td>Urban Transportation Planning Process</td>
<td>*</td>
</tr>
<tr>
<td>Feb. 4</td>
<td>Non-Motorized Transportation II – Walking</td>
<td>Hess et al</td>
</tr>
<tr>
<td>Feb. 6</td>
<td>TIP with COB transportation planner, Chris Commeau</td>
<td>Younger &amp; O’Neill</td>
</tr>
<tr>
<td>Feb. 11</td>
<td>Travel Demand Management (TDM)</td>
<td>*</td>
</tr>
<tr>
<td>Feb. 13</td>
<td>Exam 1</td>
<td>*</td>
</tr>
<tr>
<td>Feb. 18</td>
<td>Presidents’ Day – No classes</td>
<td>*</td>
</tr>
<tr>
<td>Feb. 20</td>
<td>Integrated Land Use/Transportation Planning</td>
<td>Khattak &amp; Rodriguez</td>
</tr>
<tr>
<td>Feb. 25</td>
<td>Finance</td>
<td>Schweitzer</td>
</tr>
<tr>
<td>Feb. 27</td>
<td>Land Use Impacts of Transportation Investments</td>
<td>Cervero &amp; Duncan</td>
</tr>
<tr>
<td>Mar. 4</td>
<td>Energy</td>
<td>Evans</td>
</tr>
<tr>
<td>Mar. 6</td>
<td>Environmental Issues</td>
<td>Chester, et al</td>
</tr>
<tr>
<td>Mar. 11</td>
<td>Sustainable Transportation</td>
<td>Buehler &amp; Pucher</td>
</tr>
<tr>
<td>Mar. 13</td>
<td>Term Papers Due</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exam 2 (Final Exam)</td>
<td></td>
</tr>
</tbody>
</table>

* Syllabus subject to change at instructor’s discretion.
Objectives of the Course:

The objectives of the course are to provide an overview of key concepts, principles, and approaches in agroecology, and to give students the opportunity to observe traditional (with an emphasis on biodynamics) and industrial agriculture and horticulture practices. The learning outcomes expected are threefold: that students will be able to 1) identify key ecological concepts and principles applied to the design and management of sustainable food production systems; 2) formulate research projects and approaches that promote energy, soil, and water conservation; and 3) present ideas in project format, integrating biodiversity concepts and ecological principles, and related challenges, opportunities, and policy and economic responses [To provide a real world problem identification and solution driven experience.] to achieving an ecoagriculture and healthy diet.

Course Structure and Evaluation:

We anticipate one early departure (on Friday, Jan 29) and several late arrivals from field trips [field trips will provide the opportunity for... Capstone courses should use the methods of experiential learning]. The format for this course is a once-a-week intensive, therefore full participation and attendance is critical.

The required texts and readings need to be completed by the beginning of the class period for which they are assigned. Additional readings will be posted to Blackboard. Our sessions often will begin with a writing exercise/weekly reflection. Students also should expect to lead a discussion of the readings, and work together in group problem-solving exercises.

Course Texts:


Supplemental and Optional Readings: See Blackboard
Grades and Grading:

The final grade in the course will be based on:

Midterm Exam (worth 25%)
Discussion, Writing Assignments (including in-class reflective essays and exercises, and a self-assessment [The learning processes should include reflection and evaluation]) (worth 30%)
Final Project/Paper + PowerPoint Presentation (worth 45%, and ok’d by GB by 2/12/10) [To provide an opportunity to work collaboratively in small groups with other students. To provide an opportunity to work with students from different disciplines, reflecting the reality of the work world.

• To integrate skills and knowledge gained from previous courses and experiences.

To practice the full complement of communication skills, including written reports and platform presentations. Students work in small groups and participate in the organizational and decision-making process required to accomplish tasks requiring a variety of expertise. Written and oral presentation of results to audiences outside the classroom.

TENTATIVE Outline

Fridays, Jan 8 and Jan 15 (Michael Pollan at the PAC, Jan 14, 7:30 !!!!!!!!!!)
Overview

Topics and Themes

Introduction and overview: World Ag – local, regional, global, sustainable, organic, industrial, etc. – from the Green Revolution to the ‘eat local’ movement in Whatcom County
Opportunities for sustainable ag work

• Tied to real-world problems
• Current topics and problems

Interdisciplinary and multidisciplinary

Guest speaker: Chris Elder, director of Bellingham Urban Gardens Syndicate (BUGS)

DVD: One Man, One Cow, One Planet

Readings: Complete Ch. 1-4, The End of Food.
Field Trip: Fri Jan 15, Inspiration Farm (meet at 2:00, behind the Environmental Studies Building)

Friday, Jan 22
Topics and Themes

See above, also:
Ecological principles as applied to farming
The farm as natural habitat
Continued discussion of *Biodynamic Agriculture*

- Interdisciplinary and multidisciplinary

Reading: Complete *Biodynamic Agriculture*

Friday, Jan 29

**Field Trip at 7:15am (precisely, at ES Building)-6:30pm** (see pp. 5-6 of syllabus)
Island farm economies and ecological practices
Different ways of seeing: Esoteric science
Biodynamic practice (preps, garden and barrel compost, farm animal systems)
Lopez Island (S + S Homestead Biodynamic Farm)
Meet behind the Environmental Studies Building at 7:15am

Fridays, Feb. 5 and Feb. 12 (Final Project/Paper ok’d by GB by 2/12/10)

Topics and Themes

As the World Turns: Global Political Economy
Tied to real-world problems

- Current topics and problems

Readings: Complete Ch. 5-8, *The End of Food.*
Possible Field Trips: Debbie and Jason Vanderveen, Steve Groen Wolfisberg, Edelweiss (organic dairy)
Bill and Jackie DeGroot (raw milk bottlers)
Nathan & Lindsay Smit (3rd generation, compost)

Tuesday, Feb. 16 Midterm due at noon (paper copies only, to AH 204)

Friday, Feb. 19

Topics and Themes
Farm policy and trends  
Resilience and stability

- Tied to real-world problems  
- Current topics and problems

**Tuesday, Feb. 23** Project outline, introduction, any narrative written at this point, and list of references due at noon (paper copies only, to AH 204)

**Friday, Feb. 26**

**Topics and Themes**

Farm ecology and economy  
Resource and nutrient issues

- Tied to real-world problems  
- Current topics and problems

**Simulation Game: Acres, USA**

Possible Field Trips: Randy Honcoop  
Bellewood Acres (John and Dorie Belisle)

**Fridays, Mar 5 and Mar. 12**

Local economies  
Knowledge and community in sustainable and biodiverse agriculture  
Project presentations – in PowerPoint (Mar 12 and last half of class on Mar 5)  
Self-Assessment and project due (see below)  
Eco-agriculture potluck

- Tied to real-world problems  
- Current topics and problems

**Interdisciplinary and multidisciplinary**

Readings: Complete Ch. 9-10, *The End of Food*, by Mar 5.  
Ag in Whatcom County (Berardi, in Blackboard)  
Additional readings: Blackboard
Tuesday, Mar. 9 Project due at noon (paper copies only, to AH 204)
Thursday, Mar. 11 Self-assessment due at noon (paper copies only, to AH 204)

Questions to Use in Writing your Self-Assessment
(Choose three or more questions
or ideas to help you write the 1-2 page statement)

- Explain what you hoped to accomplish, why you wanted to accomplish it, and to what degree you met or surpassed your expectations. What did you learn?
- Concentrate on concepts and applications in the class that connect to past work, or point to future work.
- What material personally affected you in the class (even if it was not important to the course or to your future work)?
- Choose two or three specific items that were most important during the quarter and discuss these items in detail.
- Admitting deficiencies or failures also is OK. Don't go on and on about these deficits -- just admit them, explain why they are important, and explain what you hope to do about them in the future.
ENVS 420/520 GIS III: ANALYSIS AND MODELING

CREDITS: 4  TIME: 2:00-3:50 TR  ROOM: AH 16

INSTRUCTOR: Dr. Aquila Flower
OFFICE: AH 202
OFFICE HOURS: 1-2 pm MWF
HOW TO CONTACT ME: please use Canvas messages

TA: Lori Holmes
OFFICE: TBA
OFFICE HOURS: TBA
EMAIL: TBA

GIS SPECIALIST: Stefan Freelan, AH 211, Email: stefan@wwu.edu. 650-2949.

TEXT:
No required text. Readings will be distributed on Canvas.

COURSE DESCRIPTION:
The course will provide a brief reintroduction to GIS followed by an in-depth examination of spatial data formats, spatial data analysis, and geoprocessing. This course assumes each student has a working familiarity with GIS concepts and ArcGIS software equivalent to one quarter of introductory GIS (ENVS 320) plus one quarter of Computer Cartography (ENVS 321).

STUDENT LEARNING OUTCOMES:
This course contributes to the following Huxley Student Learning Outcomes and will help students improve their ability to:

• Assess human and environmental issues/problems using GIS (GEOG SLO 5)
• Analyze space, place, landscape, location, and human-environment interactions for the purposes of explanation and prediction using GIS (GEOG SLO 4)
• Analyze and communicate ideas effectively in oral, written, and visual forms (ENVS SLO 6)

COURSE STRUCTURE:
Our classes will typically begin with a short quiz or other activity, followed by lecture during the next 30-50 minutes of each class. Remaining class time will be used for lab exercises. Labs will require additional work outside of our regularly scheduled class period. Expectations for class participation are high. This will
include regular attendance for the entire class period, active class participation in discussion (both in class and online), and working effectively with others in the lab.

ASSESSMENT:
My grading system is designed to reflect each student’s mastery of the course material. The grades I assign represent how much of the material you understand and how much of the work you completed, not how hard you worked or your standing relative to other students in the class. The final letter grades will be assigned on a straight percentage: 93% = A, 90% = A-, 87% = B+, 83% = B, 80% = B-, 77% = C+, 73% = C, 70% = C-, >60% = D, <60% = F.

Labs (50%): We will complete five hands-on lab activities. You will have three class periods to complete each lab. Labs are due before the beginning of class on the day listed in the syllabus. During the third class period devoted to each lab, you will bring a draft of one map and complete a peer review of another student’s work. Late labs lose 10% each day they are late, including weekends.

Practical Exams (17%): We will have four take-home exams plus a short pre-assessment exam designed to test your ability to make quick decisions about the appropriate analysis and visualization techniques to address a specific question. No early or make-up exams will be available. Late exams lose 10% each day they are late, including weekends.

Final exam (10%): We will have one 2-hour, open-note, in-class final exam designed to test your ability to make quick decisions about the appropriate analysis and visualization techniques to address a specific question. No early or make-up exams will be available. No late exams will be accepted.

Map critiques (10%): Thoughtful, constructive critiques of your classmates’ maps will be completed for each lab assignment. Late critiques lose 10% each day they are late, including weekends.

Portfolio (5%): Each student will create an online portfolio showcasing their GIS skills and accomplishments. Highlights from each lab should be posted in this portfolio.

Quizzes & In-class Activities (3%): Pop quizzes and in-class activities will be given sporadically in class, usually before the lecture begins. No make-up opportunities will be available.

Participation (5%): Participation in our online and in-class learning communities. This includes asking and answering questions in class, posting questions and answers on our Canvas discussion board, and sharing interesting GIS-related
articles/sites on our class Facebook page. All of the above should be done more than once to insure full marks for your participation grade.

Using GIS inevitably involves encountering unexpected computer glitches and user error that is not immediately obvious. These setbacks can be frustrating, but remaining calm in the face of these challenges is a truly crucial part of your work in this class and is one of the single most important skills you need as a GIS analyst. Please approach these problems methodically and with a positive attitude. When we tackle challenges, we learn far more than when things go smoothly. When you encounter a problem, re-read the instructions, search for help online, talk to your classmates, and ask your instructors, in that order. We are a learning community and it is up to all of us to make our class a productive, challenging, rewarding, and fun experience.

*For students enrolled in ENVS 520, assessment will be similar, but labs will be worth only 40% of your grade, and you will write and deliver a short presentation on a 5 page literature review focused on GIS applications in your area of research (i.e., for your thesis) worth 10% of your grade.

**SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Due at start of class</th>
<th>Activity</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep 22</td>
<td></td>
<td>Pre-assessment</td>
<td>Introduction to the course</td>
</tr>
<tr>
<td>Sep 27</td>
<td>Pre-assessment</td>
<td>Lab 1 – Data Management &amp; Model Builder</td>
<td>-Workspace Management -Geoprocessing automation -Data models, structures, &amp; sources</td>
</tr>
<tr>
<td>Sep 29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 4</td>
<td>Peer map critique 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 6</td>
<td>Lab 1</td>
<td>Practical Exam 1</td>
<td>-Projections -Coordinate systems -Scale</td>
</tr>
<tr>
<td>Oct 11</td>
<td>Exam 1, Portfolio 1</td>
<td>Lab 2 - Projections</td>
<td>-Data classification -Vector analysis -Geospatial statistics</td>
</tr>
<tr>
<td>Oct 13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 18</td>
<td>Peer map critique 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 20</td>
<td>Lab 2</td>
<td>Practical Exam 2</td>
<td>-Raster operations -Surface analysis -Cost path analysis</td>
</tr>
<tr>
<td>Oct 25</td>
<td>Exam 2, Portfolio 2</td>
<td>Lab 3 – Vector Analysis &amp; Census Data</td>
<td>-Multi-Criteria Evaluation -GIS Project management No class on Nov 24</td>
</tr>
<tr>
<td>Oct 27</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 1</td>
<td>Peer map critique 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 3</td>
<td>Lab 3</td>
<td>Practical Exam 3</td>
<td></td>
</tr>
<tr>
<td>Nov 8</td>
<td>Exam 3, Portfolio 3</td>
<td>Lab 4 – Terrain Analysis</td>
<td></td>
</tr>
<tr>
<td>Nov 10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 15</td>
<td>Peer map critique 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 17</td>
<td>Lab 4</td>
<td>Practical Exam 4</td>
<td></td>
</tr>
<tr>
<td>Nov 22</td>
<td>Exam 4, Portfolio 4</td>
<td>Lab 5 – Multi-Criteria Evaluation</td>
<td></td>
</tr>
<tr>
<td>Nov 29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec 1</td>
<td>Peer map critique 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec 8</td>
<td>Lab 5, Portfolio 5</td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>
Opening Thought: Have you ever wondered how more urban and rural regions of a country compare and contrast across time and activities and speculated as to why? Or at a higher level have you wondered about the fact that water in Colorado River has been allocated in excess of 100% flow in a good year, in comparison to what level or where it should be allocated for maximize use? Or even better what should Chinese cities and counties in the Yellow River Basin do to prepare for the future when the river already has experienced dry periods (as in no water flowing) for about 100 days per year. Wishful thinking, political rallies, and environmental education might raise consciousness in regards to these issues, but they are not solutions to very real problems, and really don't address the true political and social costs and trade-offs of different decisions. Models on the other hand are ways of understanding and suggesting potential solutions to problems of this nature. Although this course will not solve any of these thorny issues, it will introduce you to methodologies that need to be considered and understood in fashioning equitable and possible solutions.

Goal: To expose students to a number of widely used models for investigating the impacts of regional issues of environmental and economic change and optimization.

Learning Outcomes:

1. Students will be introduced to and able to apply the following topical areas at an introductory level
• Research and basic Data Collection Techniques
• Human Subject Review
• Hands on data collection for an Alternate Transportation Study
• Basic spatial economic models that can be integrated with more complex ones
  o Shift/share
  o Location quotation
  o Dissimilarity index models
  o Ordinal Ranking -- for evaluating Quality of Life in a region

Depending upon the incoming skill set of the class it may also be possible to touch upon one or more of the following tools dependent on time constraints and student interest

  o Delphi Modelling -- for problem solving, scenario generation, exploration of the future, and data collection
  o Linear Programming -- optimization modeling for efficient use of limited resources
  o Input-Output Modeling -- used in a combination of economic and environmental models for impact analysis
  o Gravity Models – as utilized in transportation and trade modeling

2. As noted above, Students will be introduced to and actively participate in an ongoing research project regarding commuting patterns and attitudes of Western students, staff, and faculty.
   a. This includes being certified for Human Subject activity
   b. Actively collecting data in the field
   c. As time permits analyzing data

3. The modeling portion of this class will be handled much like a consulting office, as many of our GIS classes are taught. This means that first students will be exposed to new techniques (say Location Quotient) through readings, lecture, and discussion. Second, we will perform the technique in the Computer Lab with direct assistance of the Instructor. Much of the lab based learning experience will also involve becoming proficient in the use of MS Excel. Once the student has completed the lab exercise an assignment is given based on real world data to reinforce the technique learned.

4. Finally, expect this class to be intriguing, challenging, and very hands-on. We will be making a broad sweep of an area that covers an introductory portion of the field of spatial and regional analysis. The good news is that although it will offer some challenges, as a fairly small class, there will be plenty of opportunity for direct interaction with the instructor. Think of this less as a traditional class and more as joining a small but highly dedicated research organization. As a result, you will be expected to come prepared for plunging into new things on a weekly basis. Collaboration during the learning experience will be highly encouraged, but unfortunately not on the exams. Grading will be based on both participation as well as mastery. Teamwork will be essential during lab periods.

Readings: Will be selected from a number of texts and made available on a Canvas course page, over the internet, or through the Wilson Library and announce in class weekly.

Course format:

The following will be dealt with:

• There will be readings, lectures & demonstrations, plus hands-on activity to introduce them
• Classical Development and Economic Base Models (location quotient, shift share)
• Segregation and Differentiation models (dissimilarity indexes)
• There will be in class and out of class work for familiarization and data collection
• Dependent on class skill level and time we will also delve into Environmental and Economic Impact Analysis also called Optimization Modeling (linear programming and/or input-output analysis)
Course Organization

Outline

- Based on assigned exercises students will build and utilize one or more models or activities under each of the above categories. These exercises will require work by the students in the library based on reserve materials, on the web, and in the computer labs.
- The class will be organized like a consulting office, with students in some instances possibly assigned to a team to collect, analyze, and present the results of an assigned study and at other times working independently.
- In addition to exercises there will be a final based on the modeling methodologies.
- All assignments will have fixed due dates, and rapidly lose credit if they arrive late.
- Questions are welcome in class.
- Class participation is essential.
- To gauge understanding of principles presented in class and to reward reading materials in advance of class, very short pop quizzes will occur throughout the quarter.
- The final will include both a written and oral part.

Grading

- **Class participation and pop quizzes**
  - Grading here is based upon attendance, prior preparation through reading assigned materials before class, and demonstrating such through pop quizzes, and participating in course discussions and computer lab activities.

- **Hands-on Research**
  - Grading here is based on preparation and participation in data collection for the Alternate Transportation study. This includes both completing the Human Subject review protocol and implementing the protocol through actual data collection in the field and entry of such data into the study database.

- **Assignments**
  - Grading here is based on completing assigned class assignments on time, correctness of results, adequate demonstration of how results were obtained, and demonstration of professionalism in the quality and clarity of the report documenting completion of the assignment including a discussion of the results.

- **Final Exam**
  - This exercise will be handled as a consulting firm exercise in two parts. During the first half of the test period, students will be provided with solved regional models based on some of the techniques learned in class (hence you will not spend the time solving the technique). All will then review the results and address questions about such results as raised in the text of the exam. For example for a Location Quotient exercise, students will receive an Excel table with LQ values for a number of regions with different characteristics (perhaps more urban and more rural) over two or more time periods for a number of sectors. A series of questions will then need to be answered discussing how the regions vary and what changes have occurred over time. During the second half of the exam period, students will be given a chance to talk about and demonstrate what they found in the data sets and hopefully discover additional things from their colleagues.

Grading is broken into the following parts:

- 200 pts – Hands-on Research
- 200 pts -- Class Participation and Pop Quizzes
- 300 pts -- Assignments
- 300 pts -- Final
Letter Grades

- A  94% points above
- A-  90
- B+ 86
- B  82
- B-  78
- C+ 74
- C  70
- C-  66
- D+ 62
- D  58
- D-  54
- F  less then 54%

Schedule:

DRAFT -- subject to change as the quarter progresses

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Research</td>
</tr>
<tr>
<td>2</td>
<td>Survey Work</td>
</tr>
<tr>
<td>3</td>
<td>Field work for survey and data entry</td>
</tr>
<tr>
<td>4</td>
<td>In class analysis of above</td>
</tr>
<tr>
<td>5</td>
<td>Location Quotient</td>
</tr>
<tr>
<td>6</td>
<td>Dissimilarity Index</td>
</tr>
<tr>
<td>7</td>
<td>Complete above</td>
</tr>
<tr>
<td>8</td>
<td>Shift Share</td>
</tr>
<tr>
<td>9</td>
<td>Ordinal Ranking &amp; QOL</td>
</tr>
<tr>
<td>10</td>
<td>Input Output if possible</td>
</tr>
</tbody>
</table>

Final

Note that this is a draft of the schedule and could vary depending on the speed with which students grasp the materials presented. For example more time might be spent on learning the Location Quotient techniques if this is necessary for students to fully grasp the concepts.
Student Learning Outcomes

GEOG 4: Analyze space, place, landscape, location, and human-environment interactions for the purposes of explanation and prediction;

GEOG 5: Assess human and environmental issues/problems using the latest technologies

ENVS 3: work collaboratively to identify and analyze complex environmental problems, recognize diverse stakeholder perspectives, and synthesize creative solutions;

ENVS 4: transfer academic learning to a real-world context of constraints and opportunities;

ENVS 6: analyze and communicate ideas effectively in oral, written, and visual forms.

**Academic Honesty & Integrity:** All university policies concerning honesty and plagiarism will be enforced in the course. You may review plagiarism at the following WWU site [http://www.libguides.wwu.edu/plagiarism](http://www.libguides.wwu.edu/plagiarism) and academic honesty at [http://catalog.wwu.edu/content.php?catoid=5&navoid=463](http://catalog.wwu.edu/content.php?catoid=5&navoid=463). See also [http://www.wwu.edu/integrity/](http://www.wwu.edu/integrity/)

"For help and guidance with the academic honesty procedures, students should contact the Student Life Office." [http://www.wwu.edu/dos/stulife/](http://www.wwu.edu/dos/stulife/)

Cheating of any kind will not be tolerated. I will use all of my abilities to have cheaters expelled from class according to established University guidelines.

**Reasonable Accommodation**

Please see me if you have disability or accommodation issues and we will work together to find a solution that best meets your specific needs. Federal and state guidelines guarantee the right of students to “reasonable accommodation” for documented disabilities.

Reasonable accommodation for persons with documented disabilities should be established within the first week of class and arranged through Disability Resources for Students: telephone 650-3083; email drs@wwu.edu; and on the web at Disability Resources [http://www.wwu.edu/depts/drs/](http://www.wwu.edu/depts/drs/)
The Urban Environment: Social Justice and the City

Environmental Studies – Huxley College of the Environment

Wednesday – 3:00 am – 6:50 pm

[4 credits]

Instructor: Nabil Kamel, Ph.D.

Office Hours: T 2:00-4:00, or by appointment

email: nabil.kamel@wwu.edu

This course critically examines major intellectual traditions concerned with the investigation of urban form, the production of urban space, and socio-spatial practices. The course focuses on questions of social justice by examining the relationship between urban form and social practices through the multiple and simultaneous conceptualizations of spatial and social relations, functions of urban space, and lived interpretations of its meanings.

The course covers the following major sections:

- Origins of “The City” and the Essence of Urbanism
- Major intellectual traditions in urban studies
- The “City” as conceived, perceived, and lived space
- Political economy of urbanization
- Power structures and urban space
• Settlement Space – Unsettled Cities

This course adopts a seminar format, which means that the success of the class depends on your active participation as reader, analyst, synthesizer, critic and discussant of course material. Each week you are expected to have thoroughly read assigned readings and ready to engage in class discussions. Your contribution to class discussion will be assessed based on all of the following:

• providing a summary of the main argument and tenets in the readings
• connecting to other related readings as appropriate;
• providing a critique in terms of assumptions, formulation of the “urban problem”, and other relevant elements within the readings;
• relate the findings to relevant issues and problems in contemporary urban environments; and
• communicating your ideas with other students in the seminar.

In addition to the active participation in class discussions, the final course grade is based on the following:

• weekly commentary engaging the assigned readings (800 to 1,000 words),
• powerpoint presentations
• discussion of weekly readings
• a mid-term in class exam (closed-book),
• a final term paper (2,500 to 3,000 words).

All weekly written assignments are due electronically in CANVAS by 10:00 am every Monday in MS Compatible format. Additional commentary guidelines will be provided on CANVAS and in class. Presenters are NOT required to submit weekly commentaries on the week of their presentation. Presentations should be in PC Compatible format and uploaded on CANVAS by class time. Additional presentation guidelines will be provided on CANVAS and in class.

The final paper due electronically in CANVAS by 5:30 Pm on Wednesday June 13, 2018.

No late assignments will be accepted.

Required Readings:
No text book is required. All reading material will be uploaded on CANVAS weekly.

Attendance Policy:
Attendence is mandatory. Missing two classes may result in one grade drop. Missing more than two classes may result in failing the course.
Grading:
Weekly Write-Up: ........................................... 5%
Participation: .................................................. 15%
Presentation: ................................................... 20%
Mid-Term: ..................................................... 30%
Final Paper: ..................................................... 30%
Total 100%
Additional instructions and guidelines for presentations, midterm, final, and weekly assignments are posted on CANVAS.

Learning Objectives:

• Gain familiarity with various conceptualizations and intellectual traditions related to the function of urban space, the forces that shape it, and how it affects everyday life in cities.

• Introduce the political economy of urbanization.

• Understand dimensions of race, gender, and class in urban environments, how they intersect with forces of urban change, and how they frame social justice debates.

• Provide various frameworks for understanding of how different urban environments change, with a particular emphasis on contemporary societies.

• Gain proficiency in reading, understanding, synthesizing, and presenting – in oral and in written formats – complex and advanced ideas through main contributions to debates related to the urban environment.
Preliminary Calendar and Important Dates:

Dates and topics are subject to change.

*You are responsible for maintaining and checking your WESTERN email on a regular basis for important updates.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Notes</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wednesday</td>
<td>04/04/2018</td>
<td></td>
<td>Introducing the Urban Question</td>
</tr>
<tr>
<td>2</td>
<td>Wednesday</td>
<td>04/11/2018</td>
<td></td>
<td>The Birth of the City</td>
</tr>
<tr>
<td>3</td>
<td>Wednesday</td>
<td>04/18/2018</td>
<td></td>
<td>The City Imagined I</td>
</tr>
<tr>
<td>4</td>
<td>Wednesday</td>
<td>04/25/2018</td>
<td></td>
<td>The City Imagined II</td>
</tr>
<tr>
<td>5</td>
<td>Wednesday</td>
<td>05/02/2018</td>
<td></td>
<td>Critique of Utopia and Other Utopias</td>
</tr>
<tr>
<td>6</td>
<td>Wednesday</td>
<td>05/09/2018</td>
<td>Midterm</td>
<td>In Class Midterm</td>
</tr>
<tr>
<td>7</td>
<td>Wednesday</td>
<td>05/16/2018</td>
<td></td>
<td>Power and Spaces of Everyday Life</td>
</tr>
<tr>
<td>8</td>
<td>Wednesday</td>
<td>05/23/2018</td>
<td></td>
<td>Social Movements and the City</td>
</tr>
<tr>
<td>9</td>
<td>Wednesday</td>
<td>05/30/2018</td>
<td></td>
<td>Theory, Ethics, and Praxis</td>
</tr>
<tr>
<td>10</td>
<td>Wednesday</td>
<td>06/06/2018</td>
<td>Dead Week</td>
<td>Dead Week – Review (optional)</td>
</tr>
<tr>
<td>*</td>
<td>Wednesday</td>
<td>6/13/2018</td>
<td>Final Due</td>
<td>Final Due on CANVAS 5:30 pm</td>
</tr>
</tbody>
</table>

Additional Important Notes

- All written assignments are due electronically in CANVAS. Acceptable formats for the commentaries are *.docx and *.doc. Acceptable formats for the presentations are *.ppt, and *.pptx.
- When e-mailing me ([Nabil.Kamel@wwu.edu](mailto:Nabil.Kamel@wwu.edu)) please use your Western e-mail account and NOT the CANVAS e-mail utility. Make sure your mailbox has not exceeded the allowed quota so that you can receive important announcements.
- Every student is required to maintain a working WWU e-mail and to check it daily. You may receive important communication via e-mail regarding changes in schedules, reading materials, and other critical information. These notifications will be sent to the WWU e-mails listed in CANVAS.
Students are encouraged to take advantage of office hours made available by instructor and teaching assistant. If office hours conflict with other schedules, students may request an appointment at another time. In such case, and unless it is an urgent matter, a minimum of one-week notice is expected.

This syllabus is subject to change. Changes, if any, will be announced in class and the syllabus will be updated accordingly.

**Important Classroom Policies**

- The community of Western Washington University respects and embraces all identities and experiences. We encourage students, staff and faculty to bring their unique thoughts and practices to the conversation. We believe that diversity is immeasurable and practice inclusion within the classroom, beyond the classroom, and throughout our community.

- I am committed to helping all students succeed. If you have a documented disability, please see me. We will work with the DisAbilities Resources Center to accommodate your specific needs. All students who are struggling (whether specific to my class or not) are welcome to come talk to me during office hours or arranged appointment. Also, it is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals whenever possible. To request accommodation, or for more information, please see [www.wwu.edu/depts/drs/](http://www.wwu.edu/depts/drs/).

- All students who are struggling (whether in my class or not) are welcome to come talk to me during office hours or arranged appointment.

- You are encouraged to visit the Writing Center, which is an excellent resource to help you organize and edit your work.

- No forms of academic dishonesty, misconduct, or deceit (such as cheating, plagiarism, fabrication, etc.) are accepted. You are expected to follow the Western Washington University academic integrity policies at [http://www.wwu.edu/depts/registrar/acad_dishonesty.shtml](http://www.wwu.edu/depts/registrar/acad_dishonesty.shtml).
ENVS 450/550: Science in the Policy Process
Term: Fall, 2017; Crn: 41453; 4 cr; WP2

Professor: Mark Neff, Ph.D. Mark.Neff@wwu.edu 360.650.2896
Office hours: Monday, Friday 9:30-11:00, and by appointment. I will leave a note on my office door if another meeting prevents me from being able to be present for office hours. Please feel free to contact me for other meeting times if you have regular conflicts.
Office: Arntzen Hall 205
Classroom: AH 225
Meeting time: TR 8:00-9:50AM

Course Description
This course uses theory and case studies to explore the roles of science in environmental policy and regulatory processes, paying particular attention to controversies. Examples will come primarily from the United States government, but may draw from international cases for comparative purposes. Topics will include a mixture of current events and historical case studies.

This is an upper-division seminar; expect 75-100 pages of (occasionally difficult) readings per class meeting. You are expected to come to class having read the assigned work and prepared to discuss. I do not expect that you will understand everything the first time you read it, but I do expect that you will come with notes and questions such that you can continue to learn and explore new ideas in class.

Learning Objectives
My goals in this course are to help you to:
- Establish familiarity with the major institutions involved in US environmental policy making (Contributes to ENVPOL objective #1);
- Recognize the stages in policy processes when scientific information is and can optimally be utilized, as well the stages at which it is less influential (Contributes to ENVPOL objective #1 and ENVS #4);
- Describe the stages in the policy process at which politics and values are and should be influential, as well as the stages where they should take a back seat to technical deliberation (Contributes to ENVPOL objective #1);
- Articulate the forms and sources of disagreement in environmental controversies (Contributes to ENVS objective #3);
- Recognize and articulate the differences between politicized science and scientized politics;
- Understand how you as an individual can interact with and influence policy processes;
- Build a skillset to empower yourself as a citizen in a polarized democracy;
- And hone your communication and reasoning skills through writing and essay exams. These tasks will require you to understand technical issues, identify points of view, make inferences, and anticipate the consequences of proposed actions (Contributes to ENVS objectives #3 & 6 and ENVPOL #s2, 3, & 4).

Required Books

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Th 9/28</td>
<td>Course introduction, writing tips, first assignment</td>
</tr>
</tbody>
</table>
| 2 Tu 10/3  | What is the policy process? Textbooks present linear (or perhaps circular) cartoon depictions of the “policy process." That makes for a rational explanation of the world, but the policy process is not rational, linear, or circular. It is a jumble; a dynamic mess. These classic articles will provide us with the requisite basic vocabulary for discussing and understanding what policy problems are and why they are unbelievably difficult to define, let alone “solve.” This first reading is a beast, but it is full of great information. Be systematic about taking notes and seeking out the big picture insights.  
| 3 Th 10/5  | *Due: warm-up essay*  
A first look: Four idealized roles of science in policy. Pielke *The Honest Broker*, pp 1-75  
This book is great. Take the opportunity to think through when and how you might expect and hope that science influences policy. Scientists are experts, but how can we best take advantage of scientific expertise? When and where in the policy process? What about the collective wisdom of democracy? These ideas are first presented here, and are most accessible here. We will continue to explore and consider them throughout the term, so take advantage of this early exposure.  
4 Tu 10/10  | A first look: Pielke *The Honest Broker*, pp 76-end  
**Note: the dates to the left are in bold font from here through class 18. These are the dates for which students will write their reading reflection and integration essays.**  
5 Th 10/12  | Science when the outcome matters  
It is comforting to assume that we can base our decisions on scientific certainties. That is rarely possible, in part because there is a feedback between science and politics that makes scientific certainty elusive when it most matters. As you read this first item, be aware that the authors present myths of science that they then debunk. Do not misread their description of the myths as being their actual argument.  
And here is a case of that feedback in action: Salt and its influence on blood pressure.  
  **(Optional):**  
  • Trinquart, Ludovic, David Merritt Johns, and Sandro Galea. “Why Do We Think We Know What We Know? A Metaknowledge Analysis of the Salt Controversy.” *International Journal of Epidemiology* 45, no. 1 (February 2016): 251–60. doi:10.1093/ije/dyv184. Make sure you remember the key ideas of this one, which you read for ENVS 305: |

6 Tu 10/17 Kicking the tires a bit: Are there other forms or sources of knowledge that we should heed?

Science (or, better, the sciences) represent(s) a powerful set of tools for understanding the world. We take for granted that they produce not just solid factual information, but the factual information that we need to address the world’s problems. When that information is unused, it is all too easy to assume that the failings are on the part of an under-informed public or political class. The story is more complicated and interesting than that.

This piece details the reasons why different publics might not take up and act upon scientific knowledge that is specifically developed to inform their decision making. Hint: it is not that the public is not “smart” enough to understand


This reading is a late chapter in a long book. The first 300 pages lay out a series of case studies of situations in which (mostly) well-intentioned government programs based upon rational, scientific approaches to management (what he refers to as high-modernist approaches), completely miss the mark, leading to disaster of one sort or another. This chapter explores the types of knowledge that are non-technical but that are absolutely critical.


7 Th 10/19 What does statistical significance mean? Probably not what you think. Probably not what many authors of scientific articles think. Oh, and by the way, most published findings are false.

While short, these readings are complex. Read them, think about them, then read them again.


It’s okay if you don’t fully understand this next one. But it’s published in a good peer-reviewed journal, so it must be correct. Right?

Problems with reproducibility of scientific findings have been in the mainstream press of late, leading to a bit of handwringing among scientists and other observers.


What do you think of Aschwanden’s conclusion? She is savvy about the shortcomings of science as practiced, but has an optimistic conclusion.

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tu 10/24</td>
<td>Where the rubber meets the road: Toxicology in the legal system</td>
<td>How do we know when a chemical causes adverse health outcomes? What about that chemical when people are exposed environmentally, at vastly differing concentrations? What about when we consider that not all people are likely to be equally vulnerable? After all, some of us are babies consuming breast milk exclusively, some of us have multiple exposures to the same or different chemicals, and some of us have other pre-existing conditions.</td>
</tr>
<tr>
<td></td>
<td>In a series of three decisions called the Daubert Trilogy, all of which seemingly should bolster the role of science and rationality in the courtroom, the Supreme Court substantially changed the way that trial courts evaluate expert testimony. Pay attention to the shifts that came about, especially in light of what we are learning about science as a process and the role of statistics in good, robust science.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Expectations of science and rationality do not always play out the way you might expect based upon contemporary rhetoric about science!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Engber, Daniel. “‘What Do We Want? Evidence-Based Science!’” Slate, May 16, 2017. <a href="http://www.slate.com/articles/health_and_science/science/2017/05/hate_trump_s_science_policies_don_t_call_for_more_peer_review.html">http://www.slate.com/articles/health_and_science/science/2017/05/hate_trump_s_science_policies_don_t_call_for_more_peer_review.html</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Preface, ch 1 and 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Walter, Matthew. “Human Experiments: First, Do Harm.” Nature 482, no. 7384</td>
<td></td>
</tr>
</tbody>
</table>
### 10 Tu 10/31
M&R ch 3-5

### 11 Th 11/2
M&R ch 6-7

### 12 Tu 11/7
M&R ch 8-9

### 13 Th 11/9
Our contemporary battle with lead: Flint


### 14 Tu 11/14
Science in regulation

The first reading today gets into detail about what it looks like at the interface of science and policy within executive branch regulatory agencies. It is not as simple as taking numbers from published literature and turning them into rules and policies. Not even close. The task is not a rational one, nor could it be, and it looks a lot more like power politics than most of us might imagine. There are, however, better and worse ways of organizing these processes.


And this next article is a case study demonstrating the all-out war over factual claims that might yield economic implications for parties involved.


Lest we forget, in a democracy, policy should not only be about science.


Skim the following two to learn that it is not just the political Right that harasses scientists with inconvenient findings:

### 15 Th 11/16 Citizens, Experts and the Environment
We live in a democracy, which means we vote on representatives to make decisions on our behalf. But, we also live in a world full of technical questions, and thus rely heavily on technical experts to make (or provide advice for) decisions. The democratic and the technocratic aspects of our government are in tension, especially as we confront environmental problems, which inescapably involve value-based and technical components. Frank Fischer has been exploring these and related tensions for a long and productive career. And he has some thoughts worth considering.

Fischer is aware of all the shortcomings we have been discussing, and proposes new ways of thinking of science and policy to improve the situation.

Fischer part I: Citizens and Experts in the Risk Society

### 16 Tu 11/21 Citizens, Experts and the Environment, cont’d
Fischer part II: Environmental Politics in the Public Sphere

### 17 Tu 11/28 Citizens, Experts and the Environment, cont’d
Fischer part III: Local Knowledge and Participatory Inquiry

### 18 Th 11/30 Citizens, Experts and the Environment, cont’d
Fischer part IV: Discursive Institutions and Policy Epistemics

### 19 Tu 12/5 Getting the most out of science AND democracy
Scientific understanding is inherently partial, and the knowledge we do have is that which a scientific elite has decided to pursue. How do we make the most of this situation?

Luckily, we are not the first to confront these questions.

This first reading is thick. And whimsical, despite the serious nature of the content. Get what you can out of it, and here are a few hints to orient you to her argument: The “God-eye mind trick” is scientific knowledge pretending to be universally applicable and generated by nobody in particular, that is, seeing everything from nowhere. As we have all learned through the years, Science is ‘objective’ and that is what distinguishes it from nasty subjective ideas and opinions, right? Wrong. The sciences are human enterprises, conducted by particular people and reflecting the orientations of those people within a society. Science is not unitary, and all scientific fact claims are partial perspectives and in claiming universality are acts of power.


This next readings pick up on these and related ideas, and they are more easily accessible.

If you need a review of the structure and function of government as it relates to policy, consider this optional reference text:


Also, consider this optional reference on writing:


Additional readings available for download through Canvas; see daily schedule for details

### Assessment

This is a writing proficiency course, and as such a significant portion of your grade is based upon essay assignments. Within the first several sessions, I will assign a brief “warm-up” essay that will allow me to learn your writing style and provide you with initial feedback. Then, each student will produce a draft of an essay reflecting upon the readings for one day in light of the overall course, current events, and the content of your other courses. After the classroom discussion for that day and with feedback on writing from one of the graduate students, the student will then revise their writing for a final reflection and integration essay. I expect you to treat the rough draft as if it were a final draft. It will be graded as such. Your revisions should reflect my feedback on grammar, structure, and content, as well as the additional insights that you gain by participating in the discussion of your allotted day's readings.

Each student will develop a term paper that utilizes the insights from the course and applies them as a lens to interpret an environmental controversy of your choosing. This final essay is due during our allotted final examination period; more details on the topic and format will be available in the first weeks of the course. You will have to vet your topic with me several weeks before the final due date.

In addition to these essay assignments, prior to each class session you will submit a brief set of at least two daily discussion questions pertaining to the day’s readings. We will use these questions to guide our daily discussion. You will not be penalized for misunderstanding the readings so long as you put forth a good faith effort each day.

Discussion questions should be open ended rather than factual. Seek to ask questions that you be contended to grapple with for 5-10 minutes in a small group discussion rather than questions to which you can look up answers on the Google. These discussion questions will be graded on a scale of 0-5 as follows:

- **5/5**: Well-informed and formulated questions, linking ideas across readings and making connections with real-world cases.
- **4/5**: Well-written questions that demonstrate significant effort and understanding, but lacking integration with other ideas.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Th 12/7</td>
<td>Course wrap-up and evaluations</td>
</tr>
<tr>
<td></td>
<td><strong>Term paper due: Monday, Dec 11, 3pm</strong></td>
</tr>
</tbody>
</table>

http://doi.org/10.1038/450033a

• 3/5: Questions demonstrate that the student did at least some of the readings and tried to understand the information.
• 2/5: Ill-informed or articulated questions.
• 1/5: The questions suggest little understanding of the reading and are poorly written.
• 0/5: No attempted question.

I will drop the 4 lowest grades on these discussion questions, and they will collectively be worth 20% of your final grade.

Course grades will be rounded to the nearest whole number.

<table>
<thead>
<tr>
<th>Course component</th>
<th>Weight</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>20%</td>
<td>A</td>
</tr>
<tr>
<td>Warm-up essay</td>
<td>5%</td>
<td>A-</td>
</tr>
<tr>
<td>Reading reflection and integration assignment, draft</td>
<td>10%</td>
<td>B+</td>
</tr>
<tr>
<td>Reading reflection and integration assignment, final</td>
<td>15%</td>
<td>B</td>
</tr>
<tr>
<td>Daily discussion questions</td>
<td>20%</td>
<td>B-</td>
</tr>
<tr>
<td>Term Paper</td>
<td>30%</td>
<td>C+</td>
</tr>
</tbody>
</table>

Late papers will be penalized 10% per day, with the penalty beginning at the time stated on the syllabus (i.e., a paper turned in within the first 24 hrs has a maximum possible grade of 90%). **I will not accept late term papers or daily question submissions.**

I do not typically offer extra credit or make-up assignments.

**Participation:** Participation is important in this class; arriving on time to class meetings is necessary, but not sufficient if you would like a good grade. I want to hear all of your opinions, not only because this class is about successful communication, but also because **you have valuable things to say** (when you come well-prepared).

Students who earn an **A** for participation are those who prepare for class by doing all of the readings, come to class with questions in hand, and who speak up. Referencing the readings is a good strategy, but simply restating what you read is not enough; I want you to synthesize and contribute new ideas when you have them. **Effort toward quality counts; quantity alone will not earn you an A.** Yes, shy people can earn an A. But no, shy people cannot earn an A without speaking. If you’re feeling shy but ambitious, come see me about strategies to participate successfully.

Those who earn a **B** for participation are students who reliably do the readings, put forth a good-faith effort to understand them, and participate frequently. These students speak up most weeks to contribute
something. It is clear that these students are actively intellectually engaged.

C-level participants may find themselves wandering in a few minutes late here and there. They do the readings most of the time and speak up, but less frequently. Their ideas are less-well supported by the readings than A and B level participants, but they’re trying. Remember: C is average.

D-level participation, as you might guess, is lower in quality and quantity than C-level. Unexcused absences will land you in this realm, as will coming to class unprepared.

Students earn participation grades of F by not coming to class reliably and by not preparing for class.

I attempt to give you credit for attempted participation. I will ask you follow-up questions to help you articulate your ideas. Please don’t be frightened or intimidated by this; I am simply trying to help you to develop and voice your ideas.

Course Requirements

This course has significant readings. Complete the readings by the dates listed on the syllabus and come to class prepared to discuss them.

I encourage you to try Zotero, Refworks, or EndNote software to take notes on your readings for this and your other classes. All three are databases that will help you create effortless bibliographies and keep track of all of your reading notes. Using them will serve you well, whether you are beginning your academic careers or graduating this year. Come see me or talk to your librarian (they like students who ask questions) to learn about these software programs. Zotero is FREE.

We will be discussing emotionally charged issues. You must debate issues with your classmates in a professional and respectful manner. We can and should respectfully disagree with each other, and each of us has something to learn from every other person in the classroom. The classroom environment must be simultaneously supportive and challenging, and each of us has a role to play in creating that atmosphere.

I will reliably be available for discussing any topics related to class during office hours, or by appointment. My office hours are there for you. Please come see me.

This syllabus is subject to change. Changes, if any, will be announced in class. Students will be held responsible for all changes; you should probably go to class.

Academic Integrity

I expect all work in this class to uphold the highest standards of integrity, as defined by the University. Read this website to familiarize yourself with what it means to act with integrity. Western Washington University has an official policy concerning academic dishonesty, available here. Per University policy, I report all acts of academic dishonesty, regardless of severity, via official channels. All students in this seminar are expected to abide by the academic honesty and other policies listed in the official catalog. Please see the following resources.

- Plagiarism Policies & Guidelines at WWU WWU Libraries
- The Student’s Guide to Avoiding Plagiarism WWU Dept. of Sociology
- Understanding and Avoiding Plagiarism (brochure) WWU Libraries

Reasonable Accommodation Policy

It is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would
impose undue hardship on the institution. To request disability accommodation, please contact disAbility Resources for Students office, 650-3844, or for student assistance related to required course procedures, please contact the Student Life office, 650-3706.

**Ethical Computing**

Students are also responsible for knowing and adhering to WWU’s standards for ethical computing. Refer to these web sites:

- Policy for Responsible Computing
  http://west.wwu.edu/atus/helpdesk/acceptableusepolicy.shtml
- Ethical Conduct: User Agreement for WWU Network and Computer Resources
  http://west.wwu.edu/atus/helpdesk/useragreement.shtml

**The Hacherl Research & Writing Studio**

The Hacherl Research & Writing Studio is your place to work with knowledgeable staff to effectively communicate well-researched projects. Drop in at the Hacherl Research & Writing Studio or chat with us online to work at your own pace—no appointments necessary! Staff are on-hand to check in and give support on everything from finding quality sources in your area of study to putting the finishing touches on papers or presentations. You’ll receive feedback and step-by-step strategies focused on what works best for you when writing and researching.

- Uninspired? Practice creative ways to brainstorm and organize ideas.
- Lost in the Googleverse? Learn to navigate the research landscape.
- Too much to read? Discover how you can read faster and with deeper understanding.
- Figuring out a group project or paper? Staff have tips to help organize tasks and effectively work together.
- Wearing pajamas? You can also chat with the Studio or send us a draft online.
- Need accommodation? The Studio offers specialized assistance to match your learning needs.
Course Description

As you move through your environmental education, you are likely beginning to notice that occasionally even people who share a technical understanding of an environmental problem have divergent – sometimes incompatible – ideas of what policy interventions are appropriate to address that problem. These preferences for different forms of intervention can result from several causes, but a common one is that we frequently disagree on any number of fundamental questions about how we can and should organize and govern society and our interactions within our environment.

So, how do/should societies bring about change to improve socio-environmental conditions? This course treats environmental governance as comprising the structure, norms, and activities of the social, political, and economic institutions that shape our interactions with the environment, and these institutions and norms as being rooted in particular histories, cultures, and political philosophies. Students will examine several competing environmental governance worldviews, and readings will expose students to both laudatory and critical perspectives of each.

Here is a small sampling of the contested questions related to governance that we will discuss and debate:

- Is our world fundamentally resilient, or is nature a finely balanced system prone to collapse under anthropogenic stresses?
- Is our reliance on technology the cause of our environmental problems, or is technological innovation the solution to those very problems? Can it be both?
- How should we balance the needs of the present with the needs of the future, given that technology changes resource constraints?
- Can market-based mechanisms correct the damages wrought by market behavior, or must we rely on different mechanisms of change?
- Can consumer behavior bring about improved environmental conditions, or are more significant structural changes necessary?
- What are appropriate roles for markets and financial interests in a democracy?
- Should government intervene in markets to correct for failures? If so, when should government regulate, as opposed to working through market-based incentives (e.g., creating cap and trade mechanisms)?
- What should the government’s role be in sponsoring innovation? In working to alter citizen behavior?
- What are appropriate roles for democratic citizens and technical experts in environmental decisions, which are inherently technical and value-laden?

We frequently disagree with one another on these questions, yet these disagreements are hidden behind our fact-based justifications of our various policy preferences. When we disagree on these fundamental governance questions, ending policy disputes is rarely as simple as educating our interlocutors on the “science” of an environmental problem.

Learning Objectives
The Environmental Studies department has identified six student learning objectives, and the faculty of the Environmental Policy major have laid out an additional four. Please be aware of these goals, as they describe the skills and abilities we feel are crucial for graduates in our fields.

The ENVS objectives are that upon graduation, Environmental Studies students will be able to:
1. ethically evaluate social priorities and their risks in the context of environmental problem solving;
2. apply an integrative approach towards understanding human-environment interactions;
3. work collaboratively to identify and analyze complex environmental problems, recognize diverse stakeholder perspectives, and synthesize creative solutions;
4. transfer academic learning to a real-world context of constraints and opportunities;
5. produce, interpret, and apply research in a solution-oriented context (in the case of ENVPOL, “research” includes a broad set of policy, legislative, judicial and empirical types of scholarship);
6. analyze and communicate ideas effectively in oral, written, and visual forms.

And the Environmental Policy objectives state that upon graduation our majors will be able to:
1. Articulate the role of political context in shaping policy dynamics, using historical and contemporary examples.
3. Assess environmental governance efforts for their impacts on stakeholders, communities, and the environment.
4. Apply knowledge and skills to effectively contribute to policy dialogue.

Within and beyond these objectives, each class has its own learning objectives. Below are my goals in this course with a brief annotation as to how I see each fitting in with the ENVS and ENVPOL objectives:
• Understand competing approaches to environmental governance and their importance in ongoing policy controversies (Contributes to ENVS objectives 2 & 3, and ENVPOL 3 & 4);
• Recognize the roles of various institutions in shaping our approaches to governing the environment (Contributes to ENVS 4 and ENVPOL 1,2);
• Develop and articulate your own thinking on questions of environmental governance;
• Understand how you as an individual can interact with and influence policy processes (ENVPOL 4);
• Build a skillset to empower yourself as a citizen in a polarized democracy;
• And hone your reasoning and written and oral communication skills (ENVS 6).

Required books:
**Anticipated Class Schedule and Readings**

We occasionally will take ~1/2 hour to discuss current events. Please send them to me as you find interesting articles!

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments – read before class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Th 9/28</td>
<td>Introduction to the Course; Governance controversies</td>
<td>Familiarize yourself with the syllabus and develop a strategy for taking reading and discussion notes!</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Reading Material</td>
</tr>
<tr>
<td>----</td>
<td>-------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
Optional: If you haven’t previously read it, check out Swift’s original “A Modest Proposal” [here](http://www.jstor.org/stable/25290636).
| 6  | Tu 10/17 | Our problems with technology                                                      | Accidents happen with socio-technological systems. As argued by our author for the day, they are normal and inevitable. That does not, however, mean that they happen to any given system very frequently.
Read the following few chapters to gain an understanding of Perrow’s argument. Does it change your thinking at all? (As he himself writes, you do not need to understand all of details of nuclear power plants to understand what occurs. He highlights what he sees as the points necessary for you to follow (hint: they are not the technical ones).
<p>| 8  | Tu 10/24 | Rambunctious Garden                                                              | Marris 1-56                                                                             |</p>
<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Topic</th>
<th>Reading and Resources</th>
</tr>
</thead>
</table>
| 9 | Th 10/26 | How wild do you like your wilderness to be?                       | Marris 57-110  
**Technology essay due Oct 28th, 11:59 pm*** |
| 10 | Tu 10/31 | Conservation in a post-natural world?                              | Marris 111-173  
| 12 | Tu 11/7  | Case study: Agriculture                                            | Agricultural technology jigsaw                                                        |
doi:10.1162/152638001316881395.  
Additional reading to be announced.                                      |
[http://www.newyorker.com/magazine/2014/05/12/green-is-good](http://www.newyorker.com/magazine/2014/05/12/green-is-good) |
**Jigsaw: Markets, prices, and incentives**                               |
| 16 | Tu 11/21 | Capitalism as the root cause                                       | Magdoff and Foster I (chs 1,2)                                                      |
of environmental problems

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 Tu 11/28</td>
<td><strong>final exam questions handed out</strong></td>
<td>Magdoff and Foster II (chs 3,4)</td>
</tr>
<tr>
<td>18 Th 11/30</td>
<td></td>
<td>Magdoff and Foster III (chs 5,6)</td>
</tr>
</tbody>
</table>


| 20 Th 12/7 | Course wrap-up and evaluations                   | Thursday, December 14th, 10am                                                    |

**Assessment**

**Reading journals:** Students will keep a journal on the Canvas platform in which they will identify tensions and synergies between the readings in this course, with outside readings, and with common cultural understandings of governance of the environment. I invite you to respond to and ask questions about the daily readings in these broader contexts. These journal entries should be completed no later than 6am, two hours prior to our class meeting. Take your time with these, as they comprise the single largest component of your overall grade. I will skim them prior to our class and use them to guide our daily activities.

Each reading journal entry should take the form of a summary of one or more key ideas from the day’s readings culminating in **two or more well-developed and contextualized questions** about or motivated by the readings. Make sure your questions are more philosophical than technical; these questions should be of the sort that you would be happy to spend 10 or so minutes in class discussing them. It is fine to ask, for example, what an author meant by “socio-technical system” as long as you pose additional questions that grapple more deeply with the authors’ ideas.

I ask you to write these reading journals for three reasons. First, informal daily writing is, in my opinion, the best thing you can do to improve your writing skills. Second, I find the best way to truly digest and understand difficult written material is to summarize and respond to it in your own writing. Third, as I stated above, the questions you ask in these reading journals will allow us to make the most of our classroom time together.

Your grades on these journal entries do not depend on you having a perfect understanding of the readings; rather, they will be based upon the depth of your effort to make sense of them. Excellent daily responses are those that integrate ideas across multiple readings, reflect an understanding of the relevance of the readings, and ask insightful questions. These discussion questions will be graded on a scale of 0-5 as follows:
• 5/5: Well-informed and formulated questions, linking ideas across readings and making connections with real-world cases.
• 4/5: Well-written questions that demonstrate significant effort and understanding, but lacking integration with other ideas.
• 3/5: Questions demonstrate that the student did at least some of the readings and tried to understand the information.
• 2/5: Ill-informed or articulated questions.
• 1/5: The questions suggest little understanding of the reading and are poorly written.
• 0/5: No attempted question.

I will drop the 4 lowest grades on these discussion questions, and they will collectively be worth 20% of your final grade.

In addition, students will complete a mid-term and a final exam essay, and will participate in daily classroom discussions and debates.

Course grades will be rounded to the nearest whole number.

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synergies and Tensions journal</td>
<td>20%</td>
<td>A</td>
<td>&gt;94%</td>
</tr>
<tr>
<td>Technology essay</td>
<td>20%</td>
<td>A-</td>
<td>&gt;90%</td>
</tr>
<tr>
<td>Jigsaws</td>
<td>7.5% each</td>
<td>B+</td>
<td>&gt;87%</td>
</tr>
<tr>
<td>Final exam essays</td>
<td>25%</td>
<td>B</td>
<td>&gt;84%</td>
</tr>
<tr>
<td>Classroom participation</td>
<td>20%</td>
<td>B-</td>
<td>&gt;80%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C+</td>
<td>&gt;77%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C</td>
<td>&gt;74%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C-</td>
<td>&gt;70%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D+</td>
<td>&gt;67%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>&gt;64%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D-</td>
<td>&gt;61%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>&lt;61%</td>
</tr>
</tbody>
</table>

Late papers will be penalized 10% per day, with the penalty beginning at the time stated on the syllabus (i.e., a paper turned in within the first 24 hrs but after the deadline has a maximum possible grade of 90%). **I will not accept late final exam essays or jigsaw write-ups.**

I do not typically offer extra credit or make-up assignments.

**Participation:** Participation is important in this class; arriving on time to class meetings is necessary, but not sufficient if you would like a good grade. I want to hear all of your opinions, not only because this class is about successful communication, but also because you have valuable things to say (when you come well-prepared).

Students who earn an A for participation are those who prepare for class by doing all of the readings, come to class with questions in hand, and who speak up. Referencing the readings is a good strategy, but simply restating what you read is not enough; I want you to synthesize and contribute new ideas when you have them. Effort toward quality counts; quantity alone will not earn you an A. Yes, shy people can earn an A. But no, shy people cannot earn an A without speaking. If you’re feeling shy but ambitious, come see me about strategies to participate successfully.

Those who earn a B for participation are students who reliably do the readings, put forth a good-faith effort to
understand them, and participate frequently. These students speak up most weeks to contribute something. It is clear that these students are actively intellectually engaged.

C-level participants may find themselves wandering in a few minutes late here and there. They do the readings most of the time and speak up, but less frequently. Their ideas are less-well supported by the readings than A and B level participants, but they’re trying. Remember: C is average.

D-level participation, as you might guess, is lower in quality and quantity than C-level. Unexcused absences will land you in this realm, as will coming to class unprepared.

Students earn participation grades of F by not coming to class reliably and by not preparing for class.

I attempt to give you credit for attempted participation. I will ask you follow-up questions to help you articulate your ideas. Don’t be frightened by this.

A Note on Notes

This course has significant readings. Complete the readings by the dates listed on the syllabus and come to class prepared to discuss them. I have two suggestions to help you make sense of this new material:

1) As you learn new concepts and terms, create a glossary for yourself. Take note of where you first encountered the term, how it is applied, and any connections you note between that concept and others that you know about or are actively learning about.

2) I encourage you to try Zotero, Refworks, or EndNote software to take notes on your readings for this and your other classes. All three are databases that will help you create effortless bibliographies and keep track of all of your reading notes. Using them will serve you well, whether you are beginning your academic careers or graduating this year. Come see me or talk to your librarian (they like students who ask questions) to learn about these software programs. Zotero is FREE.

Classroom expectations

We will be discussing emotionally charged issues. You must debate issues with your classmates in a professional and respectful manner. We can and should respectfully disagree with each other, and each of us has something to learn from every other person in the classroom. The classroom environment must be simultaneously supportive and challenging, and each of us has a role to play in creating that atmosphere.

I will reliably be available for discussing any topics related to class during office hours, or by appointment. My office hours are there for you. Please come see me. Please note that I only respond to email M-F, 9am-5pm. I aim to reply to all professionally-worded emails within one working day of receiving them.

This syllabus is subject to change. Changes, if any, will be announced in class. Students will be held responsible for all changes.

Academic Integrity

I expect all work in this class to uphold the highest standards of integrity, as defined by the University. Read this website to familiarize yourself with what it means to act with integrity. Western Washington University has an official policy concerning academic dishonesty, available here. Per University policy, I report all acts of academic dishonesty, regardless of severity, via official channels. All students in this seminar are expected to
abide by the academic honesty and other policies listed in the official catalog. Please see the following resources.

- [Plagiarism Policies & Guidelines at WWU](#) WWU Libraries
- [The Student’s Guide to Avoiding Plagiarism](#) WWU Dept. of Sociology
- [Understanding and Avoiding Plagiarism](#) (brochure) WWU Libraries

Numerous students have failed my classes due to academic dishonesty; most do the right thing and abide by university policies.

**Reasonable Accommodation Policy**

It is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution. To request disability accommodation, please contact disAbility Resources for Students office, 650-3844, or for student assistance related to required course procedures, please contact the Student Life office, 650-3706.

**Ethical Computing**

Students are also responsible for knowing and adhering to WWU’s standards for ethical computing. Refer to these web sites:


**The Hacherl Research & Writing Studio**

The Hacherl Research & Writing Studio is your place to work with knowledgeable staff to effectively communicate well-researched projects. Drop in at the Hacherl Research & Writing Studio or chat with us online to work at your own pace—no appointments necessary! Staff are on-hand to check in and give support on everything from finding quality sources in your area of study to putting the finishing touches on papers or presentations. You’ll receive feedback and step-by-step strategies focused on what works best for you when writing and researching.

- Uninspired? Practice creative ways to brainstorm and organize ideas.
- Lost in the Googlerverse? Learn to navigate the research landscape.
- Too much to read? Discover how you can read faster and with deeper understanding.
- Figuring out a group project or paper? Staff have tips to help organize tasks and effectively work together.
- Wearing pajamas? You can also chat with the Studio or send us a draft online.
- Need accommodation? The Studio offers specialized assistance to match your learning needs.
Course Summary and Learning Objectives
This course focuses on conflict resolution and negotiation skills as one means of understanding, managing and resolving two-party and multi-party environmental issues. Through readings, discussions, experiential exercises, simulations and role-plays, you will learn and apply foundational concepts, mediation theories, practical skills, problem framing and solving, and negotiation techniques and strategies - outside of a conventional bi-polar litigation model.

You will also learn how to be an effective part of a group (as a participant, advocate, representative, facilitator and mediator) and you will practice leading and managing group processes. In simulations you will be assigned various participant or group representative roles. You will be actively involved in exercises, role-plays and negotiation simulations for much of the class. These exercises and simulations are a lot of fun, and they require you to approach issues from a perspective that may be new or different.

The course goal is for you to have a realistic understanding of how to analyze complex multi-party environmental disputes, identify strategies to manage large, diverse groups and multiple issues, utilize principles of mediation, consensus building and interest-based negotiation in a multiparty context, and frame complex environmental issues so they can be resolved.

Course Requirements
To successfully meet the requirements of this course, students must:
1. Attend, be prepared for and participate in all classes, negotiations and debriefings.
2. Demonstrate knowledge and comprehension of reading and discussion materials in class discussions and negotiations.
3. Prepare and turn in preparation and analyses worksheets for each negotiation and other assignments.
4. In groups, research, write and present one of five issues in the world whaling dispute.
5. Individually, research and write confidential negotiation instructions for one party to the world whaling dispute; participate in the negotiation; and prepare a post-negotiation analysis worksheet.

Course Texts:
*Getting Past No*, William Ury.
Assigned readings, handouts and negotiation materials on Canvas and assigned in class.

Attendance Policy
Attendance is required at each class meeting and will have an effect on your grade. Regular attendance, attention and participation in class will positively influence your final grade if you are on the border between two grades. If an illness or personal emergency necessitates an absence from class, discuss the situation with me as soon as possible. If you miss class, it is your responsibility to obtain any information discussed and assignments given.

IMPORTANT NOTE ABOUT CLASS ATTENDANCE: You will not be able to miss class negotiations or debriefings. If you miss a negotiation session, you impair other students’ negotiations and you will not be able to participate in the in-class debriefing. If you miss the in-class debriefing, your classmates will lose your perspective on the negotiation. Scheduled negotiations are listed on the syllabus, which is subject to change. Any syllabus changes will be announced in class and posted on Canvas.

- **If you miss a negotiation without prior arrangement, you will receive no points for that negotiation and debriefing** - Even if you hand in Preparation and Analysis Worksheets.
- **If you miss a debriefing without prior arrangement, you will receive no points that debriefing** - Even if you hand in the Analysis Worksheet.

*If you know in advance that you will be unable to attend certain classes, please let me know so that I can adjust the schedule or prepare an alternative assignment.

Class Participation
If you are an active participant in negotiations and debriefings, this will be a source of extra points for you. As stated above, regular attendance, attention and participation in class will positively influence your final grade if you are on the border between two grades.

Reasonable Accommodations and Special Needs
Reasonable accommodation for students with documented disabilities should be established within the first week of class and arranged through Disability Resources for Students: telephone 650-3083 or email drs@wwu.edu. If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. I will be happy to work with you to provide a healthy and productive learning environment. My office location and hours are listed on the top of the first page of this syllabus.

Applicable to ALL assignments:
1. All written assignments must be typed, 12 point font, stapled, numbered and spell-checked. One point will be taken off per lapse for any failure to follow these directions.
2. If you must, unavoidably, hand in an assignment late, please tell me ahead of time. If you do not make arrangements in advance, I will take off two points per day for every day that the assignment is late.
3. I will not accept assignments handed in more than 6 days after the due date.
4. “Late” means “any time later than the time that it is due.” If an assignment is due at the start of class, it is late if you hand it in later the same day.
5. DO NOT e-mail assignments without prior permission. (Exception: Rare cases of real emergency.)

NEGOTIATION EXERCISES
In this course you will participate in 4 negotiation simulations that involve role-playing different individual roles (party.) Everyone will get “background instructions,” and individuals will also get
“confidential negotiating instructions” that will explain the role that you will be playing. Other people will be assigned different roles, and therefore will get different confidential information. To mirror actual situations, do not show your confidential instructions to others. When you are negotiating with other parties, you may discuss as much or as little of your information as you think is appropriate. You should be prepared to explain your negotiation behavior in class, where approaches to disclosure will raise interesting questions of fairness and strategy.

You must try to obtain the best possible outcome for the party that you represent, consistent with your instructions. There is no obligation to come to agreement in any of these exercises. If you believe the other side is being unreasonable or unfair, and you cannot find a way to avoid an unfavorable outcome, you may choose to end the negotiation. Negotiation outcomes are not a factor in grading.

It is not acceptable to say, “I don’t like [people who own factories, or developers, or politicians, or whatever role you are assigned], so I didn’t feel like I could represent that interest.” Part of your job in a negotiation is to learn your party’s wants, needs, hopes and fears, and those of the other parties. This is great training in understanding issues from multiple perspectives and in avoiding stereotyping people based on preconceptions.

Outcomes will inevitably be a major focus during in-class debriefings, groups will likely have different outcomes. While it may be painful to discover that your result is less favorable than others’, don’t get discouraged. Instead, look for explanations. Were you insufficiently prepared? Were your expectations too low? Did you misread your opponent? Did you make an incorrect assumption? It is better to confront such issues in this setting – where the stakes are low and the opportunities to learn are high – than in real world negotiations, where losses, financial and otherwise, can be truly painful.

**Negotiation Written Assignments: Preparation Worksheets**

One key to successful negotiation is preparation. Before every negotiation you must answer the questions set forth in the “Preparation Worksheet.” Preparation Worksheets are due to me at the start of class in which the negotiation takes place.

**Negotiation Written Assignments: Analysis Worksheets**

Before the in-class debriefing on the negotiation exercise, answer each of the questions set forth in the “Analysis Worksheet.” The Analysis Worksheets will be due at the start of class on the day that we debrief the negotiation exercise. Please prepare a thoughtful analysis, both of your own performance and of your negotiating partner(s)’ techniques and strategies. PLEASE DO NOT give me a play-by-play description of the negotiation process. You need to analyze the negotiation.

**What NOT to write:**

“I said that we wanted them to stop polluting and he said that they wouldn’t. Then I said “cut down by 2/3” and he said “1/3.” We compromised at 50%. We were both satisfied with the result because it was the best we could do and we finished in only 45 minutes. I wouldn’t change anything because we reached agreement.”

**Try something like this instead:**

“I wanted to establish an open negotiation, so I started out by sharing information. This was one of the Getting Past No strategies that interested me, so I wanted to try it. I offered X and justified my offer by...
explaining that it seemed reasonable in light of . . . This strategy seemed to work, because her counteroffer was better than I had expected. This threw me off. I hadn’t really thought about what to do if I got more than I asked for. Next time, I will prepare for this possibility by. . .”

**Final Project – World Whaling Dispute: Research, writing and negotiation**

1. In working groups, students will research one of five issues involved in the world whaling dispute. The groups will turn in their research paper - approximately 3-4-pages, single spaced. Groups will then and present a power point presentation to the class – approximately 10 minutes. (25 points)

2. Individually, students will be assigned to represent a country involved in the world whaling negotiation. Individually, students will research and write their country’s Confidential Negotiation Instructions. The following information must be included in your Confidential Negotiation Instructions:
   - The party's interests in the negotiation;
   - Priority of interests and reasons for priorities;
   - Important background material (economic, geographic, historical, political) that may affect the negotiation (not just filler – it’s best to weave this into your discussion of interests);
   - The extent to which the Negotiating Text will or will not address your interests, and revisions that you might propose;
   - The other parties' interests in the negotiation, and the reasons for these interests, to the extent that you can predict them;
   - Whether any of the other parties’ interests may be aligned with yours, and if so, which parties, which interests, and why they may be aligned;
   - Any objective criteria that may assist in achieving your party’s interests; and
   - At least three strategies (that we that we have discussed in class and in readings) you might attempt to follow during the negotiation sessions. For example, you may decide to propose an alternative to the text; you may decide to ally with other countries; you will definitely need to decide how to address the concerns of countries whose interests differ from yours. These issues should be discussed in your confidential negotiating instructions.

Your Confidential Negotiation Instructions should be approximately 6 pages, single-spaced,12-point font, stapled, with page numbers, and include a bibliography. You may use any accepted bibliographic form (MLA, APA, or another citation form with which you are familiar.) (100 points)

3. Individually, students will prepare a Post-Negotiation Analysis Worksheet. (25 points)

**LIST OF ASSIGNMENTS (400 points total):**

Land Assignment: 25 points

DEC v. Riverside Negotiation:
   - Preparation Worksheet 25 points
   - Analysis Worksheet 25 points

Menehune Negotiation:
   - Preparation Worksheet 25 points
   - Analysis Worksheet 25 points

WRIA Negotiation:
   - Preparation Worksheet 25 points
   - Analysis Worksheet 25 points

Jefferson Hazardous Waste Negotiation:
   - Preparation Worksheet 25 points
   - Analysis Worksheet 25 points
Working Group Research Paper: **25 points**
World Whaling - Confidential Negotiation Instructions: **100 points**
World Whaling – Analysis Worksheet: **25 points**
Class Attendance, Participation and Preparation: **25 points**

**GRADING:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>385 - 400</td>
</tr>
<tr>
<td>B</td>
<td>340 - 354</td>
</tr>
<tr>
<td>C</td>
<td>295 - 309</td>
</tr>
<tr>
<td>A-</td>
<td>370 - 384</td>
</tr>
<tr>
<td>B-</td>
<td>325 - 339</td>
</tr>
<tr>
<td>C-</td>
<td>280 - 294</td>
</tr>
<tr>
<td>B+</td>
<td>355 - 369</td>
</tr>
<tr>
<td>C+</td>
<td>310 - 324</td>
</tr>
<tr>
<td>D</td>
<td>260 - 279</td>
</tr>
</tbody>
</table>

**Course Calendar ----SUBJECT TO CHANGE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Tues.</th>
<th>Thurs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>9/27 Introduction to the Course.</td>
</tr>
</tbody>
</table>
| 2    | 10/2  | Interest-based Conflict Resolution Components
  - *Getting to Yes*, pp 1-94
  - Exercises: Active Listening, Issues, Positive Reframes, Interests |
|      | 10/4  | Interest-based Conflict Resolution
  - *Getting to Yes*, pp 1-94
  - Exercises: Active Listening, Issues, Positive Reframes, Interests |
| 3    |       | 10/11 Components of Environmental Dispute Resolution
  - BATNA/WATNA
  - Managing Multiple Stakeholders
  - “Land” Video |
| 4    | 10/11 | Managing Public Disputes
  - “Land” Assignment Due & debrief
  - Intro to World Whaling Assignment – Assign Working Groups
  - Intro to DEC Negotiation |
|      | 10/18 | No class. |
| 5    | 10/16 | DEC v. Riverside Negotiation
  - Preparation worksheet due by the start of class. Please make sure to bring your score sheets to class on Tuesday. You will need them for the debriefing. |
|      | 10/23 | Debrief DEC v. Riverside
  - Analysis worksheet due at the start of class.
  - Components of Agreements
  - Intro to Menehune Negotiation |
| 6    | 10/30 | Menehune negotiation.
  - Preparation worksheet due by the start of class. |
|      | 11/1  | Debrief Menehune.
  - Analysis worksheet for Menehune negotiation due at the start of class.
  - Negotiation Strategies: *Getting to Yes*, pp
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Class Activities</th>
</tr>
</thead>
</table>
| **Week 7** | 11/6 | Negotiation Roadblocks & Strategies  
- *Managing Public Disputes* (on Canvas);  
- Getting Past No – pp 1-75  
- World Whaling Country Assignments  

***Election Day*** Please vote! |
| **Week 8** | 11/13 | Jefferson Hazardous Waste  
- **Preparation worksheet due** by the start of class. |
| **Week 9** | 11/20 | Working Group Presentations -  
Research papers due to me at the start of class and via email.  
- Negotiation Game  
- *Intro to WRIA Negotiation* |
| **Week 10** | 11/27 | WRIA Negotiation  
- **Preparation worksheet due** by the start of class. |
| **Week 11** | 12/4 | World Whaling Negotiation –  
- *Confidential Negotiation Instructions due* at the start of class. |

**Week 8**  
11/15 Debrief Jefferson  
- **Analysis worksheet due** at the start of class.  
- Working Groups – presentation prep |

**Week 9**  
11/22 **THANKSGIVING HOLIDAY**  
Resolve a dispute or two around the table. . . |

**Week 10**  
11/29 Debrief WRIA  
- **Analysis worksheet due** at the start of class.  
- World Whaling Negotiation – planning/prep  
- Course Evaluations |

**Week 11**  
12/6 World Whaling Negotiation – Debrief  
- **Analysis worksheet due** at the start of class. |

------------------------

Happy Holidays! ☃❄️
PLEASE NOTE: THIS SYLLABUS IS SUBJECT TO CHANGE!

COURSE THEME:
How the American legal system shapes the resolution of and balance between individual property rights and the collective good.

COURSE OBJECTIVES:
• Provide an understanding of the legal framework that creates the unique “bottom up” land use regulatory system, in which local governments control most land use decisions.
• Introduce municipal law as it relates to land use decisions.
• Discuss the practical and philosophical implications of federal constitutional restrictions on local government land use authority, including an analysis of the role of the Supreme Court in establishing and changing the balance of power.
• Understand the land use context of “environmental justice,” as expressed by cases defining the “family” and regulating neighborhoods.

COURSE TEXTS:
MOST READING MATERIALS ARE ON THE COURSE CANVAS SITE.
Library Reserve: “Oral Argument,” from Introduction to Advocacy: Research, Writing, and Argument (Bd. of Student Advisors, Harvard Law School, 2002), Ch. 6.
In addition, there may be other handouts and readings – To Be Announced.

GRADING:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
</tbody>
</table>

Exams:
Exam 1:  25% of final grade
Exam 2:  25%

Supremest Court:
Brief:  20%
Oral Argument:  15%
Supremest Court Opinion: 5% each × 3 opinions = 15%

EXAMS:
The exams will be essay exams. Each exam will cover about one-half of the course. I will hand out from four to seven questions in advance; on the day of the exam, I will ask you to answer two of the questions. I will choose the questions. The exam is open book.

SUPREMEST COURT:
We’ll be listening to parts of arguments before the Supreme Court. You will then prepare and present an argument before the Supreme Court, an imaginary court that hears appeals from the Supreme Court. The Supremest Court is comprised of your classmates and me.

Here’s how it will work. You will argue “appeals” of four Supreme Court cases (see the table below). One team, the appellants, will appeal the case (argue that the Supreme Court was wrong) and the other team will be the appellees (argue that the Supreme Court was right). The structure will look something like this:
**Lucas v. South Carolina Coastal Council** – on appeal, this case will be known as *South Carolina Coastal Council v. Lucas.*

<table>
<thead>
<tr>
<th>Appellants (You argue that the Supreme Court decision was wrong; you represent the losing side in the Supreme Court Case)</th>
<th>Appellees (You argue that the Supreme Court decision was right; you represent the winning side in the Supreme Court Case)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 people, representing the South Carolina Coastal Council (names TBA)</td>
<td>3 people, representing David Lucas (names TBA)</td>
</tr>
</tbody>
</table>

**Nollan v. California Coastal Commission** – on appeal, this case will be known as *California Coastal Comm’n v. Nollan*

<table>
<thead>
<tr>
<th>Appellants (You argue that the Supreme Court decision was wrong; you represent the losing side in the Supreme Court Case)</th>
<th>Appellees (You argue that the Supreme Court decision was right; you represent the winning side in the Supreme Court Case)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 people, representing the California Coastal Commission (names TBA)</td>
<td>3 people, representing the Nollans (names TBA)</td>
</tr>
</tbody>
</table>

**Dolan v. City of Tigard** – on appeal, this case will be known as *City of Tigard v. Dolan*

<table>
<thead>
<tr>
<th>Appellants (You argue that the Supreme Court decision was wrong; you represent the losing side in the Supreme Court Case)</th>
<th>Appellees (You argue that the Supreme Court decision was right; you represent the winning side in the Supreme Court Case)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 people, representing the City of Tigard (names TBA)</td>
<td>3 people, representing Flo Dolan (names TBA)</td>
</tr>
</tbody>
</table>

**Kelo v. City of New London** – on appeal, this case will be known as *Kelo v. City of New London*

<table>
<thead>
<tr>
<th>Appellants (You argue that the Supreme Court decision was wrong; you represent the losing side in the Supreme Court Case)</th>
<th>Appellees (You argue that the Supreme Court decision was right; you represent the winning side in the Supreme Court Case)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 people, representing Kelo (names TBA)</td>
<td>3 people, representing the City of New London (names TBA)</td>
</tr>
</tbody>
</table>

Edited versions of the actual case briefs submitted to the Supreme Court are available on Canvas, and you should also plan to do research on your own.

**Those arguing the case:**

PLEASE READ THE "BRIEF AND ORAL ARGUMENT GUIDELINES AND PROCEDURES" POSTED ON CANVAS. You will save yourself a lot of grief. DO WHAT THE “GUIDELINES” SAY, including reading the RESERVE READING on oral arguments.

**BRIEFS**

- Each lawyer will write his or her own brief (written arguments, intended to convince the Court that your side is right) in advance of the argument.
- Hand in a hard copy of your brief to me. The due date is on the syllabus.
- Briefs must also be distributed to the lawyers on the other side of the case; figure out a distribution system (you can e-mail each other through Blackboard).
- Briefs should be a maximum of five pages in length, double-spaced, not counting the cover page. Argument headings should be single-spaced.
- The purpose of a brief is to aid the court in deciding. Briefs present the advocate’s view of the facts of the case, and the strongest arguments and authority. They may also anticipate or refute arguments by the other side. Briefs should be clear (easy to read, with complex arguments explained in a way that anyone can understand), accurate (DON’T misrepresent the facts or law), and persuasive (why should the court view the case your way, not as your opponent would view it?).
- The appellants’ briefs should address the issues raised and conclusions reached by the Supreme Court decision. The briefs that you will be reading, in contrast, address the issues raised and the conclusions reached by the lower appellate court (circuit court). Therefore, your briefs will be different from the briefs that you will read to prepare for the case.
- Think of it this way: the appellants’ opponent is the Supreme Court. You’re showing why it was wrong.
• Every year, somebody just copies arguments out of the briefs on Canvas. This is a very good way to get a failing grade.
• The briefs on Canvas will, however, provide a template for the form and format of briefs.
• Appellees will BOTH respond to the arguments made by appellants AND make their own arguments. Don’t wait for the appellees’ briefs; you can predict what they’re likely to say. Start drafting in advance, then modify as needed.

ORAL ARGUMENT
• You will also present oral arguments to the Supremest Court. Each side will have 30-40 minutes, which should be divided among you.
• Any member of the Supremest Court (except opposing counsel) may ask questions at any time during your oral argument. Questions may relate to the point that you are making or to any other issue that is bothering the court. Therefore, it is extremely unlikely that your oral argument will be a straightforward monologue that you can read from a script. You will need to think about how to return to your argument after you have completed a question.

Those listening to the arguments (the Supremest Court):
• Classmates who are not arguing the case constitute the Supremest Court.
• All members of the Supremest Court should be prepared to ask questions of the lawyers who are arguing the case. (The lawyers on the other side may not ask questions.)
• Each Justice of the Supremest Court will write an opinion, stating the Justice’s decision and explaining the reasons for the decision.
• If you are not present for the argument (without prearrangement), you may not write an opinion. Your final grade will be reduced by one “notch” (for example, from a B- to a C+) for every opinion that you do not turn in.
• The opinion will be a maximum of two pages in length, 1.5-spaced, and will briefly explain the facts and law that support the Justice’s opinion.
• In short, participation in the Supremest Court involves three types of assignments: (1) preparing a written brief, (2) preparing an oral argument, and (3) writing an opinion for each of the three cases that you will decide as a Justice of the Supremest Court.

GENERAL STANDARDS AND INSTRUCTIONS:
• Your written work must be well-supported and documented, well-organized, well-written, grammatically correct, spell-checked, and proofread.
• If your paper has not been spell-checked, stapled or bound, or does not include page numbers, I will take off five points per lapse. If your paper is not well-researched and documented, well-written, proofread, and grammatically correct, your grade will reflect those lapses as well!
• Late papers: If you have a problem that prevents you from handing in a paper on time, see me IN ADVANCE of the due date and we’ll work something out. Otherwise, ten points per day will be subtracted from late papers. Papers are due at the start of class; papers submitted later in the day will be graded as one day late. I will not accept papers that are more than two days late. Days are measured from the start of class.
• E-mail: Do not e-mail me your papers, unless I have specifically authorized you to do so because of some unusual circumstance.
Reading assignments are due on the date listed. Cases are listed in *italics* on the syllabus and are contained in the “Cases” folder on Canvas.

<table>
<thead>
<tr>
<th>Week</th>
<th>Tues.</th>
<th>Thurs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/27 Introduction to the Course</td>
<td>10/4 Planning and, Especially, Zoning</td>
</tr>
<tr>
<td></td>
<td>Reading assignments are due on the date listed.</td>
<td>10/11 Zoning and Housing: Euclid, Belle Terre and Moore</td>
</tr>
<tr>
<td></td>
<td>Cases are listed in <em>italics</em> on the syllabus and are contained in the</td>
<td>ReReadings**: Canvas: Review Euclid; read Belle Terre v. Boraas and Moore v. East Cleveland</td>
</tr>
<tr>
<td></td>
<td>“Cases” folder on Canvas.</td>
<td>Exam 1 Questions Provided</td>
</tr>
<tr>
<td>2</td>
<td>10/2 Police Power</td>
<td>10/18 <strong>EXAM 1</strong> (7 cases)</td>
</tr>
<tr>
<td></td>
<td>Readings**: Canvas, “Property: What and Why?”; Constitutional Provisions</td>
<td>The 2 exam questions will be provided at the start of class. Exams must be printed, stapled and turned in to my mailbox in 217 Arntzen Hall by 3:50 p.m.</td>
</tr>
<tr>
<td></td>
<td>10/9 Tools of the Police Power: Planning and Subdivision; Impact Fees;</td>
<td>10/25 The Road to Lucas; Temporary Takings; Lucas</td>
</tr>
<tr>
<td></td>
<td>Readings**: Canvas, Subdivisions, Platting, and Impact Fees; Impact Fee</td>
<td>Appellants’ Briefs for Lucas are due (to me and to appellees) <em>by noon on Friday.</em></td>
</tr>
<tr>
<td></td>
<td>Provisions from the Revised Code of Washington (RCW); Noble Manor Co. v. Pierce County (WA S. Ct.)</td>
<td>Appellees’ Briefs for Lucas are due (to me and appellants) <em>by noon Mon.</em></td>
</tr>
<tr>
<td>3</td>
<td>10/16 Equal Protection; Fair Housing Amendments Act (FHAA); the Group Home Problem</td>
<td>10/30 <strong>Supremest Court Convenes:</strong> South Carolina Coastal Council v. Lucas</td>
</tr>
<tr>
<td></td>
<td>Readings**: Canvas, the 2 Arlington Heights cases; FHAA Statute; Edmonds v. Oxford House</td>
<td>Supreme Court Opinions are due at the start of class on <strong>Thursday.</strong></td>
</tr>
<tr>
<td>4</td>
<td>10/23 Evolution of takings law: From Penn Coal to Penn Central; Penn Central oral argument before the Supreme Court</td>
<td>11/1 Wrap up Lucas; Takings and TDRs; Suitum</td>
</tr>
<tr>
<td></td>
<td>Readings**: Canvas, Pennsylvania Coal Co. v. Mahon; “Subsurface Rights and Fracking,” “Penn Station,” Penn Central Transportation Co. v. New York City; <strong>NOTE: The “takings” cases aren’t easy for anyone (including, as you’ll see, the Supreme Court!). Expect to spend time on the readings.</strong></td>
<td>ReReadings**: Takings and TDRs: Canvas: “The Story of the Lucas Case;” “Update on Isle of Palms;” Suitum, “Transfer of Development Rights.”</td>
</tr>
<tr>
<td>5</td>
<td>10/30 <strong>Supremest Court Convenes:</strong> South Carolina Coastal Council v. Lucas</td>
<td>11/8 Guest Speaker - Rick Sepler, City of Bellingham Planning Director.</td>
</tr>
<tr>
<td></td>
<td>Supreme Court Opinions are due at the start of class on <strong>Thursday.</strong></td>
<td>Appellants’ Briefs for Nollan are due (to me and to appellees) <em>by 5 p.m. on Friday.</em></td>
</tr>
<tr>
<td>6</td>
<td>11/6 Exactions and Dedications; Nollan</td>
<td>Appellees’ Briefs for Nollan are due (to me and to appellants) <em>by noon on Monday.</em></td>
</tr>
<tr>
<td></td>
<td>Readings**: Nollan v. Cal. Coastal</td>
<td>11/18 Expand Lucas; Takings and TDRs; Suitum</td>
</tr>
<tr>
<td>7</td>
<td>11/9 Guest Speaker - Rick Sepler, City of Bellingham Planning Director.</td>
<td><strong>EXAM 2</strong> (10 cases)</td>
</tr>
<tr>
<td></td>
<td>Appellants’ Briefs for Nollan are due (to me and to appellees) <em>by noon on Monday.</em></td>
<td>The 2 exam questions will be provided at the start of class. Exams must be printed, stapled and turned in to my mailbox in 217 Arntzen Hall by 3:50 p.m.</td>
</tr>
</tbody>
</table>
| Week 8 | 11/13 **Supremest Court Convenes:** *California Coastal Commission v. Nollan*  
Supremest Court opinions are due on **Thursday**. | 11/15 More Constraints on Exactions: *Dolan v. City of Tigard, City of Monterey v. Del Monte Dunes*.  
Readings: Canvas, *Dolan, City of Monterey*  
Supremest Court opinions are due today (*Nollan*).  
Appellants’ Briefs for *Dolan* are due (to me and to appellees) by 5 p.m. tomorrow (*Friday*).  
Appellees’ Briefs for *Dolan* are due (to me and to appellants) by noon on *Monday*. |
| Week 9 | 11/20 **Supremest Court Convenes:**  
*City of Tigard v. Dolan*  
Supremest Court opinions for *Dolan* are due next **Tuesday** | 11/22 No class – Happy Thanksgiving! |
| Week 10 | 11/27 *Koontz; Palazzolo. Tahoe-Sierra, and the future of land use regulation*;  
Appellants’ Briefs for *Kelo* are due (to me and to appellees) by noon tomorrow (*Friday*).  
Appellees’ Briefs for *Kelo* are due (to me and to appellants) by 5 p.m. *Monday*.  
Exam 2 Questions provided. |
| Week 11 | 12/4 **Supremest Court Convenes:** *Kelo v. City of New London*.  
Supremest Court opinions for *Kelo* will be due at the start of class on **Thursday**. | 12/6 **EXAM 2 (Second half of course – 13 cases)**  
OR – Review Exam 2, and exam 2 during finals week: Thursday, Dec. 13th 8 - 10 a.m. |

**HAPPY HOLIDAYS!**
Planning Theory

Environmental Studies – Huxley College of the Environment

[3 credits]

Tuesday – Thursday 10:00 am – 11:20 am

Instructor: Nabil Kamel, Ph.D.

Office Hours:
Tuesday 1:00 pm – 3:00 pm
or by appointment – email: nabil.kamel@wwu.edu

Introduction and Learning Objectives:

This course is a core course for the urban planning major and as such is restricted to students in the planning major. With the successful completion of this course you will be able to understand and articulate:

• urban planning and urban theory fundamentals
• major debates in urban planning theory
• the role the state, civil society, and various institutions play in planning cities
• concepts of justice, rights, and ethics in urban settings
• context and assumptions underlying urban planning theories
• potentials and limitations of different planning approaches
• various rationales about good cities and good urban planning
• how urban planning deals with race and gender issues
• how urban theories relate to planning practices
In terms of Student Learning Objectives for Environmental Studies, this course enables students to:

• apply an integrative approach towards understanding human-environment interactions (ENVS 2)
• analyze and communicate ideas effectively in oral, written, and visual forms (ENVS 6)

In terms of Student Learning Objectives for the Urban Planning | Sustainable Development major, this course enables students to:

• understand the legal, procedural, theoretical, ideological, and political processes that shape the urban environment (UP 2)
• meditate the processes of conflict and collaboration among public and private stakeholders in urban planning (UP 3)

Course Format:

This course adopts a seminar format, which means that the success of the class depends on your active participation as reader, analyst, synthesizer, critic and discussant of course material. Each week (starting every Tuesday) you are expected to have thoroughly read assigned readings and ready to engage in class discussions. Your contribution to class discussion will be assessed based on all of the following:

• providing a summary of the main argument and tenets of the readings
• connecting to other related readings as appropriate;
• providing a critique in terms of assumptions, formulation of the “planning problem”, domain of planning, and other relevant elements within the readings;
• relate the findings to contemporary issues and problems in urban planning; and
• communicating your ideas with other students in the seminar.

Attendance to all course sessions is mandatory.

You are required to check your Western email regularly for important course announcements.

Weekly Commentary:

In order to help you organize your thoughts and to provide you with a repository of your insights into the readings, you are required to submit each week a commentary on the readings. The point of the commentaries is NOT to summarize or repeat the arguments of each reading. Rather, the purpose of
the commentaries is to reflect critically on the main points of the readings, to explore how the week’s readings may converge or diverge, and to connect them with previous readings. In addition to helping you organize your thoughts and providing you with a platform for in-class discussion, you will be asked to elaborate on your commentaries during class discussion. You are required to have a copy (electronic or otherwise) of all your commentaries with you in every class as well as the readings. A cell phone is not an adequate option for these purposes.

All weekly assigned readings must be covered in the commentaries.

Commentaries are 800-1000 words long and due electronically in CANVAS each Monday at 10:00 am. Late commentaries will not be awarded a grade. Incomplete, inadequate, missing, and/or late commentaries will also affect your ability to engage meaningfully in class discussion.

Midterm and Final:

The course grade includes a midterm (20 points) and a final paper (40). A description of the midterm and final paper are included in separate documents and will be posted on CANVAS.

No Required Textbook:

All reading material will be posted on CANVAS on a weekly basis.

Grading Schema

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly commentary</td>
<td>10</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>20</td>
</tr>
<tr>
<td>In-Class discussion</td>
<td>30</td>
</tr>
<tr>
<td>Final Paper</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>100/100</td>
</tr>
</tbody>
</table>
Course Schedule:

Schedule is subject to change. All readings will be posted on CANVAS on a weekly basis.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/9/2018</td>
<td>Course Overview - Introducing planning theory</td>
</tr>
<tr>
<td></td>
<td>1/11/2018</td>
<td><em>Urban utopias in the 20th century</em> by Fishman</td>
</tr>
<tr>
<td>1</td>
<td>1/16/2018</td>
<td>Origins and foundations of urban planning in the US</td>
</tr>
<tr>
<td></td>
<td>1/18/2018</td>
<td><em>Planning the capitalist city</em> by Foglesong</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Ideology of Planning</em> by Harvey</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Three historic currents of city planning</em> by Marcuse</td>
</tr>
<tr>
<td>2</td>
<td>1/23/2018</td>
<td>Planning types I</td>
</tr>
<tr>
<td></td>
<td>1/25/2018</td>
<td><em>The science of muddling through</em> by Lindblom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advocacy and pluralism in planning by Davidoff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Challenges of deliberation and * by Forester</td>
</tr>
<tr>
<td>3</td>
<td>1/30/2018</td>
<td>Planning types II</td>
</tr>
<tr>
<td></td>
<td>2/1/2018</td>
<td><em>Utilitarianism’s bad breath</em> by Campbell and Marshall</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Inclusion and democracy</em> by Marion Young</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Insurgent planning</em> by Miraftab (Canvas)</td>
</tr>
<tr>
<td>4</td>
<td>2/6/2018</td>
<td>Race, gender, and justice in planning theory</td>
</tr>
<tr>
<td></td>
<td>2/8/2018</td>
<td><em>The minority-race planner</em> by Thomas</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Knowing women/Planning Theory</em> by Helen Liggett</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Planning the heterosexist city</em> by Frisch</td>
</tr>
<tr>
<td>5</td>
<td>2/13/2018</td>
<td>Midterm – in class exam</td>
</tr>
<tr>
<td></td>
<td>2/15/2018</td>
<td>Review and discussion of midterm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Green cities, growing cities, just cities by Campbell</td>
</tr>
<tr>
<td>6</td>
<td>2/20/2018</td>
<td>Planning successes and failures</td>
</tr>
<tr>
<td></td>
<td>2/22/2018</td>
<td><em>Authoritarian high modernism</em> by Scott</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>The actualization of neoliberal space</em> by Kamel or Gray Space by Iftachel</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Excluded perspectives</em> by Hewitt</td>
</tr>
<tr>
<td>7</td>
<td>2/27/2018</td>
<td>The international context of planning</td>
</tr>
<tr>
<td></td>
<td>3/1/2018</td>
<td><em>Seeing from the South</em> by Watson</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Urban informality by Roy</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Re-Examining the international diffusion of planning</em> by Ward</td>
</tr>
<tr>
<td>8</td>
<td>3/6/2018</td>
<td>From knowledge to action: Back to the future</td>
</tr>
<tr>
<td></td>
<td>3/8/2018</td>
<td><em>Applied Ethics for Sustainable Development</em> by Flyvbjerg</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Planning and the prospect of a humane urbanism</em> by Miraftab</td>
</tr>
<tr>
<td>9</td>
<td>3/13/2018</td>
<td>Dead Week – review and discussion</td>
</tr>
<tr>
<td></td>
<td>3/15/2018</td>
<td></td>
</tr>
<tr>
<td>Final</td>
<td>3/19/2018</td>
<td>MONDAY Final Due</td>
</tr>
</tbody>
</table>
Important Classroom Policies

The community of Western Washington University respects and embraces all identities and experiences. We encourage students, staff and faculty to bring their unique thoughts and practices to the conversation. We believe that diversity is immeasurable and practice inclusion within the classroom, beyond the classroom, and throughout our community.

I have a personal commitment to helping all students succeed. If you have a documented disability, please see me. We will work with the disAbilities Resources center to accommodate your specific needs. All students who are struggling (whether specific to my class or not) are welcome to come talk to me during office hours or arranged appointment. Also, it is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals whenever possible. To request accommodation, or for more information, please see www.wwu.edu/depts/drs/.

No forms of academic dishonesty, misconduct, or deceit (such as cheating, plagiarism, fabrication, etc.) are accepted. You are expected to follow the Western Washington University academic integrity policies at http://www.wwu.edu/depts/registrar/acad_dishonesty.shtml.
REQUIRED TEXTS
• Zaferatos, Nicholas. (2015). Planning the Native American Indian Reservation: from Theory to Empowerment. Syracuse University Press

ONLINE MATERIALS (Canvas Files)
• Building Bridges. Northwest Renewable Resources Center. Selected Chapters. Canvas Files.
• "Take these Tribes Down" The Anti-Indian Movement Comes to Washington State. Charles Tanner, Jr.
• The New Face of the Anti-Indian Movement. The Dignity Report.
• Overview of the Lummi Nation and its Efforts to Resolve Water Rights Conflicts. PPT. Lummi Natural Resources Dept.
• United States Environmental Protection Agency. "Indian Policy Statement" (Online WA Gov)
• Centennial Accord, Millennium Accord, Implementation Paper. (Online WA Gov).

COURSE INTRODUCTION
American Indian tribes retain sovereign powers of self-government over their internal affairs and over their self-reserved territories and natural resources in order to sustain their continued existence. Non-Indian interests often challenge the powers of tribal governments, particularly their jurisdiction over lands and natural resources. The contemporary development of Native American political communities continues to be adversely affected by federal Indian public policy, jurisdictional conflicts in state-tribal relations, and “incorporation” conflicts with the U.S. political economy. This course explores the evolving political aspects of tribal sovereignty and the continued development of self-governance as the basis for tribal community development, self-determination, and community sustainability.

PURPOSE
The goal of this course is to expand our understanding about the conditions that tribal governments face and approaches to effective management of tribal reservation lands and natural resources that result in tribal benefit – especially in cases where a long history of conflict with non-Indian communities persists. The course explores the unique and evolving nature of the tribal form of government, past policy events, and legal doctrine that diminish tribal powers. The historic perspectives help to provide a context for understanding just how complex the contemporary situation of tribal planning is. The course stresses an understanding about tribal political development as a fundamental and central exercise of sovereignty. Emphasis is placed on evaluating strategies that tribes can employ to overcome inter-jurisdictional conflict through means of conflict, confrontation, and cooperation. A goal for this course is to prepare students entering the fields of planning and public policy to be able to more effectively participate in and promote positive outcomes in relationships between tribes and non-tribal governments.

STUDENT LEARNING OBJECTIVES
• ENVS 1: Ethically evaluate social priorities and their risks in the context if environmental problem solving.
• UPSD 1: Produce, interpret and apply research in a solution-oriented context.
• UPSD 2: Understand the legal, procedural, theoretical, ideological, and political processes that shape the urban environment
• UPSD 3: Meditate the processes of conflict and collaboration among public and private stakeholders in urban planning
STRUCTURE OF THE COURSE
The course consists of a discussion-intensive seminar format with instructor and student discussions on assigned readings, posted questions, and related topics of interest. Students will be assigned weekly discussion questions and post comment responses to the online discussion board and write weekly culminating short essays reflecting the readings as well as ideas generated in the discussion thread. There will be a midterm exam consisting of an essay submitted online. The Final Research paper consists of an assigned topic on a contemporary issue concerning the status of planning cooperation between tribes and local governments. With students working in small teams to survey and assess problems and opportunities in selected regions of Washington State. Students are to discuss their findings and recommendations during the final week or during finals week, depending on our progress. We may also have a few guest speakers and view a film or two depending on time availability.

GRADING:
- Online weekly discussion postings, participation in class discussions, and written essays (5 pts each week; 40% of grade, lowest grade dropped). 3 pts assigned to essay. 2 pts assigned to quality of discussions and discussion postings
- Midterm exam (20 pts. 20% of grade)
- Research paper and PPT presentation (40 pts. 40% of grade)

FINAL GRADE:
A: (96-100 pts); A-: (91-95 pts); B+: (87-90 pts); B: (84-86 pts); B-: (81-83 pts); C+: (77-80 pts); C: (74-76 pts); C-: (70-73 pts); D+: (67-68 pts); D: (64-66 pts); D-: (60-63 pts); F: (<60 pts).

THE WEEKLY STUDENT PARTICIPATION CYCLE:
To be successful in this class, it is imperative that students schedule adequate time during the week to (1) carefully review the reading materials; (2) post comments to discussion questions (before Tuesday’s class); (3) actively participate in class discussions on posted questions and reading material; and (4) write a concise and reflective short essay to the posted questions (by Friday). Upload your 1-2 page essay in .doc or .docx format on Canvas. Students will be assigned 1 week to "lead" the class discussions beginning in week 2.

ASSIGNMENTS:
- **Weekly Discussion Postings.** Students are required to post reflective responses to weekly discussion questions on the Canvas discussion board. In order to engage in a dynamic class discussion, students are expected to share their impressions and consider the comments submitted by other students as well as the instructor. (Discussion Grading: Total 2 points based on the active participation in class discussions and discussion posts).
- **Weekly Short Essays.** Based on the assigned readings, posted focus questions, class discussions, and the Canvas discussion thread, students will prepare a short essay as a culminating response to any two weekly questions. The essay should reflect materials from the readings as well as salient elements from the discussions. The essays are to be uploaded as a .doc or .docx file to Canvas each Friday. The weekly essays are intended as summaries, not to exceed 2 pages in length (or not to exceed about 1 page per question). (Essay Grading: Total 3 points on the quality of the essays).
- **The Midterm Exam:** is a short essay is written in a concise article format, containing an introduction, content sections responding to questions, and a summary conclusion containing the students’ original critical views. Midterm Questions will be posted on the Canvas page in week 5, 1 week prior to the deadline for submission – Thursday of week 6. (Grading: 20 pts).
- **Oral Presentation of Final Research Paper:** Students will orally present their research findings, using PPT during the last week of classes.
- **Final Research Paper:** Students will identify, survey, research, critically examine, and consider solutions to intergovernmental relations in regional planning between an assigned tribe and their corresponding local governments. The paper is limited to 7 pages in length, double space, 12-point type, referenced with footnotes, and is due during finals week. A grading rubric is provided for each assignment on Canvas.
WEEKLY SCHEDULE and DISCUSSION QUESTIONS (subject to modification)

WEEK 1: INTRODUCTION TO COURSE, NATIVE AMERICAN INDIAN POLICY ISSUES
Fundamental concepts including Indian sovereignty, treaty & inherent rights, assimilation, pluralism, self-determination. History of Indian policy.

Readings:
- Pevar, Ch. 2, (definitions)
- Zaferatos, Chapter 1 (the work of tribal planning)

Week 1 Discussion Questions:
Be prepared to talk about PARTS A and B during class discussion and post your PART B to the discussion board. In addition, upload a short essay, not to exceed 2 pages, double-spaced, for PART B.
Part A. Tell us about yourself - Why you are enrolled in this course, what you hope to gain from a class focused on Tribal issues, and any experiences you may have had involving Native Americans and/or tribal governments.
Part B. Written Essay of Situational Questions (upload essay as .doc or .docx file) - Briefly discuss your “initial impressions” to any 2 of the following theoretical situations. (Note: I don’t expect you to have all the answers.
We’ll be discussing these issues in depth during the quarter):
1. Environment. Tribe W is proposing to develop a medical waste disposal site on its reservation. The county has intervened, claiming that the tribe’s proposal would be a public threat since neither the state nor the county governments have issued permit, and thus, would not regulate the activity. Is the public at risk, as the county argues?
2. Fisheries. A logging company proposes to clear cut its private land holdings off-reservation, abutting a major river. Permits have been issued by the county and DNR. Prior to the cut, Tribe X in Washington State went to court requesting a restraining order. They claimed that their fisheries interests would be impacted by increased sedimentation to the nearby river. On what grounds, or “standing” might the tribe challenge a state permitted action?
3. Zoning and Land Use. Landowners David H. Koch and Charles G. Koch own a 100-acre fee simple land parcel on the Tribal Y Indian Reservation. The neighboring county has received a rezoning application to subdivide the land into 400 residential lots, ½ acres each in size, which is consistent with the country’s zoning which is designated as “suburban residential”. The tribe’s zoning ordinance, however, designates the property as “spiritual uses, forestry”, allowing no residential development. Can the Koch brothers develop their land?
4. Government Relations. The governor has adopted an executive policy recognizing tribes as sovereign governments. Local counties and cities, however, have historically not acknowledged the tribes’ sovereignty, instead, recognizing them as ethnic communities, similar to other ethnic enclaves residing in the area. What problems might arise here? How does a governor’s executive policy relate to public policy at the local level, and how do local government powers they differ from tribal powers?
5. Water Rights. Tribe Z claims that the state has over-appropriated available waters of the Skagit River to other competing uses, denying enough water for the tribe’s future reservation use, as well as reducing the water flow necessary to sustain fisheries in the river. What is the basis of the tribe’s claims?
6. Gaming. Washington State allows regulated gambling, however, it strictly limits class 3 gaming, which includes slot machines, to a maximum bet of 25 cents. A tribe plans to build a casino offering high stakes betting, to generate needed revenues and create jobs. Can a tribe build and operate its proposed casino and with betting limits that exceed those permitted under state law?

WEEK 2: FEDERAL INDIAN POLICY

Readings:
- Pevar, Ch. 1, (history of federal Indian policy)
- Zaferatos, Chapter 2 (federal Indian policy)

Week 2 Discussion Questions:
1. Discuss and contrast these 3 terms: Indian tribe; Indian title; Indian Country
2. Discuss the evolution of the federal Indian policy history and the reasonable for the inherent inconsistencies between these policy periods.
3. The last policy era introduced in the late 1960s has been reaffirmed by each President since Reagan. Do you think we now have permanency in the current policy in place?
4. What conditions might bring about another reversal in the current Indian policy?
5. How has the current federal Indian policy led to the partial reconstitution of aboriginal land title on some Indian reservations?

**WEEK 3: TRUST RESPONSIBILITY, POLITICAL SOVEREIGNTY & TRIBAL POWERS.**


Readings:
- Pevar, Ch. 3, (trust responsibility)
- Pevar, Ch. 4, (treaties)
- Pevar, Ch. 5, (federal powers)
- Pevar, Ch. 6, (self government)
- Zaferatos Chapter 3 (the context of tribal sovereignty)

**Week 3 Discussion Questions:**
1. How vital has the role of the courts been in formulating the doctrine of Trust Responsibility? Discuss the key legal precedents from court rulings that clarify the federal government’s responsibility for honoring treaty commitments.
2. How might a tribe interpret the rulings in Montana and Brendale in support of its right to regulate its reservation territory?
3. Describe the scope of Indian treaties. When and why did the process of treaty making end? If a tribe believes its treaty has been abrogated, what course of action can it take?
4. Why and how has Congress terminated its relationship with tribes? Can Congress still terminate a tribe?

**WEEK 4: SELF-DETERMINATION, CULTURAL COMMUNITY, and RESERVATION PLANNING POLICY**


Readings:
- Pevar, Ch. 7, (state powers)
- Pevar, Ch. 9, (civil jurisdiction)
- Zaferatos Chapter 4 (cultural community)
- Zaferatos Chapter 5 (tribal political community)

**Week 4 Discussion Questions:**
1. Why are cultural differences important to consider in forming relationships between non-Indian and tribal communities?
2. How do a community’s values and goals shape policy? How may differences in cultural values manifest in goal conflicts – especially with respect to land use policy and natural resources management?
3. Contrast among several of the theories of underdevelopment that explain the disadvantaged social and economic conditions facing many Indian communities.
4. How might a tribe overcome their “incorporation”? Discussion some of the ways that tribal governments still “dependent”?
5. Explain the effects of Public Law 280 and its inconsistencies with the principle of Indian self-determination.

Reservation Water Resource Planning; Student presentation of research topics, review midterm

Readings:
- Pevar, Ch. 11 (hunting, fishing rights)
- Pevar, Ch. 12, (Indian water rights)
- Pevar, Ch. 14 (Indian civil rights Act), Appendix A
- Pevar, Ch. 15 (special status)

Week 5 Discussion Questions:
1. The US Corps of Engineers recently denied a permit for a major coal terminal at Cherry Point in Whatcom County because of Lummi Nation claimed that the impacts to fishing rights would be significant. What is the basis of the tribe’s claim, and why would the Corps issue a decision even prior to the completion of the environmental impact statement review?
2. How are water rights determined in Washington State? Which users of water are considered to possess the most senior right: a) the state, b) the tribes, c) cities, d) individuals, and e) fish. Discuss the difference between time immemorial Indian water rights and reserved Indian Reservation water rights.
3. Describe and discuss why the Indian Civil Rights Act is found objectionable to the interests of tribal governments.

WEEK 6: STATE-TRIBAL CONFLICT, NEGOTIATION, and MEDIATION


Readings:
- State of Washington - Centennial Accord, Millennium Accord. (online: Class Website)
- Zaferatos, Chapter 6 (obstacles in tribal planning)
- Zaferatos, Chapter 7 (an adaptive and contingent model of tribal planning)
- Zaferatos, Chapter 8 (mediating tribal-state conflicts: experiences from Washington state)

Week 6 Discussion Questions:
1. Discuss the significance of the Centennial and Millennium Accords in guiding Washington State’s Indian policies.
2. Summarize the types of jurisdictional conflicts that occur between tribal and state interests, and identify the associated interests of each government.
3. Evaluate Zaferatos’ model for tribal planning as an "adaptive and contingent" response to addressing jurisdictional conflict.

WEEK 7: FEDERAL ENVIRONMENTAL POLICY EPA Indian policy.

State interests of tribal resources. Scope of tribal planning activities

Readings:
- United States Environmental Protection Agency. "Indian Policy Statement" (Online WA Gov) State of Washington - Tribal Governments
- Zaferatos, Chapter 10 (traditional Native American smokehouse)
- Zaferatos, Chapter 11 (environmental justice in Indian Country)
- Overview of the Lummi Nation and its Efforts to Resolve Water Rights Conflicts. PPT. Lummi Natural Resources Dept. Canvas Files

Week 7 Discussion Questions:
1. Discuss and evaluate the how EPA observed its trust relationship in the Swinomish Tribe’s efforts to remediate a hazardous waste site on its reservation.
2. Consider how the Swinomish approach to government cooperation helped it overcome a public health threat while preserving important cultural practices in the operation of its smokehouse tradition.
3. Evaluate EPA’s Indian policy. How does it assist tribes in building capacity for managing its reservation environment?
4. Evaluate the Lummi Nation’s water rights policy.
5. Reflect on some of the positive experiences between Washington State, tribes, and local governments to resolve complex intergovernmental conflicts through cooperation. Are these approaches preferable alternatives to litigation? Why?

**WEEK 8: PLURALISM, LOCAL GOVERNMENTS AND THE TRIBES, PLANNING APPROACHES**

*Survey of local-tribal conflict. Case study examination of cooperative models at the local level. Land Use, resources management, and utilities. Models for mediation*

**Readings:**
- NRRC, Building Bridges. (Selected chapters will be posted on Canvas)
- Zaferatos, Chapter 9 (tribal nations, local governments, and regional pluralism in Washington State: The Swinomish approach in the Skagit Valley)

**Week 8 Discussion Question:**
1. Critically evaluate the Swinomish Indian Tribal Community’s approach to land use conflict resolution through their strategy of regional pluralism.
2. Does the Swinomish approach represent an exemplar in intergovernmental cooperation, or a compromise to tribal sovereignty?

**WEEK 9: ANTI-INDIAN MOVEMENTS**

**Readings:**
- “Take these Tribes Down” The Anti-Indian Movement Comes to Washington State. Charles Tanner, Jr., Canvas Files
- The New Face of the Anti-Indian Movement. The Dignity Report. Canvas Files
- Online Media files: Dakota Access Pipeline Protest, Malheur National Wildlife Refuge Protest

**Week 9 Discussion Questions:**
1. Assess the reasons why non-Indian residents of Indian reservations often oppose a tribe’s governing authority.
2. Identify and discuss strategies that might be employed to overcome conflict among non-Indian residents and tribal governments.
3. Compare and contrast the federal response(s) to the Dakota Access Pipeline Standing Rock Sioux Protest movement (Water Protectors) and the Malheur National Wildlife Refuge (Oregon) sovereign citizen protest movement.

**WEEK 10: ECONOMIC DEVELOPMENT, GAMING; CONCLUSION**

**Readings:**
- Pevar, Ch. 16, Gaming
- Zaferatos, Chapter 12 (conclusion) Students present a 10-15 minute summary of their research topics and findings

**Week 10 Discussion Questions:**
1. What is the basis supporting a tribe’s legal right to authorize gaming activities on its reservation?
2. Discuss how the Indian Gaming Regulatory Act represents a form of “incorporation” by the federal government over the inherent right of tribal self-governance.
3. Why did Congress intervene in the tribes’ ability to self-regulate gaming?

**WEEK 11: FINAL RESEARCH PAPERS - POSTED - STUDENT PRESENTATIONS**
Disaster Risk Reduction
Syllabus - ENVS 465 Winter 2015
Instructor
Dr. Scott B. Miles scott.miles@wwu.edu
Arntzen Hall 301
Office Hours
TR 12:00-1:50 or by appointment
Class Meetings
TR 10-11:50am, ES 318

There is no final exam or meeting on the final exam date.

Course Summary
This course introduces students to the assessment of disasters, focusing primarily on the social aspects of disasters. The course deals with the question ‘What causes a disaster?’ and looks at what, and most importantly, who is impacted during a disaster. The course enumerates a framework that facilitates reducing disaster risk and mitigating the impacts if one occurs. The course also focuses on the concept of community disaster resilience as a supplement the concept of disaster vulnerability. The course focuses primarily on natural disasters, though concepts and methods are generally appropriate for technological and terrorism disasters. The course takes a global perspective on disasters.

Objectives
The primary objective of the course is to survey the social, economic, ecological, and physical impacts of natural hazards on vulnerable populations in different environments around the world. Students should come away with a set of conceptual tools for analyzing potential impacts associated with disasters. In turn students will be exposed to strategies for reducing the impacts and the likelihood of disasters, as well as capacities for community resilience. The course aims to help students understand the global context of disasters and how the US and local jurisdictions relate to this context. Lastly, students will have a chance to build on their critical analysis, writing, and presentation skills.

Readings
Readings are assigned and posted on the course website.

Assignments and Grading
Unless otherwise indicated by instructor during class, all assignments are to be submitted through the course website.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reaction papers (7 x 2 pts)</td>
<td>14</td>
</tr>
<tr>
<td>Reaction discussion</td>
<td>4</td>
</tr>
<tr>
<td>Reaction discussion participation (7 x 1 pts)</td>
<td>7</td>
</tr>
<tr>
<td>Christchurch assessment</td>
<td>10</td>
</tr>
<tr>
<td>King County assessment</td>
<td>10</td>
</tr>
</tbody>
</table>
## Readings discussion facilitation (4pts)

You will be assigned a day where you will need to present a summary and reaction to the assigned readings, as well as facilitate a discussion about them. You need to summarize the readings (1pt). You need to present your synthesis and opinion related to the readings, as well as discuss what the limitations and shortcomings of the readings are from your perspective (1pt). You then have to facilitate a discussion with the class about two issues you identified (2pts). This is not necessarily just two questions – be prepared to ask the class multiple questions or framings of the issue under discussion to stimulate conversation. Estimate about 20-30 minutes for the entire summary and discussion. Be BOLD on everything; deliberation and debate is what we want. Discussion assignments will be listed on the course website. Discussions will be on the Thursdays before reaction papers are due.

## Discussion participation (7 x 1pts)

Participation in all of the discussions is required. A half point will be lost for each discussion that a student does not participate in to some meaningful degree.

## Readings reactions (7 x 2pts)

Seven papers of 800 words (2 pt each) must be submitted to the website discussion board. You need to synthesize the themes from the readings (not summarize each one) and present your opinions, thoughts, questions, and concerns about the themes that you learned about or individual readings that particularly struck you. You need to be bold; your opinion needs to be clear (i.e., not just a statement of what the themes were).

Reaction papers will get a good/satisfactory/unsatisfactory grade (2/1/0 pts). An unsatisfactory paper (0 pts) is one that is 1 word or more under 800 words or is simply a summary of the readings (i.e., you didn’t synthesize and react). A 1 point paper is not bold or attempt new insights and does not support claims/opinions with references to (some or all of) the readings.

## Late Policy

All assignments must be submitted via the course website. 10% will be subtracted from your grade for each day late, except for discussions and reaction papers, which are **100% off**. Reaction papers are due before class on assigned Thursdays (see below).

## Grade Scale
A > 94%, A- > 90%, B+ > 87%, B > 83%, B- > 79, C+ > 77%, C > 74% (% = percentage of course points).

**Schedule**

*Subject (i.e., certain) to change throughout the quarter*

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC AND READINGS</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>What is a Disaster?</strong></td>
<td></td>
</tr>
<tr>
<td>1/6/15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/8/15</td>
<td>Oliver-Smith (1998); Alexander (2005)</td>
<td></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td><strong>Social Vulnerability Theory</strong></td>
<td></td>
</tr>
<tr>
<td>1/13/15</td>
<td>Wisner et al. (2004) Ch. 2 pp. 49-84</td>
<td></td>
</tr>
<tr>
<td>1/15/15</td>
<td>Wisner et al. (2004) Ch. 3 pp. 87-120; southasiandisasters.org (2006)</td>
<td>Readings discussion 1; Readings reaction 1</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td><strong>Christchurch and King County</strong></td>
<td></td>
</tr>
<tr>
<td>1/20/15</td>
<td>Skim Christchurch materials</td>
<td></td>
</tr>
<tr>
<td>1/22/15</td>
<td>Skim King County materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sunday: Request RKC story assignments</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td><strong>Community Resilience and Recovery</strong></td>
<td></td>
</tr>
<tr>
<td>1/27/15</td>
<td>Miles (2014); Kulig et al. (2013); Manyena (2008); Alexander (2013)</td>
<td></td>
</tr>
<tr>
<td>1/29/15</td>
<td>UNISDR “Learning from Disaster Recovery” (skip/skim sidebars/boxes); Olshansky et al. 2006); Olshansky (2006)</td>
<td>Readings discussion 2; Readings reaction 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sunday: Christchurch assessment</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td><strong>Community Capital &amp; Services: Built</strong></td>
<td></td>
</tr>
<tr>
<td>2/3/15</td>
<td>Green (2008), Petal (2008), Pelling (chap2)</td>
<td></td>
</tr>
<tr>
<td>2/5/15</td>
<td>Little (2002) (don't read conclusion); Miles et al. (2013); Graham (2000); Murphy (2001)</td>
<td>Readings discussion 3; Readings reaction 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sunday: King County assessment</td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td><strong>Community Capitals &amp; Services: People and Politics</strong></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Readings</td>
<td>Sunday</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>2/12/15</td>
<td>Miles et al. (2011); Wisner (2002); Grant (2001)</td>
<td>Readings discussion 4;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Readings reaction 4</td>
</tr>
<tr>
<td>Week 7</td>
<td><strong>Community Capitals &amp; Services:</strong></td>
<td>Sunday: King County</td>
</tr>
<tr>
<td></td>
<td><em>Ecosystems and “Nature”</em></td>
<td>recovery stories</td>
</tr>
<tr>
<td>2/17/15</td>
<td>Giddings et al. (2002); DeClerck (2006),</td>
<td>Readings discussion 5;</td>
</tr>
<tr>
<td></td>
<td>UNISDR “Environment and Disaster Risk” (p. 1-13)</td>
<td>Readings reaction 5</td>
</tr>
<tr>
<td>2/19/15</td>
<td>WRI (2005); Miles (draft manuscript);</td>
<td>Sunday: King County</td>
</tr>
<tr>
<td></td>
<td>Swyngedouw and Cook (2009)</td>
<td>social vulnerability/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>capacity building stories</td>
</tr>
<tr>
<td>Week 8</td>
<td><strong>Work on Projects</strong></td>
<td>Sunday: Newspaper and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>website templates</td>
</tr>
<tr>
<td>2/24/15</td>
<td>(We will not meet); GBN (2004); GBN (2008)</td>
<td></td>
</tr>
<tr>
<td>2/26/15</td>
<td>(We will not meet)</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>**Strategies and Interventions; Scenario</td>
<td>Sunday: Drafted</td>
</tr>
<tr>
<td></td>
<td>Planning**</td>
<td>newspapers and websites</td>
</tr>
<tr>
<td></td>
<td>(don't read &quot;spotlights&quot; and sidebar/boxes)</td>
<td>and sidebar/boxes)</td>
</tr>
<tr>
<td>3/5/13</td>
<td>Alexander et al. (2006); Garnett and Moore</td>
<td>Readings discussion 6;</td>
</tr>
<tr>
<td></td>
<td>(2010); UN Habitat (2001) (read pp. 1-16;</td>
<td>Readings reaction 6</td>
</tr>
<tr>
<td></td>
<td>skim up to 98)</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td><strong>Hurricane Katrina and/or Overflow</strong></td>
<td>Sunday: Comments on</td>
</tr>
<tr>
<td></td>
<td></td>
<td>newspapers and websites</td>
</tr>
<tr>
<td>3/10/15</td>
<td>Olshanksy et al. (2008); Green et al. (2007);</td>
<td></td>
</tr>
<tr>
<td>3/12/15</td>
<td>Jones and Hartmann (2006); Gullette (2006),</td>
<td>Readings discussion 7;</td>
</tr>
<tr>
<td></td>
<td>powell et al. (2006)</td>
<td>Readings reaction 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finals Week</td>
<td><strong>Project Presentations</strong></td>
<td></td>
</tr>
<tr>
<td>3/16/15</td>
<td>8-10am</td>
<td>Final newspapers and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>websites</td>
</tr>
</tbody>
</table>
Academic Honest and Integrity

All university policies with regard to academic honesty and integrity apply to this course. Students are responsible for familiarity with university policies. If in doubt about any situation, please ask.
METHODS AND PROCESSES IN PLANNING – ENVS 470 *

Course Description
This is a methods and applications course in land use planning with an emphasis on the application of growth management principles to neighborhood planning and urban design.

Course Objectives
- Obtain understanding of growth management concepts and techniques
- Develop skills in site planning and urban design
- Acquire awareness of complexity and ambiguity in planning goals
- Refine skills in plan graphics & visual representation
- Develop skills in plan presentation and public speaking

Student Learning Outcomes
ENVS 1: Ethically evaluate social priorities and their risks in the context of environmental problem solving.
ENVS 2: Apply an integrative approach towards understanding human-environment interactions.
ENVS 3: Work collaboratively to identify and analyze complex environmental problems, recognize diverse stakeholder perspectives, and synthesize creative solutions.
ENVS 4: Transfer academic learning to a real-world context of constraints and opportunities.
ENVS 5: Produce, interpret and apply research in a solution-oriented context.
ENVS 6: Analyze and communicate ideas effectively in oral, written, and visual forms.
UPSD 1: Produce, interpret and apply research in a solution-oriented context
UPSD 4: Apply sustainable development methods to achieve greater balance in human and environmental interaction
UPSD 5: Demonstrate an ability to work in collaboratively and in situations involving uncertainty, diversity, and risk
UPSD 6: Demonstrate effective design and communications skills in preparing plan proposals that improve urban life

Required Text

Optional Text

Reference Material
To be assigned in class

Class Format
Classes will vary considerably and will include lectures, informal reviews, formal presentations and unstructured work time. See the course schedule for details.
**Grading**

<table>
<thead>
<tr>
<th>Assignment 1</th>
<th>25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 2</td>
<td>60%</td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>15%</td>
</tr>
</tbody>
</table>

Letter grades will be determined according to the following scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94 - 100</td>
<td>A</td>
</tr>
<tr>
<td>90 - 93</td>
<td>A-</td>
</tr>
<tr>
<td>88 - 89</td>
<td>B+</td>
</tr>
<tr>
<td>84 - 87</td>
<td>B</td>
</tr>
<tr>
<td>80 - 83</td>
<td>B-</td>
</tr>
<tr>
<td>78 - 79</td>
<td>C+</td>
</tr>
<tr>
<td>74 - 77</td>
<td>C</td>
</tr>
<tr>
<td>70 - 73</td>
<td>C-</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59</td>
<td>F</td>
</tr>
</tbody>
</table>

* The instructor may alter the syllabus and course schedule at his discretion

---

**Course Schedule – Fall 2017**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 27</td>
<td>Course introduction</td>
</tr>
<tr>
<td></td>
<td><em>Assignment 1 – Neighborhood/District Structure</em></td>
</tr>
<tr>
<td>Oct. 2</td>
<td>Review of sections &amp; in-class work on project</td>
</tr>
<tr>
<td>Oct. 4</td>
<td>Lecture: Street Patterns; In-class design exercise</td>
</tr>
<tr>
<td>Oct. 9</td>
<td>In-class work on project</td>
</tr>
<tr>
<td>Oct. 11</td>
<td>In-class work on project</td>
</tr>
<tr>
<td>Oct. 16</td>
<td>Assignment 1 - presentations</td>
</tr>
<tr>
<td>Oct. 18</td>
<td>Assignment 1 - presentations</td>
</tr>
<tr>
<td>Oct. 23</td>
<td>Assignment 2 - Part 1 – Site Analysis &amp; Project Goals;</td>
</tr>
<tr>
<td>Oct. 25</td>
<td>Informal group discussion of site &amp; vicinity experiences; Lecture: Building Types Lecture: Parks &amp; Open Space</td>
</tr>
<tr>
<td>Oct. 30</td>
<td>Assignment 2 – Part 1 due; Discussion of site with City of Ferndale planners.</td>
</tr>
<tr>
<td>Nov. 1</td>
<td>Assignment 2 – Part 2 – Site Design; Lecture: First Steps</td>
</tr>
<tr>
<td>Nov. 6</td>
<td>Vision statement due; In-class design exercise</td>
</tr>
<tr>
<td>Nov. 8</td>
<td>Lecture: Transportation &amp; Parking; Lecture: Passive Environmental Design</td>
</tr>
<tr>
<td>Nov. 13</td>
<td>Review of progress, informal presentations (see Assignment handout for details)</td>
</tr>
<tr>
<td>Nov. 15</td>
<td>In-class work on projects</td>
</tr>
<tr>
<td>Nov. 20</td>
<td>Review of progress, informal presentations (see Assignment handout for details)</td>
</tr>
<tr>
<td>Nov. 22</td>
<td>Thanksgiving – no classes</td>
</tr>
<tr>
<td>Nov. 27</td>
<td>In-class work on projects</td>
</tr>
<tr>
<td>Nov. 29</td>
<td>Review of progress, informal presentations (see Assignment handout for details)</td>
</tr>
<tr>
<td>Dec. 4</td>
<td>In-class work on projects</td>
</tr>
<tr>
<td>Dec. 6</td>
<td>Assignment 2 – Part 3 due; Presentations</td>
</tr>
<tr>
<td>Time TBA</td>
<td></td>
</tr>
</tbody>
</table>
ENVS 472 - Planning Studio II  
ENVS 572 – Master Planning Studio  
Urban Transition Studio (UTS) Planning Series

2016 UTS Studio: Neighborhood Transitions: Alderwood UGA  
Huxley College | Urban Planning and Sustainable Development  
3-5:50 T/TH; ESC 318

Nicholas Zaferatos, Ph.D., AICP; Instructor  
Nicholas.zaferatos@wwu.edu  
Esc 444 – office hours T/R 1:30 – 3PM

TA: Sydney Schlotterback

UTS Community Partners  
City of Bellingham:  
Rick Sepler, Planning Director  
Sustainable Connections:  
Rose Lathrop, Green Building / SG Manager  
Alderwood Community

Course Syllabus

Required Reference Text: The Urban Design Handbook

BEGINNING RESOURCES (search cob.org)

- Urban Villages under BMC 20.37  
- City Center Design Standards  
- COB Employment Lands Report 2008  
- Urban Growth Area – Bellingham Comprehensive Plan  
- Parking and Landscaping standards, BMC 20.12  
- Bellingham Infill Toolkit  
- Bellingham Comprehensive Plan Elements  
- Bellingham Comprehensive Plan: Urban Design  
- Bellingham Bicycle and Pedestrian Master Plans  
- Parks and Open Space Plan  
- Transportation/Capital Improvement Plans  
- LEED Neighborhood Development  
- Transit-Oriented Communities: A blueprint for Washington State. Futurewise, GGLO, Transportation Choices Coalition. Seattle, WA.

OVERVIEW

This class applies planning principles, methods and processes of analyses from previous classroom training to develop alternative solutions for neighborhood community development. The course will examine ways to achieve Bellingham’s land use policies and planning’s social, environmental, and economic values through the master site planning process to promote sustainable urban communities in the Birchwood neighborhood. The objective of the exercise is to balance the community’s development objectives informed by the community and local, state, and national planning policies and principles. Design alternatives emphasize sustainability principles in community development and the consideration of LEED ND principles.

Because the problems that are presented in the studio concern a variety of complex issues, underlying each problem are questions concerning appropriate “community fit,” and the identification of constraints that must be addressed before a planning solution can successfully emerge. This course engages students in methods for considering neighborhood preferences; policy conflicts; the analysis of physical, social historic, and economic information; and the formulation and evaluation of development alternatives that meet the community’s objectives.

Students work both independently and within a project team structure and interact with a “client partner” (represented by the Alderwood UGA area and UTS partners). Research of public policy, engagement with the community, and interviews with neighborhood representatives help inform students about local
problems, opportunities, and priorities. Students will conduct visioning sessions and a community mapping exercise with the neighborhood to ascertain community preferences, identify a vision for improvement to the neighborhood center, present draft planning concepts in a mid-quarter neighborhood critique, as well as a formal presentation at the end of the quarter.

**Student Learning Objectives:** Upon completion of the Studio course sequence, Students will have achieved the following Urban Planning and Sustainable Development Learning Objectives:

- **UP 1** Produce, interpret and apply research in a solution-oriented context.
- **UP 2** Develop an understanding about the legal, procedural, economic, and political processes that shape the urban environment
- **UP 4** Apply sustainable development methods to achieve greater balance in human and environmental interaction
- **UP 5** Demonstrate an ability to work collaboratively and in situations involving uncertainty, diversity, and risk
- **UP 6** Demonstrate effective design and communications skills in preparing plan proposals that improve urban life

**ENVS Graduate Student Learning Objectives:**

- Identify and explain the complexity of issues and processes that contribute to an environmental problem within a community development context.
- Demonstrate a fundamental knowledge of applied planning methods and principles in a research assignment.
- Use effective verbal presentation skills to share their research results.
- Use writing skillfully to communicate theory, methods, results, and relevance of the assigned research project.

**THE PROJECT: Alderwood UGA: Transitioning to an urban Neighborhood**

Planning Studio will evaluate development infill capacity and urban design alternatives for the UGA district of Alderwood. In this studio, students will draw from their acquired knowledge of the site, public policies, and from urban design principles and theories of Smart Growth and New Urbanism, to develop infill development concepts that emphasize neighborhood identity and the promotion of neighborhood livability, and diversity in land use mixes and the efficient use of land. The challenge is to identify suitable mixed-use infill alternatives that promote neighborhood cohesion to create a more functional and livable urban neighborhood. Development and infill activities should emphasize the additional of new and diverse uses, including affordable housing and neighborhood-scaled retail and services to foster synergies and create a strong sense of place.

Students will evaluate current conditions, neighborhood priorities, and the city’s long range goals in order to develop planning alternatives that considers:

- Site Capacity potential for infill of underutilized spaces
- Adaptive reuse of underutilized sites (hard soft analysis)
- Elements comprising a viable neighborhood center
- Exploration of appropriate and diverse housing types
- Use of rights of ways to support neighborhood-oriented purposes
- Strengthen connections between a neighborhood center and greater Bellingham

Your planning concepts should emphasize the establishment of a distinct neighborhood “center” that reflects neighborhood visions, Bellingham’s goals, and urban design principles: (Smart Growth, Sustainable Design / LEED ND, New Urbanism strategies). The planning concept will take into consider the broader Alderwood UGA and recommend appropriate land use changes to achieve identified planning objectives. Implementation of project concepts will be more fully examined in the subsequent Studio II implementation class in the spring, where you will be addressing regulatory reforms, development incentives, public and private investment, and transportation issues.

**Teams Organization and Assignment of Tasks:** Students will be assigned to one of four “Design Teams” of 4-5 students. Each team will be responsible for:

a) the preparation of a neighborhood town center master site plan alternative, and b) several team research projects (below), and c) an overall land use plan for the designated study area. The master site plan includes recommendations to accommodate appropriate urban infill, housing and other mixed uses, types and density, access, and character design recommendations.

**Team Critical Path and Initial Study Methodology – planning steps:**

- Select and form project teams
- Define parameters of inquiry, resources, and data needs
- Establish work schedule, deadlines, and a plan for distribution of work
- Establish relationships with clients
- Define project objectives
- Perform field work and conduct analyses
- Conduct community meeting to identify client preferences
- Formulate site plan alternatives
- Define a system of team coordination, leadership, and decision making
- Establish team editorial rules and graphics standards
- Prepare report findings
- Organize public presentations
Team Research and Base Mapping Assignments:

Team 1
Parcel and figure ground base map layer
Block and Building type map layer
Infill Capacity Analysis – hard/soft site survey (community meeting)
Goals and design objectives statement

Team 2
Environmental resources base map layer
Photographic portrayal of neighborhood characteristics
Visual Preference Survey (community meeting)
Goals and design objectives statement

Team 3
Community resources map layer
Statistical analysis: census, demographics, GMA 20-year population projections
Ideation Survey (community meeting)
Goals and design objectives statement

Team 4
Mobility type (streets, paths) base map layer
Consolidated Land Use existing conditions map (composite map)
Mobility Transect Survey (community meeting)
Goals and design objectives statement

The study combines objective site analysis with the students’ informed impressions of urban patterns and redevelopment potential. The study will include a “capacity for infill and redevelopment analysis” – referred to here as a “hard” and “soft” analysis for each recorded property in the study area. The analysis identifies properties and buildings that your team characterizes as “hard” or permanent – a foundation upon which to further build upon. Hard properties include current high value assets, operating businesses, recently constructed buildings, and other well-utilized sites. “Hard” sites contrast with “soft” sites, which reflect opportunities for infill and/or redevelopment. For example, a vacant property, or one used for surface parking, may be indicated as “soft”, suggesting possibilities for conversion to more a intensive use. You will critically evaluate the appropriateness of all buildings, even those that are considered “hard,” for transition to more intensive future uses.

2. Ideation Mapping (Community Mapping)
This activity uses base map (aerial) and photograph analysis of the study area along with a series of “prompts” for community residents to identify problems and opportunities associated with specific locations and to reflect how residents view their community – what they like and dislike. The Ideation team facilitates the organization of the community input into strategic categories (i.e. methods such as using post-it notes or colored voting dots) to show locations, indicate opportunities, build consensus, and interprets community’s preferences.

3. Mobility and Transect Analyses – Connectivity conditions
A linear urban transect study is a planning method useful to distinguish land use transitions along a linear path, usually streets, which serve as connectivity. The linear study characterizes urban typography characteristics approaching into the neighborhood. The transect study shows transitions in land use (density, urban form, building height, use intensity, etc.) as a visual mapping tool, and characterizes the types of mobility pathways.
4. Visual Preference Survey – Character of Place
This technique is useful in surveying neighborhood residents regarding the form of urban development that is desired for a neighborhood center. Students will select from a wide diversity of images depicted neighborhood center use types. When presented in a neighborhood meeting, residents will be asked to rate each image in terms of their desirability.

The Studio Experience
Students are treated as entry-level planning professionals and will be expected to perform independent and collaborative research and planning analysis under the direction of the instructor. As expected of professionals, students will articulate project objectives, convene neighborhood meetings, gather relevant data, identify and critically analyze problems, conduct policy, economic, and environmental analysis, and apply urban design, smart growth, and sustainable design principles to achieve long-term community development objectives. Students will present their recommendations in narrative and illustrated written reports and community presentations. The Planning Studio 2017 final report will serve as the “plan concept chapter” to the UTS 2-quarter investigation.

Urban Transitions Studio – A collaborative partnership with Bellingham’s Office of Planning and Community Development and Sustainable Connections

Beginning in 2010, the Planning Studio participated in a coordinated service learning curriculum that partners several WWU classes with the City of Bellingham, Sustainable Connections, and other community and institutional partners in order to develop new urbanism planning concepts to help transition Bellingham into a more urban and sustainable community. Planning Studio is the first in the series of coordinated class investigations that emphasizes the preparation of the plan/design concept. Other classes that have participated in the Urban Transitions Studio program include: Planning Studio II (Implementation), Sustainable Design Studio, and Environmental Impact Assessment. Each of the participating classes further build upon the concepts developed in planning studio. The program is intended to expand student learning by concentrating planning studies over the course of an entire year and incorporating multiple dimensions of the planning process that aims to effect change towards sustainable community development.

Studio Production
A final report will be prepared in PDF digital formats and bound hard copy for distribution to our neighborhood client, along with presentation boards.

Project Objectives, Assumptions, and Team Methodology
Design teams begin the project by defining project site boundaries and project objectives prior to commencing design development. During the first 2 weeks, students will develop a program for neighborhood participation that will include the 4 described research projects where participants can identify problems, opportunities, and preference for the study area. Students are expected to carefully consult with city and neighborhood policy resources, conduct field evaluation, and communicate with neighborhood representatives along with city planning staff and UTS partners.

Grading and Evaluation: Based on Instructor and Peer Evaluations
- Team participation (peer evaluations) (20 points)
- Presentation (critique) of draft plan concepts - week 5 (20 points)
- Final Site Plan Report and Illustrations (50 points)
- Final Presentation (10 points)

Projects and Deliverables:
A final report in a format to be provided, consisting of the following deliverables:
1. Description of the study methodology
2. Description of community participation event
3. Research projects – descriptive and content
4. Statement of community vision, goals, planning objectives
5. Identification of issues and opportunities (table format)
6. Draft site planning concepts (CAD modeling emphasizing massing, infill conceptual plan (bubble diagram), movement/parking concepts)
7. Draft refined master plan drawings
8. An analysis of proposed land use mix (table format of uses: Buildings typology, density, space units/sq. ft., height / bulk)
9. Revised final report (narrative and illustrations)
10. Production: PDF report, PPT

DEADLINES
In order to achieve project objectives within the limited 10-week term, adherence to deadlines is essential. Therefore, grade deductions will be applied if your work is turned in late. Teams failing to submit work products by the deadline will be penalized 20%.

Class Meeting Times and Field Investigation
Teams are expected to visit the project site regularly and meet with clients and informants periodically and independently. Class time is reserved for independent teamwork, field visits, interviews, team and independent research activities, reporting, and weekly teams report on progress.

A Note on Conflicts and Frustrations working in Teams
Expect conflicts to arise within your teams. Conflicts arise when we depend on fellow teamates to complete assignments well and on time. Disagreements will occur as different opinions may result in a clash of ideas. This is especially a problem when grades are largely based on team efforts. To overcome team conflicts, each team is encouraged to establish a procedure for conflict resolution, and rely on the instructor as an arbiter of problems that are not resolvable by the team. Don’t let problems persist. Keep communications and expectations clear.
**FINAL DELIVERABLES**
- Narrative and Illustrated Master Site Plans
  - TOC to be developed in class collectively
  - Published copies (InDesign)
- PDF of final report
- Post all graphic and research files on S drive folder
- 20 x 30 inch Mounted Presentation Board (each team)

**Graduate Students**: Students enrolled in ENVS 572 are expected to perform additional research tasks as assigned by the instructor, and to serve as a facilitator of research teams in the studio project, demonstrating the application of planning methods to the project.

**Tentative Schedule** subject to revision

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity deliverables due on Thursday of each week</th>
<th>Projects Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 1/3/17</td>
<td>T. Orientation, class goals, grading, project selection, team organization and assignments. Studio set up, resources identified. Tentative site planning boundaries identified. Th. City Planners: Neighborhood village/centers goals</td>
<td></td>
</tr>
<tr>
<td>Week 2 1/10</td>
<td>T. Field Survey; T. research projects. Site Planning</td>
<td></td>
</tr>
<tr>
<td>Week 3 1/17</td>
<td>T./Th. Research projects. Site Planning</td>
<td>1</td>
</tr>
<tr>
<td>Week 4 1/24</td>
<td>T. research projects. Site Planning Th. Site planning. Th. Running a community meeting / techniques, prep</td>
<td>2, 3,4,5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>rehearsal</th>
<th>Projects Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 5 1/31</td>
<td>T. Conduct community meeting. Th. Analysis of community preferences. Goals identified</td>
</tr>
<tr>
<td>Week 6 2/7</td>
<td>T./Th. Site planning Th. Site plan concepts.</td>
</tr>
<tr>
<td>Week 7 2/14</td>
<td>T./Th. Refine site plan</td>
</tr>
<tr>
<td>Week 8 2/21</td>
<td>T/TH. Refine site plan revisions. Draft Reports/Graphics.</td>
</tr>
<tr>
<td>Week 9 2/28</td>
<td>T/Th. Refine edited reports. Final mapping and text editing, publication production, illustrations.</td>
</tr>
<tr>
<td>Week 10 3/7</td>
<td>T/Th. Presentation rehearsals. Power Point, Presentation Boards, Invitations and public notices sent.</td>
</tr>
</tbody>
</table>

| Finals Week 3/14 | Final Presentation. Presentation of Ideas Concepts: Neighborhood meeting / UTS partners |  |
SAMPLE PLANNING GRAPHICS

Land Use Map
Showing land uses coded by standard colors:

Illustrated CD perspective

Perspective Drawings: Massing Study

Figure-Ground Plan
Pedestrian / Bike Street Connectivity Diagrams

Elevation Drawing

Problem Solution Result Chart

<table>
<thead>
<tr>
<th>PROBLEM</th>
<th>SOLUTION</th>
<th>RESULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A community needs a neighborhood market</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>A large number of low-income families need affordable housing options</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>A large amount of the population does not own a car</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>A large amount of underutilized vacant land</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>A significant number of abandoned buildings and need for more commercial options</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Illustrated Site Plan

Site Analysis “Bubble” Diagram
ENVS 473 - Planning Studio III Implementation 2018
Urban Transition Studio (UTS) Planning Series

2018 UTS Studio Topic: Edison Subarea Plan

Huxley College | Urban Planning and Sustainable Development
3-4:20 T/TH; ES 318

Tamara (Tammi) Laninga, AICP, instructor
Tamara.Laninga@wwu.edu
Office hours: Tues., 8:30-9:30 AM, Weds., 2:30-3:30 PM, Thurs., 11:00 AM - 12:00 PM

Sustainable Communities Partnership Community Partners and Resources
Skagit County Planning Department
Ryan Walters, Assistant Director, direct 360-416-1319, rrwalters@co.skagit.wa.us
Stacie Pratschner, AICP, Senior Planner, 360.416.1336 staciep@co.skagit.wa.us

Edison Community Steering Committee
Sarah Nelson, abnerravvenwood@gmail.com
Dorris Robbins; Bettie Robbins

Online Resources: Skagit County IMAP, Skagit Comprehensive Plan, Phased Development and fiscal analysis examples
Winter Studio Project: Edison Community Plan, Part 1
Additional Readings (see Modules)

OVERVIEW
This class focuses on the implementation aspects of the plan development process, building on Winter Quarter’s Planning Studio class. This course examines ways to achieve planning’s social, environmental, and economic values by devising implementation strategies for the Edison Community Plan, focusing on providing

Students work both independently and within a project team structure and interact with client partners in Edison Village and the Skagit County planning department. Research of public policy, regulatory frameworks, databases, and interviews with partners help inform students about plan implementation. A final presentation will be given to the community near the end of the quarter.

THE PROJECT: Edison Community Plan
Planning Studio III will evaluate and recommend strategies for implementing design concepts developed in the winter planning studio.

Students will examine plan development regulations, incentive programs, and capital improvement investment programs, and produce a development pro forma (a go/no-go analysis used by developers to decide on whether to move forward with a project), create a phased development plan based on the Edison Community Plan, incorporating input and feedback from the community.

The goal of this work is to examine the feasibility of examining the planning strategies developed during winter quarter, based on community input and feedback.
**Project Focus/Studio Goals:**
Students will work in teams to address the following elements of plan implementation:

- **Phased planning** for design concepts related to land use (e.g., infill), mobility, infrastructure, and environment and natural resource protection and enhancement opportunities.
- **Feasibility studies** for proposals
- **Code revisions** or additions

**Student Learning Objectives:** Upon completion of the Studio course sequence, students will have achieved the following Urban Planning and Sustainable Development Learning Objectives:

_UP 1_ Produce, interpret and apply research in a solution-oriented context.
_UP 2_ Develop an understanding about the legal, procedural, economic, and political processes that shape the urban environment
_UP 4_ Apply sustainable development methods to achieve greater balance in human and environmental interaction
_UP 5_ Demonstrate an ability to work collaboratively and in situations involving uncertainty, diversity, and risk
_UP 6_ Demonstrate effective design and communications skills in preparing plan proposals that improve urban life

**The Studio Experience**
Students are treated as entry-level planning professionals and will be expected to perform independent and collaborative research and planning analysis under the direction of the instructor. As expected of professionals, students will articulate project objectives, gather relevant data, identify and critically analyze problems, conduct policy and economic analysis, and apply urban design, smart growth, and sustainable design principles to achieve long term community development objectives. Students will present their recommendations in narrative and illustrated written reports and presentation format. The Spring Planning Studio final report will serve as the “plan implementation chapter” to the Winter investigation.

**Team Organization:** We will continue to use the team structure established in Winter planning studio.
Team 1: Land Use
Team 2: Mobility
Team 3: Infrastructure/Facilities
Team 4: Environment & Natural Resources

**Assignments**

<table>
<thead>
<tr>
<th>Type</th>
<th>Assignment Descriptions</th>
<th>Due Date</th>
<th>% of Grade</th>
</tr>
</thead>
</table>
| Team | A1. Refine Alternatives & Strategies:  
  • update Part 1 sections based on community input  
  • submit team work plan outlining next steps | April 19 | 15% |
| Team | A2. Phased development plan:  
  • identify short and long-term priorities  
  • outline necessary steps per priority | May 3 | 15% |
<p>| Team | A3. Feasibility study: | May 22 | 15% |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Schedule</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>April 3: Welcome and public meeting debrief</td>
<td></td>
</tr>
<tr>
<td></td>
<td>April 5: Article discussion (20 minutes)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Team work – refinements, priorities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>And Individual student meetings with Tammi</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>April 10: Article discussion (20 minutes)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Team work – refinements, priorities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>And Individual student meetings with Tammi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>April 12: Team work – look at additional community input</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>April 17: Team work – put final touches and revisions and team work plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>April 19: Team work plans due – informal in-class presentations (look for synergies/cross overs)</td>
<td>A1, April 19</td>
</tr>
<tr>
<td>Week 4</td>
<td>April 24: Karen Powell – Portfolios (maybe another guest speaker – stay tuned!)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>April 26 – Start work on Phased Development Plan – identify short/long term priorities</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>May 1 – Team work – phased development plan</td>
<td>A2, May 3</td>
</tr>
<tr>
<td></td>
<td>May 3 – Phased development plans due – informal in-class presentations</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>May 8 - Feasibility studies – how can your ideas work? how much will they cost? Where will the funding come from?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>May 10 – Team work – feasibility studies</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>May 15 – Team work (Get word out about final Edison Community meeting)</td>
<td></td>
</tr>
</tbody>
</table>

Tentative Schedule subject to revision
Additional presentations with partners may be scheduled throughout the quarter.
<table>
<thead>
<tr>
<th>Week 8</th>
<th>May 17 – Team work – feasibility studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>May 22 – Feasibility studies due – informal in-class presentations</td>
</tr>
<tr>
<td></td>
<td>May 24 – Pulling it all together</td>
</tr>
<tr>
<td>Week 9</td>
<td>May 29 Pulling it all together – final community meeting PPT preparation</td>
</tr>
<tr>
<td></td>
<td>May 31 Revise Phased Development Plans and Feasibility Studies – based on meeting input</td>
</tr>
<tr>
<td>Week 10</td>
<td>June 5 Revise and Finalize report</td>
</tr>
<tr>
<td></td>
<td>June 7 Final Report Due</td>
</tr>
<tr>
<td>Week 11</td>
<td>Exit Survey, and Peer Evaluations (can be completed earlier)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>A3 Final, May 22</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A6 Comp Plan Exam (in class)</td>
</tr>
<tr>
<td></td>
<td>A4, May 29 or 31, June 5 or 7</td>
</tr>
<tr>
<td></td>
<td>A7, May 31</td>
</tr>
<tr>
<td></td>
<td>A5, June 7</td>
</tr>
<tr>
<td></td>
<td>A8, A9 by June 13</td>
</tr>
</tbody>
</table>
ENVS 474: Planning for Sustainable Communities
Syllabus - Summer/2018

INSTRUCTOR:
Mark Pederson, mark.pedersm@wwu.edu
Office: AH 223/Office hours: By appointment
markkpederson.com

LOCATION & TIME:
HH 112 (Computer Lab) Tues and Thurs/12:00 - 2:50 pm
Six weeks (06/26-08/03)

SUSTAINABILITY:
As increasing population pressures drive an apparent need for continual expansion of the built-environment, a contemporary awareness of the effects of that growth has consequentially increased in our culture. Limited resources, along with the environmental impacts of increasing rates of development and land consumption, are making that expansion prohibitively expensive and unsustainable. In response to this demand for development there is increasing interest in “green” infrastructure and building, New Urbanism, and “smart” growth. These emerging principles of urban planning, building, and development have become an important force in an emergent global culture of, what has come to be termed, “sustainable” planning and architecture.

Sustainability, in a modern context, characterizes a culture’s model for development and operation which, in its decision making, utilizes a balance between the elemental competing social, economic and environmental forces shaping its ultimate durability and long-term viability. Several cultures in history have followed this model, albeit perhaps unintentionally. Modern attempts at transforming a culture’s character towards a more sustainable model involve deliberate and concerted efforts at changing existing frameworks of decision making.

These new paradigms are constructed to accommodate a more enlightened and informed foundation and process for long-term planning based on a more holistic view of cost accounting and resulting impacts. Concepts of sustainability contribute to a broader perspective on a culture, its long-term prospects and its ultimate durability. These new perspectives include factors such as socio-economic equity, economic feasibility which properly accounts for environmental costs and benefits, as well as quality-of-life measures which weigh both social and environmental factors.

Progressing beyond a focus on architecture and individual buildings alone, the current sustainability movement in our culture has now concerned itself with the larger scale urban elements shaping the built-environment. With this shift in scope from discrete buildings to neighborhood spatial units, new interest in design of the built-environment on a scale broader than individual buildings has gained importance. Additionally, careful consideration of previous outcomes from past designs, evidence-based urban design and planning, has taken on a leading role in the move towards sustainable community development in our culture.

COURSE DESCRIPTION:
The course is a Huxley College Capstone intended to give the students an opportunity to apply their skills and knowledge from their prior experience in the college and their major.

Capstone Goals
- To provide a real world problem identification and solution driven experience.
- To provide an opportunity to work collaboratively in small groups with other students from different disciplines, reflecting the reality of the work world.
- To integrate skills and knowledge gained from previous courses and experiences.
- To practice the full complement of communication skills.

Capstone Course Methods
- Capstone courses should use the methods of experiential learning.
- Students work in small groups and participate in the organizational and decision-making process required to accomplish tasks requiring a variety of expertise.
- The learning processes should include reflection and evaluation.
ENVS 474: Planning for Sustainable Communities  
Syllabus - Summer/ 2018

**COURSE OBJECTIVES:**
1. Introduction of the broad concepts of sustainability as applied to the planning and implementation of a more adaptable built-environment responsive to the current environmental challenges.
2. Development of a critical understanding of goals, structure and application of systematic approaches to the observation, measurement, and evaluation of the “sustainability” of the built-environment.
3. Development of an understanding of the recent and historical application of sustainable planning and building principles through the use of LEED ND rating system as a framework for analysis.
4. Exploration of alternative issues related to sustainable planning and community design through individual student centered projects focused on sustainable community design concepts and their implementation.
5. Expansion of the student’s effective utilization of studio-based peer and instructor design critique.
6. Expansion of collaborative learning and team work skills.

**STUDENT LEARNING OUTCOMES:**
This course is intended to directly or indirectly address the following SLOs.
- Produce, interpret and apply research in a solution-oriented context.
- Understand the legal, procedural, theoretical, ideological, and political processes that shape the urban environment
- Analyze and communicate ideas effectively in oral, written, and visual forms
- Demonstrate effective design and communications skills in preparing plan proposals
- Apply an integrative approach towards understanding human-environment interactions.
- Transfer academic learning to a real-world context of constraints and opportunities.
- Produce, interpret and apply research in a solution-oriented context
- Demonstrate an ability to work in collaboratively and in situations involving uncertainty, diversity, and risk

**FORMAT: CLASS PROJECTS:**
The course combines three components:
1. Reading and class discussions on issues of sustainability and urbanism and their implementation
   Daily Reading Questions on the Calthorpe text
2. Student-led class review and application of a currently implemented community sustainability standard
   LEED ND presentations
3. Group student projects related to the design of sustainable communities focused on investigation of some aspect of the urban built-environment from an evidence-based urban design perspective.
   Example topics:
   - Urban block structure
   - Bicyclization
   - Transit oriented development
   - Suburban renewal
   - Walkability
   - Urban agriculture
   - Mixed-use
   - Gentrification
   - Parking
   - Boulevards
   - Building typology
   - Affordable Housing

**SUBMITTALS:**
1. Self-Introduction Essay
2. Calthorpe Reading Questions (*Urbanism in the Age of Climate Change*) on Canvas/ three sets.
3. LEED ND presentations
4. Student Term Project Proposal presentation
5. Term Project Draft *PowerPoint* and Brochure
6. Term Project Final *PowerPoint*
7. Term Project Final Brochure
EVALUATION AND GRADING:
Everyone will begin the course with “A” grade. Each student starts with 100 points and can only lose points for less than satisfactory performance on each assignment. With all projects, and presentations substantially complete and submitted on time, assuming constructive and consistent Studio participation, an “A” grade is very likely.

The intended learning paradigm of this class is one of continual involvement at a reasonable level of effort and at an even pace. Sustainability is not “rocket science” and you won’t need to be brilliant or make an extraordinary effort to well in this course. Students taking a genuine interest in the topics covered and maintaining an evenhanded attention to assignments will undoubtedly do well. Those who attempt intermittent participation or take a “catch up ball” approach at the end of term will probably not have much fun; they will be disappointed in their learning outcome, and their evaluation.

Each individual will be responsible for and evaluated on their own work assignments, studio teams are only intended as a collaborative support structure with the purpose of building group learning skills. All submitted project assignments must include your name and student ID number.

Final grades will be calculated based on the following rubric:
- 10 points- Calthorpe Reading Question responses
- 20 points- Student LEED ND Presentation
- 60 Points- Student Term Project
- 10 Points- Studio attendance, participation and collaborative learning skills; evaluation by Instructor

Final letter grades will be determined according to the following scale:
- 94 – 100 = A
- 90 – 93 = A-
- 87 – 89 = B+
- 84 – 86 = B
- 80 – 83 = B-
- 77 – 79 = C+
- 70 – 76 = C
- 67 – 69 = C-
- 60 – 66 = D
- 59 and below = F

DISABILITIES STATEMENT:
Any student with a disability that may affect their performance in this class is encouraged to speak to the instructor or the Office of Student Life (360-3844) to arrange for suitable accommodation.

READINGS:


The Calthorpe book will be used as a basis for an introduction to the theoretical issues involved in the need for sustainable communities. The first two weeks will be organized around daily reading questions (with answers submitted on Canvas) and in-class discussions.

Online text for weeks 3 will the LEED 2009 for Neighborhood Development Rating System
This text will be used as a basis for student presentations the third two weeks of the course
http://www.usgbc.org/resources/leed-neighborhood-development-v2009-current-version
## Preliminary Schedule:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Sustainability</th>
<th>Submittals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues 26 June</td>
<td>- Course introduction&lt;br&gt;- Schedule student topic presentations&lt;br&gt;- Discuss and Schedule Field Trips&lt;br&gt;- Student Self-Introductions</td>
<td>Self Introduction Essay</td>
</tr>
<tr>
<td>Thurs 28 June</td>
<td>- Instructor Presentation - Italian Piaze - Public Outdoor Space in Sustainable Communities&lt;br&gt;- Student led discussion - Calthorpe ... Chapters 1 &amp; 2&lt;br&gt;- In-Studio Instructor consultation / Term Project group formation</td>
<td></td>
</tr>
</tbody>
</table>

Out-of-class Prep for Week 2
Calthorpe, *Urbanism in the Age of Climate Change*

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Urbanization and Sustainability</th>
<th>Calthorpe Reading Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues 03 July</td>
<td>- Student led discussion - Calthorpe ... Chapters 3 &amp; 4&lt;br&gt;- In-Studio Instructor consultation</td>
<td></td>
</tr>
<tr>
<td>Thurs 05 July</td>
<td>- Student led discussion - Calthorpe ... Chapters 5, 6 &amp; 9&lt;br&gt;- Instructor presentation - LEED ND</td>
<td></td>
</tr>
</tbody>
</table>

Out-of-class Prep for Week 3
- USGBC, *LEED 2009 for Neighborhood Development Rating System*
- Term Project Proposal

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Sustainable Community Design</th>
<th>LEED ND presentation PowerPoint&lt;br&gt;Term Project Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues 10 July</td>
<td>- Student Presentation - LEED ND ... “Smart Location and Linkage”&lt;br&gt;- Student Presentation - LEED ND ... “Neighborhood Pattern and Design”&lt;br&gt;- Student Presentation - LEED ND ... “Green Infrastructure and Buildings”</td>
<td></td>
</tr>
<tr>
<td>Thurs 12 July</td>
<td>- Student Presentations / Term Project Proposals&lt;br&gt;- In-Studio Instructor Consultation / Term Projects</td>
<td></td>
</tr>
</tbody>
</table>

Out-of-class Prep for Week 4
- Term Projects
**ENVS 474: Planning for Sustainable Communities**  
Syllabus - Summer/2018

---

**Preliminary Schedule (cont'd):**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Submittals</th>
</tr>
</thead>
</table>

### Week 4

Term Projects

- **Tues** 17 July: In-Studio Instructor consultation/
  Term Projects

- **Thurs** 19 July: In-Studio Instructor consultation/
  Term Projects

### Out-of-class Prep for Week 5

- Term Project

### Week 5

Term Project

- **Tues** 24 July: In-Studio Instructor consultation/
  Term Projects

- **Thurs** 26 July: In-Studio Instructor consultation/
  Term Projects

### Out-of-class Prep for Week 6

- Term project Final PowerPoint

### Week 6

Term Project Presentations

- **Tues** 31 July: In-Studio Instructor consultation/
  Term Projects

- **Thurs** 02 August: Student Presentations/ Term Projects

---
ENVS 475 Community Development and Participatory Methods  
ENVS 575 Community Development Processes  
Fall Quarter 2017 (3 cr.)

Dr. Tamara (Tammi) Laninga, AICP, tamara.laninga@wwu.edu  
Office Hours: Mondays, 2-3 PM; Wednesday, 9-10 AM or by appointment  
Office: 213 Arntzen Hall  
Phone: (360) 650-2814

Course Description  
ENVS 475/575 introduces students to the history, theory and practice of community development (CD), predominantly from a U.S. perspective. At its core, **CD is about building assets** that increase the capacity of residents to improve their quality of life (Green, 2015). Assets include several different forms of community capital: physical, natural, human, social, cultural, political, and financial (Flora, Flora and Fey, 2004). This course explores CD goals, organizations, strategies, tools, and planning processes; and it covers specific topics including affordable housing, food, energy, and climate change. Participatory methods for engaging citizens are threaded throughout the course.

Course Goals  
There are several goals for this course, which align closely with student learning objectives of the Environmental Studies department’s undergraduate (ENVS) and graduate programs (GP), and the Urban Planning & Sustainable Design (UPSD) major.

Upon completing this course, students will:
1. Understand the history of CD, the U.S., the key organizations, and the role it plays in neighborhood change (UPSD 2 & 3; GP 1)\(^1\)
2. Understand the difference between need vs. asset-based community development, and be articulate with the community capitals framework (UPSD 2; GP 1)
3. Know different participatory methods used in CD organizing (UPSD 2 & 3; GP 1 & 4)
4. Improve written and verbal communication skills (ENVS 6; GP 6, 7, & 8)

---
\(^1\) Urban Planning & Sustainable Design (UPSD) Student Learning Objectives (SLOs):
- UPSD 1: Produce, interpret and apply research in a solution-oriented context
- UPSD 2: Understand the legal, procedural, theoretical, ideological, and political processes that shape the urban environment
- UPSD 3: Mediate the processes of conflict and collaboration among public and private stakeholders in urban planning

Environmental Studies (ENVS) Department Undergraduate SLOs:
- ENVS 6: Analyze and communicate ideas effectively in oral, written, and visual forms

Environmental Studies Department Graduate Program (GP) SLOs:
- GP 1: Identify and explain the complexity of issues and processes that contribute to an environmental problem
- GP 4: Demonstrate a fundamental knowledge of disciplines relevant to their research project
- GP 6: Use verbal presentation skills to share research
- GP 7: Use writing to communicate research
- GP 8: Independently design, implement, and complete a research project
Course Format
This course is for upper level undergraduate and graduate students. It is designed to meet a wide range of learning styles and blends face-to-face (f2f) and online learning and engagement opportunities. We will encounter course materials and each other through large and small group discussions and in-class activities, online discussions, and team projects. Course content will be delivered through required readings, lectures (some of which may be posted online), and other online educational materials (e.g., TED talks, documentaries, etc.). Assessment will include graded online discussions, quizzes, short essays, a term paper and in-class presentation. Graduate students will also be graded on an in-class activity that they lead.

The success of this course is based on active learning and engaged participation of all course members. In the safe, respecting, and relaxed atmosphere we create, we will exchange ideas and ask hard questions that do not have simple answers. Active participation involves speaking up, sharing ideas, asking questions, summarizing, and listening to other viewpoints in a professional manner, both in the classroom and online.

Meeting schedule: This is a 3-credit course; therefore, you should expect to spend 9-12 hours/week on it. Two (2) hours will be in-class, 1 hour will be engaging with course material online, and the remaining 6-9 will be spent reading, writing discussion questions, and completing assignments.

Required textbook

Additional readings available for download through Canvas, as outlined in the schedule.

Resources:
Community Tool Box: http://ctb.ku.edu/en/table-of-contents

Conservation Economy by EcoTrust:
http://www.conservationeconomy.net/pattern_map/noflash/
Course Content Modules
The content of this course is organized into three main modules. Each module is organized around a course goal, and has specific learning objectives. To measure learning outcomes for each module, a series of activities will be assigned ranging from discussion board posts, quizzes, individual and group reports, and presentations.

- **Module 1: Community Development History and Process (course goal 1)**
  
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarize CD History</td>
<td>Introduction PPTs</td>
</tr>
<tr>
<td>Compare CD Organizations</td>
<td>Discussion board posts</td>
</tr>
<tr>
<td>Describe CD Processes</td>
<td>In-class exercises</td>
</tr>
<tr>
<td>Explain CD Assessment Approaches (Assets vs. Needs)</td>
<td>Online Quiz 1</td>
</tr>
<tr>
<td>Understand Participatory Methods</td>
<td>Reflection essay</td>
</tr>
</tbody>
</table>

- **Module 2: Community Capitals (course goal 2)**
  
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know what the seven community capitals are</td>
<td>Discussion board posts</td>
</tr>
<tr>
<td>Explain the role of human, social, physical, political, and cultural in CD</td>
<td>In-class exercises</td>
</tr>
<tr>
<td></td>
<td>Online Quiz 2</td>
</tr>
<tr>
<td></td>
<td>Jigsaw paper</td>
</tr>
<tr>
<td></td>
<td>CBO paper &amp; presentation</td>
</tr>
</tbody>
</table>

- **Module 3: Participatory Methods used in Community Development (course goal 3)**
  
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarize public participation methods \ Compare strengths &amp; weaknesses of participatory methods</td>
<td>Discussion board</td>
</tr>
<tr>
<td></td>
<td>In-class exercises</td>
</tr>
<tr>
<td></td>
<td>CBO paper &amp; presentation</td>
</tr>
</tbody>
</table>

- **Goal 4:** “Improve written and verbal communication skills” will be addressed throughout the course with learning objectives that include self-media introductions, discussion board posts, draft and revised final innovative practices report, and team project and presentation.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings/Videos</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 10/3</td>
<td>Introductions, Brief review</td>
<td>&quot;</td>
<td>In-class introductions to each other (PPT slides), course format &amp; content</td>
</tr>
<tr>
<td></td>
<td>of Community Development (CD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>WATCH: Building Hope: The CDC</td>
<td></td>
<td>Discussion Post (DP) due by 10/6; must respond to at least 2 others before next class</td>
</tr>
<tr>
<td></td>
<td>Oral History Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 – 10/10</td>
<td>History of CD in US</td>
<td>Green &amp; Haines (G&amp;H) Ch 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>WATCH: Mapping and Mobilizing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community Assets in your Community</td>
<td></td>
<td>DP due by 10/13; must respond to at least 2 others before next class</td>
</tr>
<tr>
<td></td>
<td>webinar for VISTA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 – 10/17</td>
<td>The CD Process</td>
<td>G&amp;H Ch 4 &amp; 5</td>
<td>In-class Exercise - Visioning</td>
</tr>
<tr>
<td>Online</td>
<td>Select one of the following</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TED talks to watch from the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PlaceSpeaks Blog: [link]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quiz 1</td>
<td>10/24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 – 10/24</td>
<td>Participatory and</td>
<td>Peterman, William. Advocacy vs collaboration: Comparing Inclusionary community</td>
<td>In-class Exercise Participatory Methods – plus review of participatory tools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arnstein, Sharry. Ladder of Participation (read if you have not done so before)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>IAP2 Participation Toolbox</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MRSC Communication &amp; Citizen Participation Techniques</td>
<td></td>
</tr>
<tr>
<td>Online</td>
<td>WATCH: Cormac Russell – TED</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Talk “Sustainable Community</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Development”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>WATCH: Cormac Russell – TED</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Talk “Sustainable Community</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Development”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DP due by 10/27; must</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>respond to at least 2 others</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>before next class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
<td>Activity</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Online</td>
<td>Green Jobs: Hope or Hype? NOW on PBS</td>
<td></td>
<td>DP due by 11/3; must respond to at least 2 others before next class</td>
</tr>
</tbody>
</table>

**Module 2: Community Capitals**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 – 11/7</td>
<td>Human and Social Capital – the importance of capacity &amp; social networks</td>
<td>G&amp;H Ch 6 &amp; 7</td>
<td>ABCD Reflection Essay Due</td>
</tr>
<tr>
<td>Online</td>
<td>My Brooklyn: Demystifying Gentrification by Kelly Anderson with New Day Films</td>
<td></td>
<td>DP due by 11/10; must respond to at least 2 others before next class</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Notes</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------</td>
<td>--------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>8 – 11/21</td>
<td>Political Capital</td>
<td>G&amp;H Ch 11</td>
<td>DP due by 11/10; must respond to at least 2 others before next class</td>
</tr>
<tr>
<td>9 – 11/28</td>
<td>Cultural Capital</td>
<td>G&amp;H Ch 12</td>
<td></td>
</tr>
<tr>
<td>Quiz 2 - online</td>
<td>Chapters 6, 7, 8, 11, and 12 in the textbook</td>
<td>12/1</td>
<td></td>
</tr>
<tr>
<td>10 – 12/5</td>
<td>Pulling it all Together – applying CD concepts to three critical areas: <em>Food</em> <em>Energy</em> <em>Climate Change (CC)</em></td>
<td>Watch in class: <em>Water, Energy, Food Nexus</em></td>
<td>Jigsaw Essay Due</td>
</tr>
<tr>
<td>11</td>
<td>Finals Week – Thursday, December 14, 1-3 PM</td>
<td>CBO presentations</td>
<td>Use an online participatory tool for your presentation</td>
</tr>
</tbody>
</table>

*We are not going to cover Financial Capital (Ch 9) or Environmental Capital (Ch 10). I had to pick/choose the capitals to cover due to time constraints. Ch 9 is pretty detailed and covers more than we have time for; Ch 10 is redundant with content in most Huxley courses. I encourage you to skim the chapters on your own.*
Assessment

I assess your mastery of the concepts and ideas presented in class using several methods that include: discussion posts, quizzes, essays, a term project, and participation in in-class exercises.

<table>
<thead>
<tr>
<th>Assignments*</th>
<th>Due</th>
<th>UG%</th>
<th>Grad%</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction PPT slides</td>
<td>10/3</td>
<td>5</td>
<td>5</td>
<td>A</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>10/24</td>
<td>15</td>
<td>15</td>
<td>A-</td>
</tr>
<tr>
<td>Community-Based Organization (CBO) selection</td>
<td>10/31</td>
<td>N/A</td>
<td>N/A</td>
<td>B+</td>
</tr>
<tr>
<td>ABCD Reflection Essay</td>
<td>11/7</td>
<td>5</td>
<td>5</td>
<td>B</td>
</tr>
<tr>
<td>CBO report outline due</td>
<td>11/21</td>
<td>5</td>
<td>5</td>
<td>B-</td>
</tr>
<tr>
<td>Quiz 2 – online</td>
<td>12/1</td>
<td>15</td>
<td>15</td>
<td>C+</td>
</tr>
<tr>
<td>Jigsaw Essay</td>
<td>12/5</td>
<td>10</td>
<td>5</td>
<td>C</td>
</tr>
<tr>
<td>CBO Final Report</td>
<td>12/14</td>
<td>25</td>
<td>20</td>
<td>C-</td>
</tr>
<tr>
<td>CBO Presentation</td>
<td>12/14</td>
<td>5</td>
<td>5</td>
<td>D</td>
</tr>
<tr>
<td>Activity by Graduate Student</td>
<td></td>
<td></td>
<td></td>
<td>F</td>
</tr>
<tr>
<td>Discussion Posts</td>
<td>Ongoing</td>
<td>10</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Participation/In-class Exercises</td>
<td>Ongoing</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Graduate Students enrolled in ENVS 575 will prepare and lead an activity that helps the class better understand the concepts and ideas presented in the readings and online videos. A list of potential topics and activity suggestions will be provided. Students will sign up for a day/topic. They will have 30 minutes to complete their activity, which may occur in class or online.

Assignment Overview

What follows is a brief description of the assignments. A full explanation for each assignment is posted on Canvas in “Assignments.”

Bellingham’s Best Asset – PowerPoint Introductions – due 10/3
To help us get to know each other on the first day of class, to give experience at public speaking, and to help you start thinking about community development.

Discussion Posts – ongoing
Insight/Example and a question – respond to at least two people’s posts. You can respond to the question they pose, or comment on the insight they identify.

Quiz 1 – Due 10/24
This online exam consists of multiple choice and essay questions. It covers Chapters 1, 2, 4 and 5 in the textbook.
**Community-based Organization (CBO) Report**
- Selection due 10/31
- Report outline due 11/21
- Final report and presentation, 12/14

**ABCD Reflection Essay – Due 11/7**
Write a 500-word reflection essay about what ABCD is and how it differs from needs-based community development. Share an example of ABCD at work in your community. See full assignment description on canvas, where you will submit it.

**Quiz 2 – Due 12/1**
This online exam consists of multiple choice and essay questions. It covers Chapters 6, 7, 8, 11, and 12 in the textbook.

**Jigsaw Activity – Due 12/5**
Students are assigned to different readings. After completing the reading, write a one-page summary with discussion questions. Submit your one-page summary on canvas AND bring a copy of it to class. We will spend the session learning how food, energy, and water/climate change are linked to community development.

**CBO Presentation – Due 12/14**
Each student will present for 5 to 7 minutes on the CBO they researched.

**Participation - Ongoing**
Participation is important in this class; arriving on time to class meetings is necessary, but not sufficient if you would like a good grade. I want to hear all of your opinions, not only because this class is about successful communication, but also because you have valuable things to say (when you come well-prepared).

Participation is important for the following reasons. First, it helps you to synthesize and engage more actively with the course material. Second, public speaking skills are becoming more important in all careers, and participation gives you a chance to develop communications and speaking skills. Third, the students in this class have diverse backgrounds and experiences; sharing individual perspectives and insights will help us all learn more and appreciate different angles.

Part of your participation grade will be based on your level of engagement with in-class exercises.
Course Policies

**Syllabus Accuracy:** The syllabus provides a schedule of activities and assignments. You are responsible to familiarize yourself with the schedule for readings and assignments. It is possible that, due to unforeseen circumstances, the syllabus may be modified. Changes, if any, will be announced in class. Students will be held responsible for all changes.

**Submissions and Late Work:** All work should be submitted via Canvas. Assignments are due at class time on their due date. Papers should be typed, with 12-point font, double-spaced, with one inch margins and appropriate headings. Written assignments submitted after the deadline will receive 10% off for each late day, up to 2 days past the deadline, after which the assignment will not be accepted.

**Citation:** Proper in-text and bibliographic citation using APA or another commonly used format is mandatory. Using citations, your paper should clearly distinguish between your analysis (your ideas, your comparison or contrasting or other’s work, your application of a cited idea), and the ideas of others. In-text citations should include page numbers for all direct quotes or paraphrases of specific sections in another author’s work. In-text citations without page numbers can be used when you are referencing or describing the overarching theme or content of another person’s work.

There are many online citation helpers such as [http://www.calvin.edu/library/knightcite/index.php](http://www.calvin.edu/library/knightcite/index.php).

**Academic Dishonesty Policy:** Western Washington University has an official policy concerning academic dishonesty that is published in the General Catalog in Appendix D. All students in this seminar are expected to abide by this and other policies listed in the official catalog. Please see the following resources.

- [Plagiarism Policies & Guidelines at WWU](https://www.wwu.edu/libraries/plagiarism) WWU Libraries
- [The Student's Guide to Avoiding Plagiarism](https://www.wwu.edu/dept/sociology/plagiarismguide) WWU Dept. of Sociology
- [Understanding and Avoiding Plagiarism](https://www.wwu.edu/libraries/plagiarismguide) (brochure) WWU Libraries
- [Appendix D of the Western Catalog](https://www.wwu.edu/libraries/plagiarismguide): Academic Honesty Policy and Procedure.

Please make sure that you are familiar with these policies. The department has a zero-tolerance policy for plagiarism and other forms of cheating.

**Student Services**

**Research & Writing Resources**
Are you looking for a vibrant and collaborative place to research, read, and write? Drop in at the Hacherl Research & Writing Studio at any time of the day to grab a table and work at your own pace—no appointments necessary! Staff are on-hand to check in and give support on everything from research papers and lab write-ups to resumes and digital media projects. You’ll receive feedback and step-by-step strategies to help you overcome writer’s block and develop your skills as a scholar. Come visit the Studio in-person on the second level of Haggard Hall or online at [wwu.edu/rws](http://wwu.edu/rws).
Physical/Mental Health Resources
Western encourages students to seek assistance and support at the onset of an illness, difficulty, or crisis.

• In the case of a medical concern or question, please contact the Health Center: 650-3400 or visit Student Health.
• In the case of an emotional or psychological concern or question, please contact the Counseling Center: 650-3400 or visit Counseling Center.
• In the case of a health and safety concern, please contact the University Police: 650-3555 or visit University Police.
• In the case of a family or personal crisis or emergency, please contact the Dean of Students: 650-3450 or visit Dean of Students.

Reasonable Accommodation Policy
It is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution.

To request disability accommodation, please contact disAbility Resources for Students office, 650-3844, or for student assistance related to required course procedures, please contact the Student Life office, 650-3706.

Title IX protections
Title IX makes it clear that violence and harassment based on sex which includes sexual harassment, gender-based harassment, and sexual violence (sexual assault, domestic violence, dating violence, stalking) is prohibited. Under Title IX, rape and sexual assault are forms of illegal sex discrimination. Survivors of sexual violence have the right to file a discrimination complaint or seek advice and assistance from the Equal Opportunity Office (EOO) in Old Main 345 (360) 650-3307; University Police (360) 650-3911 (emergency) or 650-3555 (report); Bellingham Police, 911 (emergency) or (360) 778-8800 (report). There are also confidential resources on campus such as Consultation & Sexual Assault Support (CASAS) in Old Main 585B, (360) 650-3700; Student Health Center, Campus Services, (360) 650-316; Counseling Center in Old Main 540, (360) 650-3164.

Syllabus References

ENVS 476 Disaster Reduction and Emergency Planning Studio  
Spring Quarter 2018

Instructor: Jonah Stinson  
Cell: 413-320-6179  
Email: Jonah.stinson@wwu.edu  
Class: T TH 5-6:50  
Finals Period: June 12th, 6-8pm  
Office Hours: 30 min before and after class, or by appointment

Course Description
This course is a planning studio practicum in applying knowledge and skills from previous DRR minor courses. The objective of this class is to consolidate previously learned skills and apply them to a complex, multi-stage project while interacting within a realistic team environment. Students will form groups and work on a single, in-depth project for the entire quarter, producing a series of assignments and project deliverables.

Students are expected to independently review skills and concepts learned in previous DRR classes as needed. Students will also rely heavily upon what they have learned in past writing and technical writing courses. Students may utilize knowledge gained in GIS, planning, environmental policy, and other courses. Students are expected to extend knowledge of existing skills and software as needed.

There will be little formal instruction, as students are expected to already possess the necessary skills and knowledge. We will, however, explore public education theories and apply them to our projects.

Students typically work for a “client,” which will set the parameters for research needed, review, and critique the deliverables. In general, the client will not actively oversee student work. Teams are expected to develop project proposal, products and work plans independently, with support from instructor. Contact with client and other people outside of class should be professional and limited, as is expected in typical work professional environment. It should not be a substitute for your own research and effort.

The projects in this class are real. Their outcomes will be used by professionals in the field. As such, I desire the success of each group and each project. As the instructor, I will guide you in thinking through issues and can often suggest resources for your use.

Please keep me up to date with both knowledge problems and group dynamics. I cannot help find resources or a solution to a less-than-ideal group member if I only find out about in peer evaluations.

Use of Class Time
During the project implementation stage, usually weeks 3 through 10, much of the class time will be devoted to providing critique and feedback on each other’s work and discussing effective deliverable formats and project reporting. Some class time will be devoted to independent work or teamwork, using the computers and workspaces available in the classroom.
Note that class time will be insufficient for completing the project tasks. Students should plan on devoting 8 additional hours, at minimum, a week to group and individual work on the project, as is standard for a 4 credit course.

Student Learning Objectives
Based upon the needs of the client, students will work in groups to:

A. Understand human perception and interaction with natural environment during hazard events and crises
B. Evaluate risk concerns – hazard, vulnerability, and/or exposure – of client
C. Develop and prioritize appropriate interventions that address hazard risk
D. Create and communicate products of use for client, integrating knowledge of natural hazards, social vulnerability, and environmental policy and planning.

Required Texts
--A select few other readings will be provided on Canvas.

Grading
Drafts, revisions, and smaller assignments will be graded on the following scale:
   A – outstanding work, meets and exceeds all expectations (impress me!)
   B – good quality work; meets expectations
   C – good work, but does not meet all expectations
   D – poor quality work, does not meet most expectations

Drafts and revisions will be carefully reviewed and edited by both me and other students. You will be expected to address all editorial comments in subsequent revisions. Projects that are poorly executed will not be turned over to clients at the end of the quarter, in addition to receiving a poor grade.

The exact weighting of grades will depend upon the flow of this particular studio, however, this is my tentative breakdown of 100 pts:

1. Readings Discussions **10pts** broken down as follows:
   - Reading critiques and responses 7pts
   - Facilitate reading discussion 3pts
2. Pre-Project Assignments **15pts**
   - Public Outreach Critique, 2.5 pts
   - Project proposal– 10pts
   - Project Presentation -2.5 pts
3. Project Development/Design, **16pts** broken down as follows:
4. Project Completion, **25pts** broken down as follows:
   - Project presentation- 7pts
   - Final project report -15pts
   - Final cover letter-3pts

5. Invoicing and Peer Evaluations, **25 pts** broken down as follows:
   - Completed invoices - 5pts
   - Work load -6pts
   - Class attendance (**1pt for every day missed/late/not working**) - 10pts
   - Peer evaluation-4pts

If an assignment does not occur, those points will be removed from the breakdown.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>&gt;94</td>
<td>&gt;90</td>
<td>&gt;87</td>
<td>&gt;84</td>
<td>&gt;80</td>
<td>&gt;77</td>
<td>&gt;74</td>
<td>&gt;70</td>
<td>&gt;67</td>
<td>&gt;64</td>
<td>&gt;60</td>
<td>&gt;55</td>
</tr>
</tbody>
</table>

**Deadlines**
Completing the project during the 10-week quarter will also require a strict adherence to these deadlines. Moreover, meeting deadlines is a crucial skill in the workplace and in this class. As such, there will be significant grade reduction for late work. **There will be a 20% grade reduction for each 24 hours that work is turned in late.**

**Communication Guidelines**
When contacting professionals outside of the class for information, please ensure that the client is not inundated with multiple requests from the class. If there will be sustained contact with a professional, it is best that all questions and correspondence goes through a SINGLE designated individual. This is considered professional communications conduct out in the work world.

To the extent possible, please exhaust other resources before asking the client for information. This will ensure that you know what you are talking about when you communicate with professionals, and that you can appreciate and understand their response.

**I should be cc:ed on ALL emails to people outside of class. If in doubt, send a draft to me first and I will check that it is professional. If I see unprofessional communication, I will count it against your grade and start requiring drafts.**

**Resources**
- Digital cameras and video cameras can be checked out from ATUS with instructor permission cards.
- The Writing Center offers writing conferences to help individuals or groups assess and revise outlines, drafts and final written products. They can assist in identifying overall strengths/weaknesses and detailed checks for grammar and consistency. They can even review writing on-line.
• Librarians at Western are an untapped wealth of information. They can be contacted at the library reference desk, through email, by phone or through their AskUs! Chat online (see www.library.wwu.edu/info/askus for contact info). Librarians can quickly teach you how to do in-depth searches for topics in academic journals, books, government reports and newspapers. Though it may be a good place to start, Google and Wikipedia should not be your primary mode of background researching your topics.

Websites and Organizations Not to be Overlooked

Washington State Emergency Management Division  www.emd.wa.gov
Washington State Seismic Hazards Catalog  https://fortress.wa.gov/dnr/seismicscenarios/
Map Your Neighborhood (MYN)  www.emd.wa.gov/myn/index/shtml
Federal Emergency Management Agency (FEMA)  www.fema.gov
Community Emergency Response Team (CERT)  www.citizencorps.gov/cert/about.shtml
NOAA Weather Radio All Hazards  www.nws.noaa.gov/nwr
FloodSmart Insurance  www.floodsmart.com
Ready America  www.ready.gov
American Red Cross  www.redcross.org

Citation and Crediting Sources

In creating your project deliverable, you will likely use or adapt written and visual materials from others. It is imperative that you give full credit to photographers and other writers. As such:

• Always keep track of the source of your visual and written materials. If you wind up using it in your final product, you will not want to have spend precious time searching for where you originally found that perfect photo or arresting fact.

• When choosing visual material and written material to use directly or to adapt, seek out credible and documentable sources. It is better to be able to say that Jane Smith took the photo you used than to cite a long, complex, and ugly URL that probably stole the picture from somewhere else. Seek out the original sources and cite them.

• In your final document, you will be required to give photo and written credits. Do so in an inconspicuous, but clear, manner. Smaller, and lighter font or having credits at the bottom of the page may be appropriate.

Examples:
To prepare for an earthquake, households should:

Adapted from FEMA’s Get Ready Program

Communities and individuals will be making decisions about their health, safety and resilience based upon the products we create. Fabrication of any kind is also absolutely unacceptable. All material will be fact checked before delivery and material without verified attribution will be removed. Plagiarism – pretending someone else’s work is your own – is absolutely unacceptable. ALWAYS attribute, fairly and completely, the source of any quotation or idea. All material from written sources must be paraphrased in your own words and clearly attributed to that source. All written work will be submitted to electronic plagiarism reviews.

ACADEMIC DISHONESTY requires a formal report to the Provost and Registrar, a failing grade on the assignment or course, counseling, a permanent mark on your academic record, and can result in a student being barred from the journalism majors. Don’t risk it! Familiarize yourself with the policy at: http://libguides.wwu.edu/plagiarism and http://www.wwu.edu/depts/registrar/acad_dishonesty.shtml and http://catalog.wwu.edu/content.php?catoid=7&navoid=1014.

WWU’s Commitment to Inclusion and Class Philosophy
The community of Western Washington University respects and embraces all identities and experiences. We encourage students, staff and faculty to bring their unique thoughts and practices to the conversation. We believe that diversity is immeasurable and practice inclusion within the classroom, beyond the classroom, and throughout our community.

In terms of this course, a diverse group of students and a diverse set of skills and perspectives is a valuable asset. We will be working for a client and producing a final product to meet their needs. That means we may need to bring in skills from both DRR and other courses (GIS, planning, technical writing, art, photography, and more!) and learn new programs or skills to meet their needs. This is a course where you might become the group’s expert and they will rely upon you to know a skill, program, or theory independently from them and from the instructor. Be willing to learn, contribute and bring everything you can to these projects.
Description: Course Goals, Learning Outcomes and Class Information

This capstone course is a practicum in the preparation of environmental impact statements (EISs). Students form groups and prepare assessments which describe natural areas or built environments and examine alternatives to proposed or existing actions. Most of the information collected is secondary, but there may be opportunities to do primary research, depending on the nature of the study area. Groups will compile and distribute their reports and present their findings in a public forum.

Course Goals
Through the activity of preparing EISs, the following goals will be met:

1. Enhance secondary and primary data collection methods
2. Improve written and oral communication skills
3. Support effective and productive student team experiences
4. Build bridges between academic learning and professional experience

Student Learning Outcomes (SLOs) (ENVS SLOs 2, 3, 4, 5, 6)\(^1\)

Upon completion of the course you should be able to

1. Understand what the National Environmental Policy Act (NEPA) and the Washington State Environmental Policy Act (SEPA) are and why they are used
2. Know the steps necessary to prepare an EIS
3. Collect and synthesize environmental and built environment data in preparation for an EIS
4. Prepare an EIS
5. Work effectively as part of a team
6. Communicate effectively through written and oral forms of communication

Instructional Methods
Instructional methods for this course include entire class and small group discussion and activities, and guest speakers.

\(^1\) The Environmental Studies department has defined student learning outcomes. The following SLOs are met in this course: ENVS 2: apply an integrative approach towards understanding human-environmental problems; ENVS 3: work collaboratively to identify and analyze complex environmental problems, diverse stakeholder perspectives, and synthesize creative solutions; ENVS 4: transfer academic learning to a real-world context of constraints and opportunities; ENVS 5: produce, interpret and apply research in a solution-oriented context; ENVS 6 analyze and communicate ideas effectively in oral, written, and visual forms.
Readings

- SEPA (Revised Code of Washington (RCW) 43.21C ) and its regulations (Washington Administrative Code (WAC) 197-11-010-990), available on course CANVAS site.
- Others as assigned. Review course schedule and links to readings via Canvas.

Resources

Examples of past EIS reports, relevant course materials and presentation PowerPoints will be posted in CANVAS.

ENVS 493 – Schedule

<table>
<thead>
<tr>
<th>Day (Date)</th>
<th>Topic</th>
<th>Readings/Due Dates</th>
</tr>
</thead>
</table>
| 1 – W, 9/27 | Introductions, class overview, project description | Materials to review AFTER class – help decide project(s) to apply for:  
Waterfront Update video (applicable for Waypoint Park & Wharf projects)  
July 2016, [https://www.youtube.com/watch?v=gcFVgUl5bNo](https://www.youtube.com/watch?v=gcFVgUl5bNo)  
Squalicum Creek Estuary Restoration (this video is upstream of the estuary, but gives you an idea of restoration efforts underway):  
[https://www.youtube.com/watch?v=ruJOjquUIF0](https://www.youtube.com/watch?v=ruJOjquUIF0)  
Large-scale solar:  
Itek solar panel manufacturing facility moving to downtown waterfront:  
Public Utility District – community solar project (watch the video on this website):  
Short overview of community solar (a little cheesy, but gets the point across):  
[https://www.youtube.com/watch?v=4EkHpfOOh1g](https://www.youtube.com/watch?v=4EkHpfOOh1g) |
| 2 – F, 9/29 | Karen Powell, Career Services Center presenting on Cover Letters & Resumes  
- **Word to the wise:** Finish a draft of your resume and cover letter by today, so you can ask specific questions. | Reading:  
*Chronicle of Higher Education.* April 17.  
Skim WWU’s Career Services Center cover letter & resume resources at:  
[http://www.wwu.edu/careers/resumes_coverletters.shtml](http://www.wwu.edu/careers/resumes_coverletters.shtml) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 – M, 10/2</td>
<td>Introduction to NEPA/SEPA, and EIA reports&lt;br&gt;Guest Speaker: John Guenther, Department of Ecology, Toxics Cleanup Program</td>
<td><strong>Reading:</strong>&lt;br&gt;Department of Ecology SEPA Website: <a href="http://www.ecy.wa.gov/programs/sea/sepa/e-review.html">http://www.ecy.wa.gov/programs/sea/sepa/e-review.html</a>&lt;br&gt;  - Includes link to online SEPA Handbook&lt;br&gt;Skim SEPA Handbook, PDF version: <a href="https://fortress.wa.gov/ecy/publications/publications/98114.pdf">https://fortress.wa.gov/ecy/publications/publications/98114.pdf</a></td>
</tr>
<tr>
<td>6 – M, 10/9</td>
<td>Community Client Meetings</td>
<td>Gina Austin, COB Parks &amp; Recreation Department&lt;br&gt;Brian Gouran, POB Environmental Director&lt;br&gt;will meet with Waypoint Park and GP Wharf teams*&lt;br&gt;*bring copy of SEPA check list to help guide questions&lt;br&gt;Tammi to meet with Squalicum Creek and Solar Array teams</td>
</tr>
<tr>
<td>7 – W, 10/11</td>
<td>Community Client Meetings</td>
<td>Mike Hogan, POB to meet with Squalicum Creek team*&lt;br&gt;Kevin Moens, ENVS grad student &amp; community solar expert to meet with Solar Array team*&lt;br&gt;*bring copy of SEPA checklist to help guide questions&lt;br&gt;Tammi will meet with Waypoint Park and GP Wharf teams</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Details</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8 – F, 10/13</td>
<td>Team in-class brainstorming day (40 minutes)</td>
<td>Identifying Alternatives, Affected Environment Elements, Significant Impacts, Mitigation Measures</td>
</tr>
<tr>
<td></td>
<td>Informal class presentations (10 minutes/team)</td>
<td></td>
</tr>
<tr>
<td>9 – M, 10/16</td>
<td>Technical Writing Overview</td>
<td>Readings: TBA</td>
</tr>
<tr>
<td>10 – W, 10/18</td>
<td>Group Check In</td>
<td>DUE (in Class): A2, Project Work Plan</td>
</tr>
<tr>
<td>11 – F, 10/20</td>
<td>Team Work Day*</td>
<td></td>
</tr>
<tr>
<td>12 – M, 10/23</td>
<td>Group Check Ins</td>
<td></td>
</tr>
<tr>
<td>13 – W, 10/25</td>
<td>Team Work Day</td>
<td>DUE (in Class): A3, SEPA Quiz</td>
</tr>
<tr>
<td>14 – F, 10/27</td>
<td>Team Work Day</td>
<td></td>
</tr>
<tr>
<td>15 – M, 10/30</td>
<td>Group Check Ins</td>
<td></td>
</tr>
<tr>
<td>16 – W, 11/1</td>
<td>Team Work Day</td>
<td></td>
</tr>
<tr>
<td>17 – F, 11/3</td>
<td>Team Work Day</td>
<td></td>
</tr>
<tr>
<td>18 – M, 11/6</td>
<td>Group Check Ins</td>
<td></td>
</tr>
<tr>
<td>19 – W, 11/8</td>
<td>Team Work Day</td>
<td>DUE: A4, DRAFT Reports Due (submit to Canvas, or share google doc link)</td>
</tr>
<tr>
<td>20 – F, 11/10</td>
<td>NO CLASS</td>
<td>Veteran's Day</td>
</tr>
<tr>
<td>21 – M, 11/13</td>
<td>Group Check Ins – review comments to draft documents</td>
<td></td>
</tr>
<tr>
<td>22 – W, 11/15</td>
<td>Team Work Day</td>
<td></td>
</tr>
<tr>
<td>23 – F, 11/17</td>
<td>Team Work Day</td>
<td></td>
</tr>
<tr>
<td>24 – M, 11/20</td>
<td>Group Check Ins</td>
<td></td>
</tr>
<tr>
<td>25 – W, 11/22</td>
<td>NO CLASS</td>
<td>University open, but no classes</td>
</tr>
<tr>
<td>26 – F, 11/24</td>
<td>NO CLASS</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>27 – M, 11/27</td>
<td>Presentation Dry Runs (2 groups)</td>
<td></td>
</tr>
<tr>
<td>28 – W, 11/29</td>
<td>Presentation Dry Runs (2 groups)</td>
<td></td>
</tr>
<tr>
<td>29 – F, 12/1</td>
<td>Team Work Day</td>
<td></td>
</tr>
<tr>
<td>30 – M, 12/4</td>
<td>Group Check Ins</td>
<td></td>
</tr>
<tr>
<td>31 – W, 12/6</td>
<td>Team Work Day</td>
<td></td>
</tr>
<tr>
<td>32 – F, 12/8</td>
<td>DUE: A 6, Final Report (by 5 PM)</td>
<td></td>
</tr>
<tr>
<td>T, 12/12</td>
<td>DUE: A 7, Peer Evaluation (by 12 noon)</td>
<td></td>
</tr>
</tbody>
</table>

* Every day scheduled as a “Team Work Day” Dr. Laninga is available for team and/or individual meetings during scheduled class time. It is to your advantage to meet and work as a team during team work days. This is the time of day that you all have available. Your team should plan to meet at this time each week, you can visit your site, meet with community partners, collect data, write, etc.
Evaluation

This course does not have exams, the primary deliverable is a completed EIS report.

Grading Grades are based on the following assignments, which are described in greater detail below.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Topic</th>
<th>%</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cover Letter &amp; Resume</td>
<td>5</td>
<td>October 4 (submit to Canvas)</td>
</tr>
<tr>
<td>2</td>
<td>Project Work Plan</td>
<td>15</td>
<td>October 18 @ 10 AM (Canvas)</td>
</tr>
<tr>
<td>3</td>
<td>SEPA Quiz – individual assignment</td>
<td>15</td>
<td>October 25 (Canvas)</td>
</tr>
<tr>
<td>4</td>
<td>Draft Report</td>
<td>10</td>
<td>November 8 (electronic, by 5 PM)</td>
</tr>
<tr>
<td>5</td>
<td>Final Report</td>
<td>25</td>
<td>December 8 (electronic, by 5 PM)</td>
</tr>
<tr>
<td>6</td>
<td>Presentation/Webinar</td>
<td>15</td>
<td>Between December 4 and 15</td>
</tr>
<tr>
<td>7</td>
<td>Peer Evaluation</td>
<td>10</td>
<td>December 12 (electronic, by 12 noon)</td>
</tr>
<tr>
<td></td>
<td>Participation</td>
<td>5</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

A1: Cover Letter and Resume (5%): Due October 4
You will prepare and submit a cover letter and resume to “apply” to be on one of the EIS projects. These items should highlight your professional skills and academic training. Be sure you provide details about the computer/software skills you have, and the types of courses you have taken so that I can be sure to make balanced teams. The WWU Career Services Center has resources for resumes and cover letters:

A2: EIS Project Work Plan (15%): Due Oct 16 @ 10 AM
Each team is responsible for preparing a 3-page work plan, written as a memo to Dr. Laninga. All team members should be listed on the “from” line. Work plans should be 3-5 pages, typed with 12-point font, single spaced, and include a time line.

Elements of a work plan:
1. Project Deliverable – explain what will be delivered by Monday, December 5
2. Task Assignments (division of labor) (define team member roles and tasks)
   - Review the SEPA checklist and Environmental Impact Assessment Document Checklist to identify key sections & topical areas
3. Deadlines (include a project timeline)
   - interim products (review class deadlines in syllabus) (most up-to-date syllabus is on CANVAS)
*Each team will review their work plans with Dr. Laninga on Wednesday, October 18*


**A3: Quiz on SEPA (15%): Due October 25**
Each student will be responsible for individually completing the take-home SEPA quiz. The quiz questions will be made available through Canvas on Friday, September 30. Please review and bring your questions to class on Monday, October 3.

**A4: Draft Report (10%): Due Nov 8 by 5 PM (electronic – share google doc, or submit as word doc to Canvas)**
All recent EIS are available digitally through the Library: [http://content.wwu.edu/cdm/search/collection/hcc](http://content.wwu.edu/cdm/search/collection/hcc).

To ensure adequate progress is being made on the EIS report, a draft version will be submitted for review. Drafts should contain the following items:

**FRONT MATTER (Close to complete)**
- Cover Page (done)
- Dear Concerned Citizen letter (done)
- Title page (done)
- Fact sheet (will take some time/research to complete, should be drafted)
- Table of contents (in progress)
- Executive Summary (drafted)
- List of Figures (in progress)
- List of Tables (in progress)
- Glossary of technical terms, acronyms, abbreviations (in progress)

**BODY OF REPORT (all sections should be outlined and in rough draft)**
- Alternatives
- Affected Environment
- Significant impacts
- Mitigation measures
- Determination of significance after mitigation

**DECISION MATRIX**
- Drafted

**A5: Final Report (25%): Due Dec 8 by 5 PM (electronic – share google doc, or submit as word doc to Canvas)**
Final report will have all sections, as outlined above, completed and with review comments incorporated.
Each team is required to print, sign, scan and include the “Digital Release/Signature Page” in their final report. The release page can be found here, along with some instructions: https://huxley.wwu.edu/environmental-impact-assessment-report-instructions.

**Final reports will include the following text disclaimer on the title page:**
“This report represents a class project that was carried out by students of Western Washington University, Huxley College of the Environment. It has not been undertaken at the request of any persons representing local governments or private individuals, nor does it necessarily represent the opinion or position of individuals from government or the private sector.”

You will provide written copies of your report to the project contact person(s) (the class has some funds that we can use to pay for the printing). You must provide the professor with an electronic copy that will be posted on the WWU library Huxley Collections page.

**A6: Report Presentation (15%): Schedule dry runs for November 27 & 29; Final presentations should be scheduled between December 4 and 15.**
At the end of the quarter, each team will present the findings of their EIS. You will choose the times and locations and inform the instructor on a first come basis. Off campus sites are generally preferred, and you should attempt to accommodate the widest possible audience.

**A7: Peer Evaluation (15%): Due Dec 12 by 12 noon (electronic submission).**
Students will be required to provide letter grades for each of their team members to the instructor. Fifteen percent of your grade is based on your teammates’ evaluations. The criteria for determining this grade are: 1) professional attitude; 2) quality of the product; 3) contribution to the task group effort; 4) cooperation with the members of the group; 5) performance in the public hearing of the document, if a participant in the presentation; and 6) persistence and dependability. An evaluation template will be made available to each student.

**Course Policies**

**Submissions**
Draft reports should be typed, with 12-point font, single-spaced, and double-sided with one inch margins and appropriate headings. See WAC 197-11-430 for proper EIS format and report sections (http://apps.leg.wa.gov/wac/default.aspx?cite=197-11-430).

**Literature Citation**
There are several literature citation styles. For this class please use the APA style. These website an APA reference guide: https://owl.english.purdue.edu/owl/section/2/10/.

**Late Work**
Deadlines for assignments appear in the syllabus. Late work will not be accepted. In rare circumstances (or with excuses due to extreme circumstances), work that must necessarily be submitted after the due date will receive a grade, but may receive relatively few comments.
Syllabus Accuracy
The ENVS 493 syllabus provides a schedule of activities, assignments and guest lecturers. This syllabus is subject to change due to unforeseen circumstances. Changes, if any, will be announced in class. Students will be held responsible for all changes.

Equal Opportunity
To ensure a safe environment that promotes learning for all students, mutual respect for everyone is expected.

Academic Dishonesty Policy:
Western Washington University has an official policy concerning academic dishonesty that is published in the General Catalog in Appendix D. All students in this seminar are expected to abide by this and other policies listed in the official catalog. Please see the following resources.

- Plagiarism Policies & Guidelines at WWU WWU Libraries
- The Student's Guide to Avoiding Plagiarism WWU Dept. of Sociology
- Understanding and Avoiding Plagiarism (brochure) WWU Libraries
- Appendix D of the Western Catalog: Academic Honesty Policy and Procedure.

Please make sure that you are familiar with these policies. The department has a zero-tolerance policy for plagiarism and other forms of cheating.

Reasonable Accommodation Policy
Reasonable accommodation for persons with documented disabilities should be established within the first week of class and arranged through Disability Resources for Students: telephone 650-3083; email drs@wwu.edu; and on the web at http://www.wwu.edu/drs/index.shtml.

Working in Teams
The bulk of the work in this class takes place in a team. Team work can be both challenging and rewarding. However, you should take advantage of team work by figuring out how you contribute most effectively to a team and what role(s) you enjoy taking on. In your professional careers you are likely to find yourself working in teams; take advantage of the practice you get while in college! Teams will meet with the instructor on a weekly basis. Team members who miss more than one check-in session will be marked down in their participation grade.

Student Services

Research & Writing Resources:
Are you looking for a vibrant and collaborative place to research, read, and write? Drop in at the Hacherl Research & Writing Studio at any time of the day to grab a table and work at your own pace—no appointments necessary! Staff are on-hand to check in and give support on everything from research papers and lab write-ups to resumes and digital media projects. You’ll receive feedback and step-by-step strategies to help you overcome writer’s block and develop
your skills as a scholar. Come visit the Studio in-person on the second level of Haggard Hall or online at www.edu/rws.

Physical/Mental Health Resources:
Western encourages students to seek assistance and support at the onset of an illness, difficulty, or crisis.

- In the case of a medical concern or question, please contact the Health Center: 650-3400 or visit Student Health.
- In the case of an emotional or psychological concern or question, please contact the Counseling Center: 650-3400 or visit Counseling Center.
- In the case of a health and safety concern, please contact the University Police: 650-3555 or visit University Police.
- In the case of a family or personal crisis or emergency, please contact the Dean of Students: 650-3450 or visit Dean of Students.

Reasonable Accommodation Policy:
It is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution.

To request disability accommodation, please contact disAbility Resources for Students office, 650-3844, or for student assistance related to required course procedures, please contact the Student Life office, 650-3706.

Links for class
SEPA Register
https://fortress.wa.gov/ecy/separ/Register/ShowRegisterTable.aspx

SEPA Handbook

WA Administrative Code

WA Department of Fish and Wildlife, Priority Habitats and Species
http://wdfw.wa.gov/conservation/phs/

WWU CEDAR collection of EIA documents:
http://cedar.wwu.edu/do/search/?q=%22environmental%20impact%20assessment%22&start=0&context=7559384
Fall 2016 EIA Projects

1. Geri Fields Turf Improvements

Project Description:
The Frank Geri ball fields are located in the Bellingham Civic Athletic Complex off of Puget and Fraser streets. There is high year-around demand for the fields, but the playable season for the grass fields is June 1 to September 15, which is too short for the current demand. Youth and adult sports requesting/seeking use of fields in Bellingham include soccer, lacrosse, rugby, ultimate Frisbee, softball and football leagues. The city is proposing to create 4 multi-purpose synthetic athletic fields for year-around use.

For this site-specific project, the team will consider the existing condition, the proposed improvements, consider alternatives, and a no action option for the Geri ball fields. This will involve researching and comparing different environmental impacts of the alternatives and reaching a decision on a preferred alternative.

Key People:
James King, COB, Parks & Recreation, 360-778-7000; jking@cob.org
Gina Austin, COB Parks/Design & Development Division, Project Engineer, 360-778-7000, gaustin@cob.org

Starting Resources:
- Bellingham Field Turf Improvements-2014 update (PDF available on Canvas)
- Geri Fields, 1-4, size estimates, 2012 (PDF available on Canvas)
- Jones Engineers, Inc. 2000. Drainage Study of a Civic Field Area Basin, while this is for the Ice Arena, it may have some useful info (PDF available on Canvas)
- COB Joe Martin Field Synthetic Turf, As Built Master Set, while this is for the Joe Martin baseball field, it may have some useful information (PDF available on Canvas)
- All Fields 2012, aerial view (PDF available on Canvas)
- Original field development plans from the 1980s

A few synthetic turf resources:
- http://www.doh.wa.gov/CommunityandEnvironment/Schools/EnvironmentalHealth/syntheticTurf
2. Fever Creek Bridge Replacement

Project Description:
The COB Parks & Recreation office is replacing a pedestrian bridge over Fever Creek in the 2500 block of the E. Illinois Street Right of Way, near Roosevelt Elementary School. The popular pedestrian bridge was closed on February 19, 2016 for public safety reasons (https://www.cob.org/news/Pages/features/City-closes-pedestrian-bridge-at-Fever-Creek.aspx). The replacement bridge will accommodate bicycles and pedestrians that will be elevated above flood level.

For this site-specific project, the team will develop an EIA examining the proposed action: replacement of the bridge, alternative locations for a bridge, and the “no action” alternative of not replacing the bridge. There are a number of interesting elements related to this project: Fever Creek is a tributary of Whatcom Creek, a salmon-bearing stream; there’s a flood plain and wetlands involved, and it’s a widely-used access point for school age children and families to get to/from Roosevelt Elementary school.

Key People:
Gina Austin, COB Parks/Design & Development Division, Project Engineer, 360-778-7000, gaustin@cob.org

Starting Resources:
- COB Fever Creek Bridge Replacement project website: https://www.cob.org/gov/projects/Pages/Parks/fever-creek-bridge-replacement.aspx
- Ashley & Vance Engineering, Inc. Fever Creek Bridge Replacement, 30% Civil and Structural Plans. (PDF available on Canvas)
- Element Solutions. 2016. City of Bellingham Critical Areas Report, Wetland Delineation for Illinois Street Pedestrian Bridge and Trail Improvements Project. (PDF available on Canvas)
- RH2 Engineering, Inc. 2016. City of Bellingham, Fever Creek Pedestrian Bridge Foundation report. (PDF available on Canvas)
3. Whatcom Transit Authority (WTA) Shuttle Bus Analysis

Project Description:
In 2007, the WWU Associated Students Board of Directors voted for the “Alternative Transportation Fee” to support a transportation program for the benefit of students (http://www.wwu.edu/transportation/StudentTransportationFee.shtml). Since then, WTA has seen a significant increase in the number of students using the bus system. While increased ridership is a good thing, many of the riders are getting on 1 mile of campus. Prior to the universal bus pass, it’s likely that students walked or rode bikes. Due to the increased demand, WTA has had to add shuttle services – extra buses on certain routes to accommodate the increased demand, at both an added economic and environmental cost. WTA is interested in understanding the environmental impact of the current conditions, the added shuttles, compared with other options, which could include adding articulated buses (carry 60-70% more people with the same amount of fuel), hybrid/electric buses, or removing shuttles. Each of these options has its own complexities that need to be considered ranging from new equipment costs, changes to WTA bus maintenance facilities, bus parking/storage, bus pullout sizes, willingness of WWU to contribute funds to cover costs, etc.

For this regional project, the team will examine the current situation (added shuttles on certain routes during the academic year), 2) consider alternatives and a no action option, and identify a preferred alternative. It may make sense to focus in on one route, but we can figure that out once you get into the research. This project will entail researching alternative bus systems and environmental impacts, examining data from WTA and the WWU parking and transportation offices (e.g., when bus ridership went up, did demand for on-campus parking permits go down?), and so on.

Key People:
Rick Nicholson, WTA, Director of Service Development, 360-788-9311, RickN@RideWTA.com
Carol Berry, WWU, Sustainable Transportation, 360-650-7979, Carol.Berry@wwu.edu
WWU Parking Services

Starting Resources:
- WTA Strategic Plan (currently underway, final draft ready for comments on September 15, 2016, public hearing September 28, 2016): http://www.wtastrategicupdate.com/
- WTA 2013 Rider Survey:
  http://www.ridewta.com/Published%20Docs/WTA%20Community%20Survey%202013%20Final%20Report.pdf
- 2015 Service Performance Report:
  http://www.ridewta.com/Published%20Docs/2015%20Annual%20Performance%20Report.pdf
- Whatcom Watch Online: A Special Report (2009) Sustainable Transportation at WWU:
• Federal Transit Administration: Transit Vehicle Emissions Program Final Report (includes link to searchable database for different bus types)
• Integrated Bus Information System database: http://ibis.wvu.edu/
• Hybrid Buses: Costs & Benefits (2007)
  http://www.eesi.org/files/eesi_hybrid_bus_032007.pdf
• National Renewable Energy Lab (NREL) Report. 2006. King County Metro Transit Hybrid Articulated Buses: Final Evaluation Results.
  http://www.nrel.gov/docs/fy07osti/40585.pdf
• Articulated Bus Manufacturer: https://articulated-bus.com/index.php/en/
• Blog: Articulated Buses: Are they Worth It?
  http://www.criticaltransit.com/blog/2012/11/17/articulated-buses-are-they-worth-the-hassle
• Federal Department of Transportation, Transit and Environmental Sustainability
4. Fin-fish Aquaculture in the Salish Sea

Project Description:
Due to failing wild and hatchery stocks, salmon aquaculture in floating net-pen is becoming a really possibility in Washington waters. Salmon aquaculture is already a regular occurrence in British Columbia, Canada which share Salish Sea water with Washington state and Whatcom County. The practice of aquaculture show possibility as a way to decrease pressure on wild stocks and provide a consistent source of production for salmon products increasing their accessibility across socio-economic strata. However, the impact that siting one of these operations in county waters may have on the native flora and fauna, water quality, and general ecology is a real issue that would need to be addressed in great detail. In this hypothetical project, you will investigate the environmental impact of siting a salmon aquaculture operation in Whatcom waters. The information produced in this statement will clarify the potential trade-offs faced by Whatcom planners and policymakers.

Key People:
Jessica Payne, Communications Manager Shorelands and Environmental Assistance Program, Washington Dept. of Ecology, Jessica.Payne@ecy.wa.gov, (360) 407-6548
Bridget Trosin, Coastal Policy Specialist, Washington Sea Grant, bemmett@uw.edu, (360) 428-1003

Starting Resources:
  http://purl.access.gpo.gov/GPO/LPS121046
**Math 114**

**Instructor:** Eun Hee Kim  
**Office:** BH 229  
**Phone:** 650-4835

**Email:** kime20@students.wwu.edu  
**Office Hours:** MWF 12-12:50 PM, TR 2:00-2:50 PM or by appointment

**Text:** *Contemporary Precalculus through applications; 2nd ed;* Everyday Learning Corp.  
**Also required:** *Math 114 Supplement* (available at WWU bookstore.)

**Calculator:** A TI-83 or TI-84 graphing calculator is recommended for this course (and for Math 115) and will be used in class examples. The numerical and graphing capabilities of a calculator will be used to illuminate some of the concepts in the class and to simplify some of the calculations. A graphing calculator will be allowed (and necessary) on all exams and quizzes, with the exception of the skills test (see below). However, I require that all solutions be found without the aid of a graphing calculator unless specifically indicated otherwise. You may not use any other electronic device (i.e. smart phones, tablets, etc.) as a calculator on exams and quizzes.

**Attendance:** You are expected to attend class daily. Students are responsible for material discussed in class and for announcements made in class. Any changes to the published schedule or homework will be announced in class.

**Homework:** Working homework problems on a daily basis will be vital to your success in this course. As such, homework will be collected and graded. Late Assignments will NOT be accepted. See homework sheet for additional information.

**Quizzes and Exams:** There will be five quizzes and four exams given on the dates shown in the calendar. The lowest quiz score will be dropped and the average of the remaining four quiz scores will replace the lowest exam score if it is to the student’s advantage. Otherwise, all four exam scores will be counted and the quiz scores will not. **There will be no make-up for missed exams or quizzes.** If you miss an exam or quiz for any reason (including illness, emergency, military training, or university related activity), then that is the score that is dropped. If you have an illness, emergency, or school related conflict that causes you to miss a second exam or quiz, you must notify me before the exam. Be sure to leave a message or send an email if you are unable to speak with me.

**Final Exam:** There will be a comprehensive final on Monday, June 8th, 1-3 PM. This exam **must** be taken at the designated time. Make your job and travel plans accordingly.

**Skills Test:** In order to receive full credit in the class, you need to pass a skills test. The test will consist of 10 equations that must be solved algebraically: 2 linear, 2 quadratic, 2 rational, 2 radical, 2 literal. You must have 8 correct solutions to pass. The exam will be offered once in class, and five subsequent times on Tuesdays from 3-5 PM in a location to be determined. Photo ID will be required. After the first test, alternate times for administration of the exam will be available for those with verifiable excuses. The last ‘retake’ will be offered on Tuesday, May 12th, those who have not passed the skills test after this attempt will have their final grade reduced by one full letter grade (i.e. a B- will become a C-)

**Academic Dishonesty:** Any evidence of academic dishonesty will result in a failing grade in the course and notification of the Vice President for Academic Affairs and the registrar, as indicated in Appendix D of the 2014-2015 Catalog. A student who has received an F due to academic dishonesty will not be allowed to withdraw from the course.
Canvas: Exam and quiz keys, as well as other course materials (such as handouts), and announcements will be posted at our Canvas website. To access the site, go to MyWestern (http://mywestern.wwu.edu) and log in.

Sources of Help: To succeed in this class you should read the text; attend class regularly; do all assigned homework; and study any mistakes you made on old homework and exams. If you find that you need additional help here are some resources to keep in mind:

- **YOU**: Work hard and make sure you take the time to really think about the topics we are working on. Always try to find different approaches to a problem. Be sure no matter where else you obtain help that you can complete the problems by yourself.
- **OTHER STUDENTS**: I highly recommend finding other students in the class to work with on homework and when studying for exams, but be sure the work you turn in is your own.
- **TUTORIAL CENTER**: The Tutorial and Academic Skills Center (Wilson Library 280) has drop-in hours. This is a great place to work on your homework with help nearby.
- **ME**: I am happy to answer any of your questions during class or during my office hours. If you can’t make it to office hours just let me know and we’ll set up an appointment. It is helpful if you can come to me with specific questions or topics that are concerning you.

Courtesy: By making the choice to attend this class, you are also agreeing to treat me and your fellow students with respect. It is necessary that you

- Turn off all cell-phones (no text messaging), laptops, ipods and other electronic devices and remove your headphones.
- Do not talk during class unless you are participating in a class discussion or Q & A.
- Make every effort not to come in late to class or leave early unless you let me know beforehand.

Please come to class prepared to learn and participate.

Grading: You are expected to show all of your work, and answers without adequate justification will not receive full credit. There will be times when neither work nor explanation is required (such as reading a value from a graph), but there will also be times when the correct answer without supporting work will be worth no credit. I will try to make clear during class the amount of work that is generally required. If ever you question whether or not you have shown adequate work, ask me. Points may be deducted if units ($, feet, seconds, etc.) are not included with your answer when appropriate. Exact answers are expected unless otherwise indicated, so don’t convert your answers to decimal form unless explicitly told to do so. It is expected that all problems will be solved algebraically- meaning by hand, using methods we learn in class as opposed to a program or other capability of your calculator- unless explicitly indicated otherwise.

Answer Keys: Answer keys for the quizzes and exams will also be posted outside my office door.

**Evaluation:**

15% of your grade will be based on homework. *Your top 29 scores will be used.*

60% of your grade will be based on your 4 exams OR best 3 exams and best 4 quizzes.

25% of your grade will be based on the final exam.

Your grade will be dropped by one full letter if you do not pass the Skills Test.

Your grade for the course will be determined using the following scale (+/- assigned as deemed appropriate):

- 90 ≤ A’s ≤ 100%
- 80 ≤ B’s < 90%
- 70 ≤ C’s < 80%
- 60 ≤ D’s < 70%
- F’s < 60%

P/F You must receive at least 70% for a P.
## Math 114 Schedule – Spring 2015

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>March/April</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>31</td>
<td>1.2</td>
<td>1</td>
<td>2</td>
<td>3 Data Collection</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1.3, 1.7</td>
<td>1.6</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>Skills Test</td>
<td>8</td>
<td>9</td>
<td>10* Quiz 1</td>
</tr>
<tr>
<td>Skills Review</td>
<td></td>
<td></td>
<td>Chapter 1</td>
<td>2.1</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>2.2</td>
<td>15</td>
<td>16</td>
<td>17 Exam 1</td>
</tr>
<tr>
<td></td>
<td>2.3</td>
<td></td>
<td>2.3</td>
<td>Q &amp; A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ST 3-5 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>2.4</td>
<td>22</td>
<td>23</td>
<td>24 Quiz 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.4</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ST 3-5 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>27</td>
<td>2.8</td>
<td>29</td>
<td>30</td>
<td>1 Exam 2</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>2.9</td>
<td>2.9</td>
<td>Q &amp; A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ST 3-5 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>2.10</td>
<td>6</td>
<td>7</td>
<td>8 Quiz 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.10</td>
<td>2.12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ST 3-5 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>2.13</td>
<td>13</td>
<td>14</td>
<td>15** 3.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Q &amp; A</td>
<td>Exam 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ST 3-5 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>3.7</td>
<td>20</td>
<td>21</td>
<td>22 Quiz 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.8</td>
<td>3.9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>3.9</td>
<td>27</td>
<td>28</td>
<td>29 Exam 4</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>26</td>
<td></td>
<td>3.10</td>
<td>Q &amp; A</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>1</td>
<td>3.11</td>
<td>3</td>
<td>4</td>
<td>5 Q &amp; A</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>3.11</td>
<td>Q &amp; A</td>
<td>Quiz 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Final Exam 1-3 PM</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
</tbody>
</table>

* The last day to withdraw from a class without using a withdrawal privilege is Friday, April 10th.
** The last day for late course withdrawal (for students with withdrawal privileges) is Friday, May 15th.
Math 114 Homework

Instructions:
1. Work all problems on your own paper (even if the assignment comes from a handout).
2. Head your paper with your name in the upper right hand corner, Math 114, your instructor's name, and the assignment number directly below your name and staple your papers together.
3. Proper notation, support of solutions and neatness is expected for each problem.

Grading: Each assignment will be graded based on a 10 point system with 7 points allotted for completing the assignment according to the instructions listed above and 3 points allotted for accuracy.

Due Dates: Assignments are due at the next class meeting at the start of class unless told otherwise.

<table>
<thead>
<tr>
<th>Assign</th>
<th>Date Assigned</th>
<th>Section</th>
<th>Text</th>
<th>Supplement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>March 31</td>
<td>1.2</td>
<td>1,2,3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>April 1</td>
<td>1.3</td>
<td>1.2b</td>
<td>Heart Attacks, Newspapers (skip 2&amp;3), 5</td>
</tr>
<tr>
<td>3</td>
<td>April 2</td>
<td>1.6</td>
<td>1,2</td>
<td>Recycling (add 10. What is the error for your model? Use the error to predict a range of the recycling percentages for a median income of $15,000.), Residuals</td>
</tr>
<tr>
<td>4</td>
<td>April 3</td>
<td>Data</td>
<td></td>
<td>Hooke's Law, Tracking Down a Killer, Pendulums, Lids</td>
</tr>
<tr>
<td>5</td>
<td>April 6</td>
<td>Skills</td>
<td></td>
<td>Handout #1 (see Canvas - Modules)</td>
</tr>
<tr>
<td>6</td>
<td>April 8</td>
<td>Ch. 1</td>
<td></td>
<td>Handout #2 (see Canvas - Modules)</td>
</tr>
<tr>
<td>7</td>
<td>April 9</td>
<td>2.1</td>
<td>1acdij,3-6</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>April 13</td>
<td>2.2</td>
<td>3</td>
<td>2.1-2.2: 1aceghij,2,5,6,7,11</td>
</tr>
<tr>
<td>9</td>
<td>April 14</td>
<td>2.3</td>
<td>4, 15-17</td>
<td>1-4</td>
</tr>
<tr>
<td>10</td>
<td>April 15</td>
<td>2.3</td>
<td>9-12</td>
<td>5-8</td>
</tr>
<tr>
<td>11</td>
<td>April 20</td>
<td>2.4</td>
<td>1a-f,h</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>April 21</td>
<td>2.4</td>
<td>3</td>
<td>1,4bce(Domain only),5-8</td>
</tr>
<tr>
<td>13</td>
<td>April 22</td>
<td>2.5</td>
<td>4, 16</td>
<td>1-3</td>
</tr>
<tr>
<td>14</td>
<td>April 23</td>
<td>2.5</td>
<td>12-13</td>
<td>4-5</td>
</tr>
<tr>
<td>15</td>
<td>April 27</td>
<td>2.8</td>
<td>1acehjk,4,5a,6dgij</td>
<td>3,5bdhkl</td>
</tr>
<tr>
<td>16</td>
<td>April 28</td>
<td>2.9</td>
<td>1acfhjil-q, 2</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>April 29</td>
<td>2.9</td>
<td></td>
<td>1d-f,3-6,7a-e</td>
</tr>
<tr>
<td>18</td>
<td>May 4</td>
<td>2.10</td>
<td>1a-g,2</td>
<td>3,4</td>
</tr>
<tr>
<td>19</td>
<td>May 5</td>
<td>2.10</td>
<td>4,6ab</td>
<td>1,5,6(add e. solve: q(p(n))=2),7(add e. solve: j(k(x)) = 1),8-9</td>
</tr>
<tr>
<td>20</td>
<td>May 6</td>
<td>2.12</td>
<td>2bcflm,4bd</td>
<td>1ad</td>
</tr>
<tr>
<td>21</td>
<td>May 7</td>
<td>2.12</td>
<td>2aei,4ac</td>
<td>1bc</td>
</tr>
<tr>
<td>22</td>
<td>May 11</td>
<td>2.13</td>
<td>1ab,2ab,3ab,5a,7c</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>May 12</td>
<td>2.13</td>
<td>4</td>
<td>1,2,4,6-8</td>
</tr>
<tr>
<td>24</td>
<td>May 15</td>
<td>3.3</td>
<td>1*,3*,5,8-10,11a-c (*only give explicit equation)</td>
<td>1</td>
</tr>
<tr>
<td>25</td>
<td>May 18</td>
<td>3.7</td>
<td>4-6,8,9,12,13,16</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>May 19</td>
<td>3.8</td>
<td>2,3adefhij,4-5</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>May 20</td>
<td>3.8</td>
<td>1,2</td>
<td></td>
</tr>
</tbody>
</table>

(continued)→
General Course Outcomes:
The Math Dept. expects all students who complete math classes to demonstrate that they are able to:
1. Understand and utilize the essential course content at an appropriate level.
2. Use problem solving skills such as developing a strategic overview of a mathematical situation and using this to analyze that situation.
3. Recognize that a problem can have different useful representations (graphical, numerical, or symbolic) and select the most appropriate methods and formats.
4. Model real world problems mathematically and interpret the results appropriately.
5. Use appropriate software and technological tools and judge when such use is helpful.
6. Communicate mathematical results and arguments clearly, both orally and in writing.
7. Appreciate the central role of mathematics in the sciences and the real world.

Specific Course Outcomes:
Upon completion of this course, students will be able to:
1. Calculate a least squares line using a calculator
2. Calculate the residuals for a regression line, and find, use, and understand the error in the model
3. Interpret the slope, intercepts, and points on a model with regard to the application
4. Make predictions using a model and interpret the results
5. Determine what is a function
6. Evaluate functions represented by equations, tables, graphs
7. Solve equations involving linear, quadratic, rational, radical, literal, exponential, and logarithmic functions as well as functions defined by a table or graph
8. Recognize functional symmetry about the y-axes, origin, and the line \( y = x \)
9. State the domain of polynomial, rational, radical, exponential, and logarithmic functions as well as functions defined by graphs, tables, compositions, or inverses
10. Find a model from words, state a reasonable domain with regard to the application, and use a calculator to find the extrema of the model
11. Recognize the characteristics of the graphs of power, absolute value, exponential, logarithmic, and piece-wise defined functions
12. Understand the relationship between the graph of \( f(x) \) and \( y = af(bx + c) + d \)
13. Recognize the relationship between the graph of functions and compositions with inverse, absolute value, etc.
14. Compose functions defined as equations, graphs, tables, or words
15. Find the inverse function defined by a table, graph, or equation
16. Compute the composition of a function and its inverse and understand the result
17. Use compound interest formulas
18. Successfully use logarithm and exponent rules
### Additional Information - Table of Contents

<table>
<thead>
<tr>
<th>Title of Document</th>
<th>Evidence related to Standard</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>AI-1 Huxley / UPSD Admission Policy</td>
<td>Standard 2.A</td>
<td>2</td>
</tr>
<tr>
<td>AI-2 UPSD Catalog 2018-19</td>
<td>Preconditions 3</td>
<td>5</td>
</tr>
<tr>
<td>AI-3 ENVS Department Majors</td>
<td>Introduction 3</td>
<td>10</td>
</tr>
<tr>
<td>AI-4 ENVS Department Evaluation Plan</td>
<td>Standard 5.E</td>
<td>12</td>
</tr>
<tr>
<td>AI-5 Huxley College Organization Chart</td>
<td>Introduction 2</td>
<td>17</td>
</tr>
<tr>
<td>AI-6 Huxley College Faculty Resources</td>
<td>Standard 3.G</td>
<td>18</td>
</tr>
<tr>
<td>AI-7 UFWW CBA Sec 18. Academic Program Dir.</td>
<td>Section 5.E</td>
<td>20</td>
</tr>
<tr>
<td>AI-8 UFWW CBA Sec 22. Compensation</td>
<td>Section 5.E</td>
<td>23</td>
</tr>
<tr>
<td>AI-9 UPSD AICP Past Exams 2014-2019</td>
<td>Introduction 6</td>
<td>36</td>
</tr>
<tr>
<td>AI-10 UPSD Diversity Recruitment Strategy</td>
<td>Standard 6.A</td>
<td>37</td>
</tr>
<tr>
<td>AI-11 UPSD Evidence of Transcript Title</td>
<td>Preconditions 1</td>
<td>42</td>
</tr>
<tr>
<td>AI-12 UPSD Curriculum 2019-20</td>
<td>Standard 4</td>
<td>43</td>
</tr>
<tr>
<td>AI-13 UPSD Program Assessment</td>
<td>Standard 1.C</td>
<td>44</td>
</tr>
<tr>
<td>AI-14 UPSD Public Information</td>
<td>Standard 1.F</td>
<td>49</td>
</tr>
<tr>
<td>AI-15 UPSD Studio UTS WWU News</td>
<td>Standard 2.D</td>
<td>50</td>
</tr>
<tr>
<td>AI-16 UPSD Student Satisfaction Surveys</td>
<td>Standard 1.D</td>
<td>56</td>
</tr>
<tr>
<td>AI-17 UPSD Program Brochure 2019-2020</td>
<td>Standard 2.C</td>
<td>106</td>
</tr>
<tr>
<td>AI-18 UPSD Faculty Development Awards</td>
<td>Standard 3.G</td>
<td>108</td>
</tr>
<tr>
<td>AI-19 WWU Registrar Letter UPSD degree name</td>
<td>Preconditions 1</td>
<td>109</td>
</tr>
<tr>
<td>AI-20 WWU Academic Grievance Policy</td>
<td>Standard 5.F</td>
<td>1010</td>
</tr>
<tr>
<td>AI-21 WWU Center for Innovation / Assessment</td>
<td>Standard 3.G</td>
<td>114</td>
</tr>
<tr>
<td>AI-22 WWU Provost Letter on Program Autonomy</td>
<td>Standard 5.A</td>
<td>115</td>
</tr>
<tr>
<td>AI-23 WWU Provost Website Faculty Resources</td>
<td>Standard 3.G</td>
<td>119</td>
</tr>
<tr>
<td>AI-24 UPSD Program Strategic Plan</td>
<td>Standard 1.A</td>
<td>121</td>
</tr>
</tbody>
</table>
Attachment AI-1. Admissions Policy

Admission Policy to Huxley College Application to Huxley College is selective and based upon preparation and prior academic performance. Students must first apply to and be accepted by Western Washington University (WWU). However, acceptance to WWU does not insure admittance to any Huxley majors. Application forms for WWU and Huxley College are available through either the WWU Admissions Office or Huxley College. Transfer students should contact the Undergraduate Admissions Advisor before application to WWU or Huxley College.

Students can declare as an Environmental Studies pre-major or as an Environmental Sciences pre-major at any time.

Admission to Huxley College and its majors is based on the following criteria:

1. Completion of required preparatory course work,
2. Academic performance (GPA), and
3. A brief essay in response to a given question.

Standards for admission are competitive and fluctuate from quarter to quarter, depending on the number of applicants and students graduating.

For applications to the Urban Planning and Sustainable Development Major, please review the following informational materials for further guidance:

- Urban Planning Program Brochure
- Application Essay Guidance

Applications Deadlines

- **April 18** for admission summer and fall quarter
- **October 6** for admission winter quarter
- **January 15** for admission spring quarter

**Note:** If the application date is during a weekend, applications will be due the following Monday.

In some cases, admission will be provisional, pending completion of current course work. Applications should include a list of courses, if any, in which the student is enrolled during the current academic period (quarter or semester). A transcript with grades for those currently-enrolled courses must be received by Huxley College in order for the student to be officially admitted.

Students should declare a major on their application. Students may be excluded from consideration if they have not completed sufficient preparatory course work or have not completed an application by the deadline date.
Transfer Students

Transfer applicants are encouraged to apply since Huxley's curriculum is mainly an upper-division program. The first step for a transfer student is application and admission to Western Washington University. Students are strongly encouraged to complete all prerequisites prior to transfer to Western Washington University.

Transfer applicants are evaluated by Western's Office of Admissions for transfer credit and for credit toward completion of the General University Requirements (GURs).

Students who have earned approved Associate's degrees (NOT the Associates of Science or a Technical degree) from community colleges in Washington State are considered to have satisfied the General University Requirements; prospective transfers should consult with community college advisors on which degrees are accepted under this agreement. However, students holding Associate's degrees from community colleges with which WWU has no formal agreement must complete Western Washington University's General University Requirements.

Students holding a Bachelor of Arts or Bachelor of Science degree from an accredited university or college who are working toward a second Bachelor's degree will be considered as transfers who have completed the GURs.

Admission Policy to the Urban Planning and Sustainable Development Major

A Bachelor of Arts degree program of study in the professional interdisciplinary field of URBAN PLANNING and SUSTAINABLE DEVELOPMENT.

Huxley College reflects an underlying philosophy that responsible solutions to environmental problems require an academic approach that is global in its frame of reference, interdisciplinary in its concept, innovative in its applications, experimental in its work, and problem-oriented in its studies. Huxley's Major in Urban Planning and Sustainable Development emphasizes an interdisciplinary approach to solving complex urban development and environmental problems that face local, regional, national, and global communities. Our objective is to prepare students to enter the professional field of planning in order to help create sustainable societies.

THE APPLICATION PROCESS

Students intending to apply to the Urban Planning and Sustainable Development Major are required to submit a portfolio as their application to the program. Students who show the highest interest and affinity for integrating sustainable urban development ideals and environmental principles will be accepted into the major.

The application process requires the preparation and submission of a Portfolio which are due on April 25 for admission summer or fall quarter; October 6 for admission winter quarter; and January 15 for admission spring quarter.

APPLICATION CONTENT

Students should prepare a binder (8 1/2" x 11 inch format) and include the following material:

Part 1. LETTER OF APPLICATION | NARRATIVE STATEMENT
Your letter should include:

a) A personal statement describing yourself and how you became interested in majoring in urban planning and sustainable development;
b) Your educational goals and expectations for the urban planning major;
c) Your vision of yourself as a working urban planner professional; and
d) A summary of your background courses, activities, or life experiences that have helped prepare you to succeed in the program.

Part 2. EVIDENCE OF EXPERIENCES AND SKILLS
The Portfolio may contain representative supporting materials in an 8 1/2 x 11 inch format including:

a) An example of an academic paper or research report;
b) Design illustrations, graphics, maps, photography, or drawing illustrations emphasizing a concern about the urban and natural environments (if available);
c) Other creative projects that show evidence of your interests relating to sustainability and urban planning;
d) Examples of inspiring books read or voluntary working experiences.

YOUR PORTFOLIO APPLICATION will be accepted in Environmental Studies Building, Room 539
Urban Planning and Sustainable Development, BA

Department of Environmental Studies, Huxley College of the Environment

102 credits minimum

Introduction

This interdisciplinary program prepares students to enter professional fields concerned with the sustainability of the human and natural environment. The Urban Planning and Sustainable Development major consists of a core and specialization courses. The core incorporates the interdisciplinary foundation of Huxley College’s approach to the study of the environment, with emphases in public policy development, law, and the methods, theory, and processes of planning and decision-making. The specialization courses allow students to develop an area of special interest in a defined planning sub discipline, to concentrate on a minor in an academic discipline, or to select from a number of thematically oriented clusters of courses.

Huxley’s Urban Planning and Sustainable Development major emphasizes innovative approaches to solving complex problems facing communities from the local to the global level. The program stresses progressive change leading towards equitable, healthful, livable, and sustainable communities with the emphasis on social and environmental justice, multiculturalism, diversity, and under-served communities. The curriculum combines urban planning, sustainable design, environmental policy, and environmental science to provide students with an understanding of the linkages between urban and natural systems and the multidimensional problems in urban development.

Graduates are prepared for entry-level careers in planning agencies, consulting firms, and nonprofit organizations in various fields locally, nationally, and internationally, as well as advanced graduate studies.

Why Consider a Study of Urban Planning and Sustainable Development Major?

Do you want to acquire knowledge and skills that promote positive change in the environment and help create more livable communities? Do you enjoy the challenge of solving complex problems and implementing shared visions in both natural settings and urban communities? Are you committed to working towards building a more equitable and sustainable society? Are you interested in the laws and policies, and processes that guide community and environmental change? Then Urban Planning and Sustainable Development is the major for you.

Contact Information

Department Chair
Grace Wang
Arntzen Hall 212
360-650-3278
Grace.Wang@wwu.edu

Huxley College Professional Advisor
Kathryn Patrick
Environmental Studies 539
360-650-3520
Kathryn.Patrick@wwu.edu

Planning Program Advisor
Nicholas Zaferatos
Environmental Studies 444
Nicholas.Zaferatos@wwu.edu
How to Declare (Admission and Declaration Process):

How to Apply as a Pre-Major:

At any time, you can declare yourself as a pre-major with interest in urban planning and sustainable development or any other major in the Department of Environmental Studies. There are several advantages to declaring an Environmental Studies department pre-major during your freshman or sophomore year. Once you are declared as a pre-major you are assigned a Huxley professional advisor and a faculty advisor based on your academic interests. Your professional advisor can help you understand graduation requirements and how to navigate through the Huxley curriculum. Your faculty advisor can discuss with you which courses to take, and when, and give you advice about how to prepare for graduate school or a future career. As a pre-major, your email is added to an email distribution list for Huxley majors so you will begin to receive notifications and general announcements. Pre-major status will also give you access to priority registration for some classes.

How to Apply to the Major:

As a nationally accredited professional planning program, admission to the urban planning and sustainable development major at Huxley College is a competitive process. The program typically accepts a junior cohort class of 25 students annually during spring quarter. Before applying, students should complete urban planning and sustainable development foundation courses.

To apply, submit an application (and a PDF copy) that includes the following:

- A statement of interest (700-1,000 words) that describes your interest in the urban planning major; your familiarity with urban planning and sustainable development problems; and your vision and affinity to work in the planning field.
- A resume summarizing academic, curricular, extra-curricular, and volunteer activities.
- A portfolio of work that demonstrates your skills and affinity with the major. Suggested portfolio materials include any or all of the following, or other materials that represent your vision, skills, and experience: a) examples of your best academic writing; b) an annotated list of no more than three inspirational readings; c) examples of creative expression, drawings, or other illustrative skills; and d) description of volunteer or work activities.

Applications are ranked based on the applicants’ demonstrated interests in solving urban planning problems; commitment to planning’s social and environmental justice goals; aspirations for working in the public interest; relevant skills and experiences; and academic performance. Applicant selection is also based on creating a cohort representing diverse perspectives and lived experiences.

To become familiar with the work of urban planning and our program’s curriculum, applicants should review the American Planning Association website (planning.org) as well as the program’s brochure (huxley.wwu.edu/urban-planning-and-sustainable-development-program).

Applications are accepted at the Huxley College office, ES 539, in the spring quarter only for admission to the program in fall quarter.
If you have any questions, please contact a professional advisor at the Huxley College Student Support office in ES 539.

Grade Requirements

A grade of C- or better is required for a student’s major or minor courses, and supporting courses for majors and minors.

Requirements

Urban Planning and Sustainable Development Foundations (32 credits)

- ENVS 201, ENVS 203, and ECON 206 must be completed before applying to this major.
- MATH 112 or suitable math placement score is necessary for some foundations courses, but higher-level math courses are recommended. Students are strongly encouraged to take chemistry, biology, and MATH 114 as part of their GUR courses to access upper division Environmental Science courses.

- ENVS 201 - Understanding Environmental Data and Information Credits: 3 GUR: QSR
- ENVS 203 - Physical Geography Credits: 4 GUR: LSCI
- ENVS 303 - Introduction to Environmental Studies I: Human Ecology and Ethics Credits: 5
- ENVS 305 - Introduction to Environmental Studies II: History and Policy Credits: 5
- ECON 206 - Introduction to Microeconomics Credits: 4 GUR: SSC

One course from:

- ENVS 450 - Science in the Policy Process Credits: 4
- ENVS 456 - Environmental Governance Credits: 4

One ESCI course, 200-300 level (4-credit minimum)

One upper division natural science course at 300-400 level (3 credit minimum)

The one upper-division natural science course can be an ESCI course, additional approved natural science course in ENVS, or can be from any other science department. Students should be aware of prerequisites in other science departments.

Urban Planning and Sustainable Development Major Core Courses (70 credits minimum)

Planning History, Theory and Knowledge

- ENVS 343 - Urbanization: Processes and Patterns Credits: 4
- ENVS 361 - Introduction to Planning Credits: 3
- ENVS 370 - History of Planning Credits: 3

One course from:

- ENVS 373 - Transportation Systems and Planning Credits: 3
- ENVS 464 - Topics in Planning Credits: 3 (Specifically: Pedestrian and Bike Planning)
- ENVS 461 - Land Use Law Credits: 4
- ENVS 462 - Planning Theory Credits: 3
• ENVS 360 - Plan Graphics and Site Design: Methods in Urban Design Credits: 3
• ENVS 374 - Land Use Regulation & Technical Writing Credits: 3
• ENVS 457 - Environmental Dispute Resolution Credits: 4
• ENVS 475 - Community Development and Participatory Methods Credits: 3
  • One course from:
    • ENVS 320 - GIS I: Introduction to Geographic Information Science Credits: 4 (if not selecting the Geospatial Analysis Specialization)
    • ENVS 322 - Analysis of Spatial Data Credits: 4
    • ENVS 372 - Natural Hazards Planning Credits: 5 (if not selecting the Hazards Planning Specialization)
    • ENVS 442 - Regional Environmental and Economic Resource Modeling Credits: 4

Planning Skills

• ENVS 470 - Planning Studio I: Urban Design Methods Credits: 3
• ENVS 472 - Planning Studio II: Plan Development Credits: 6
• ENVS 473 - Planning Studio III: Plan Implementation Credits: 3

Planning and Diversity

• One course from:
  • ENVS 443 - Social Justice and the City Credits: 4
  • ENVS 463 - Native American Planning and Natural Resources Policy Credits: 3
  • ENVS 465 - Disaster Risk Reduction Credits: 4

Planning Elective Specialization (10 credits minimum)

Courses from one of the specialization groups listed below:

Geospatial Analysis Specialization:

• ENVS 320 - GIS I: Introduction to Geographic Information Science Credits: 4
  • One course from:
    • ENVS 419 - Applications in GIS Credits: 3
    • ENVS 420 - GIS III: Analysis and Modeling Credits: 4
      • One course from:
        • ENVS 321 - GIS II: Computer Cartography Credits: 4 GUR: BCOM
        • ENVS 422 - Advanced Spatial Analysis Credits: 4

Hazards Planning Specialization:

• ENVS 362 - U.S. Disaster Policy Credits: 4
• ENVS 372 - Natural Hazards Planning Credits: 5
• ENVS 476 - Disaster Reduction and Emergency Planning Studio Credits: 4

Student and Faculty Designed Specialization:

three courses for a total of 10 or more credits.

Completion of Minor with Faculty Advisor and UPSD Program Director approval.

Culminating Courses - Capstone and Experiential (8 credits minimum)
Huxley Capstone

Students are required to take one ENVS approved course with a capstone “CPST” attribute during their senior year. A capstone class is a field or project based class that can be taken by students from both departments (ENVS/ESCI). This class is meant to be a culminating experience for the students bringing all the varied disciplines together as applied work on a real world issue. Several capstone options are open to all Huxley College students; others have prerequisites.

- Urban Planning and Sustainable Development majors are encouraged to select from ENVS 410, 474, or ENVS/ESCI 493 as their capstone.

  ❑ One Capstone course from (minimum 3 credits):

  - ENVS 410 - Agroecology and Sustainable Agriculture Credits: 4
  - ENVS 417 - Science, Management and Outreach of Contaminated Sites Credits: 3
  - ENVS 429 - Pyrogeography Credits: 4
  - ENVS 430 - Borderlands: Resource Management Credits: 4
  - ENVS 466 - Greening Business Applications Credits: 5
  - ENVS 474 - Planning for Sustainable Communities Credits: 4
  - ENVS 491 - Environmental Communication Credits: 5
  - ENVS 493 - Environmental Impact Assessment Credits: 5
  - ENVS 496 - Environmental Stewardship Credits: 5
  - ESCI 454 - Science, Management and Outreach of Contaminated Sites Credits: 4
  - ESCI 470 - Ecological Restoration Credits: 5
  - ESCI 490 - Environmental Risk Assessment Credits: 4
  - ESCI 491 - Oceanography of the Salish Sea Credits: 4
  - ESCI 493 - Environmental Impact Assessment Credits: 5
  - ESCI 494 - Marine Conservation Credits: 4

Experiential

❑ One or more courses (minimum 5 credits):

  - ENVS 498A - Senior Thesis Credits: 1-15
  - ENVS 498B - Internship Credits: 1-15
  - ENVS 498C - Senior Project Credits: 1-15
  - ENVS 498D - International Study Credits: 1-15
  (or an approved ENVS/ESCI 437 Faculty-Led Study Abroad)

University Graduation Requirements

General University Requirements 2019-20
Writing Proficiency Requirement (WP)
180 Minimum Total Credits
60 Minimum Upper Division Credits
Residency Requirement
Minimum Grade Requirements
Final Quarter Requirement

2019 SSR Western Washington University 350
Appendix C

Huxley College websites “majors” offered in the Department of Environmental Studies

What is Environmental Studies?

Students, faculty, and staff in the Department of Environmental Studies (ENVS) approach environmental understanding and problem solving through diverse programs that examine interacting social and natural systems. By putting the social sciences, natural sciences, humanities, and environmental professions into direct dialogue, the department’s curriculum is designed to help students make the intellectual connections and gain the practical skills necessary for building socially and environmentally sustainable futures.

ENVS Department Majors at Huxley College

- Environmental Studies
- Environmental Education
- Environmental Policy
- Geography
- Urban Planning and Sustainable Development

For more information on these degree options, please visit the Department of Environmental Studies.

ENVS Majors, Minors, & Degrees

Are you a self-professed policy wonk? Does exploring new geographic information systems (GIS) applications set your heart aflutter? Or perhaps you're planning a career in outdoor education, environmental policy, or urban planning and sustainability. If so, a degree from Huxley College's Department of Environmental Studies might be the right path for you.

Degree Options

The Department of Environmental Studies offers a variety of majors, minors, and graduate degrees:

Undergraduate Major, B.A.
- Environmental Studies
- Environmental Education
- Environmental Policy
- Geography
- Urban Planning and Sustainable Development (UPSD)
The Huxley College Difference

Since 1969, WWU’s Huxley College of the Environment has enjoyed a reputation as a premier institution for the education of future environmental experts and leaders. Our distinctive, interdisciplinary curriculum grants degrees from the Department of Environmental Studies (B.A., B.A.E., M.A., M.Ed.) and the Department of Environmental Sciences (B.S., M.S.). Each department offers multiple majors, from urban planning and environmental policy to estuarine science and terrestrial ecology.

Apply to Huxley
Meet Our Students
Meet Our Alumni
Huxley Calendar
Appendix AI-4. Department Evaluation Plan
(consult also the Department Unit Evaluation Plan (Part IV.C.3.A))

Overview of faculty professional development
The department values continuous learning, improvement, and productivity among its faculty. It encourages faculty professional development towards the attainment of teaching excellence, substantial contributions in scholarship and creative activities, and service that further the university’s mission, representing the three criteria for faculty evaluation.

The department strives to facilitate outstanding learning experiences for all students. It takes a broad view of teaching excellence, reflecting the applied, interdisciplinary and experimental nature of the department’s faculty expertise and curriculum. The department encourages a teaching approach that values risk-taking, innovation and contribution to knowledge and action in environmental problem solving. The department relies on a process of peer engagement involving all faculty. The department chair facilitates the engagement of every faculty member in iterative discussion, observation and constructive criticism to foster the improvement of each faculty’s teaching performance. All faculty, and especially those in the promotion process, are encouraged to form collaborative relationships focused on teaching improvement, drawn primarily from department faculty. Collaboration with colleagues from outside the department is also encouraged. Faculty members should arrange for the annual review and observation of their teaching preparation, classroom activities, learning outcomes, and improvement plans in order to establish a record of continuous improvement.

Because of its multidisciplinary approach and applied nature, the department takes a broad view of scholarship and expects each faculty member to maintain a program of scholarly and creative activity that emphasizes excellence in environmental problem solving. The scholarship program is viewed as an evolving expression of the faculty’s intellectual and applied interests. The department encourages creativity, originality and significance in contributions to the faculty’s disciplinary field. While single authored works clearly demonstrate independent scholarly achievement, the department equally recognizes the value of collaboration and of applied creative endeavors. The faculty’s scholarship program should be periodically reviewed with the chair and department members. It is the faculty member’s responsibility to explain and present to department colleagues the nature of his or her scholarship and practice, and the standards that are appropriate in the faculty’s particular disciplinary field.

Service may include participation in program and departmental committees, college and university committees, task forces, and other activities that support the mission of the university. Off-campus service may come in a variety of forms, including service to scholarly and professional associations and community service.
Department Standards for Evaluation
This section provides departmental standards for evaluation, emphasizing reasoned judgment rather than set formulas for the attainment of faculty excellence in teaching, scholarship and creative activities, and service. This section also is intended to describe standards constituting the achievement of “satisfactory” and “superior” performance, and serve as a guide to candidates as they prepare their dossiers. Although work completed prior to employment at Western is valued, a significant record of scholarship completed during the candidate’s term of employment at Western is expected. In some cases, a candidate with extensive experience may negotiate an appointment with tenure, but in all other cases where the candidate is hired as “probationary” there must be a sufficient period of time to evaluate the teaching performance, scholarly productivity, and independence of accomplishments.

Department review process

All faculty shall be provided this Departmental Unit Evaluation Plan, as well as the Evaluation Plan of Huxley College, which shall serve as Department’s evaluative criteria for faculty development and for the candidate’s application for promotion and tenure.

The Chair shall assemble department tenured faculty at least once annually to discuss all probationary evaluations, tenure and promotion cases prior to submitting faculty evaluation forms. Discussion in such a meeting should be limited to the materials that are contained in the candidates’ files and the meeting shall be only informational. Faculty on leave and probationary faculty may also participate. Staff and non-tenure-track faculty do not participate in the faculty formal evaluation process. Additional meetings of tenured faculty, at the Chair’s discretion, may take place to review candidate files.

All tenured faculty who are not on leave shall complete an individual written assessment of the candidate’s application using the Departmental faculty evaluation forms based on the criteria provided herein according to the type of review and faculty rank.

An advisory committee of three tenured faculty, nominated and elected by the Department, shall consider all comments from reviewing faculty, examine the candidate’s portfolio, and prepare a written recommendation to the candidate and the chair to be included in the dossier. The committee’s charge is to assist the candidates and the chair in assessing the candidate’s status relative to tenure and/or promotion and to increase the candidate’s prospect of success in the achievement of tenure and/or promotion. The committee shall be named the “Faculty Development Committee”.

Probationary reviews
In the review for probationary faculty, highest emphasis is placed on “teaching” and “scholarship and creative activities” achievement, and lesser emphasis is placed on “service” achievement. Progress across successive reviews should be documented.
Probationary faculty are strongly encouraged to arrange peer teaching reviews with at least two other departmental faculty in order to establish a record of teaching evaluation. Evidence of teaching performance should incorporate the standards contained in section 2.3.1.2.

Probationary faculty shall describe a scholarship program in detail early in the probationary period. The description is used by evaluators to assess progress in scholarship and creative work. Progressive achievement of the individual's scholarship program should be evident. In the dossier, candidates should document their scholarly productivity, including works at various stages of progress, following standards contained in section 2.3.2.2. Self-evaluation is encouraged. The department expects demonstrated evidence of an evolving program of scholarly and creative endeavors.

**Promotion to Associate Professor with tenure**
Promotion to associate professor requires evidence of excellent teaching, sustained scholarship and creative activity, and significant service.

**Scholarly and Creative Activity**

Description of scholarship
The candidate should provide a narrative description of their general area(s) of scholarship and creative endeavors, providing context and evidence documenting achievements. Accomplished works, as well as those in process, should be reviewed in the candidate’s overall scholarship program. The material should demonstrate a record of substantial scholarship.

Evidence and standards for scholarship and creative activity
In assessing scholarly and creative work, emphasis is placed on evidence of scholarship quality, significance, independent contribution, and continuity of productivity rather than simply a fixed number of publications. Scholarly accomplishments may be comprised of:

- Refereed publications such as articles, chapters, or books. Quality and significance may be assessed according to the quality of the product (publication citation rate relative to other works in the field; published reviews of books or other works; awards from professional organizations, and comments on works in external letters), and publisher quality (impact factor, ranking, reputation in the field of study).
- Non-refereed materials reflecting scholarly and creative activities. Examples may include books, urban plans, resources management plans, public policy, community designs, models, exhibitions, curricular innovations, communication products, development and applications of theory, community service learning, translations of technical material, community facilitation, public policies
implementation, technical documents, and other applied works. Such works may qualify as scholarship on the basis of the faculty member's expertise, original intellectual contribution, recognition by professional communities, duration and depth of involvement, or the independence of professional judgment. The dossier should explain the contextual significance of the work.

- Other activities supplementing a candidate's dossier may include: non-peer refereed journal articles, monographs, book chapters, conference presentations, book reviews, and other productive endeavors.
- Extramural funding and grant submissions supporting scholarly work may be indicators of accomplishment.

**Post Tenure Review**

All tenured faculty must be reviewed, according to the Huxley Evaluation Plan and the *UFWW / WWU Contract*, every five years.

The faculty member will provide to the chair and colleagues materials in the three categories of teaching, scholarly activity, and service. The review period shall include only evidence accumulated since the last successful promotion or review. The extent of documentation is substantially less than required for an evaluation for promotion. The standard applied shall be that of the rank of the faculty being reviewed. The standards for Associate Professor are those described under tenure and promotion, with the additional expectation of a more substantial "service" contribution. The standards for Professor are as stated for promotion to Professor above.

The faculty member's performance shall be classified as "unsatisfactory," "satisfactory," or "superior" for each area. “Superior” performance means:

- For teaching, peer reviews and student evaluations that are consistently excellent, with all deficiencies addressed.
- For scholarship, demonstrated sustained productivity in scholarship and creative activities, as compared to the last review period.
- For service, carrying out major responsibilities such as chairing college or university committees, shepherding a large initiative on campus, serving in an active officer position in a professional association, a series or combination of such work, or other substantial achievement in community service.

In accordance with the UFWW Contract and the Huxley UEP’s recognition of the "career life cycle," the faculty member should explain the weighting given to the three areas of contribution during the period under review by reference to his or her evolving priorities and areas of exceptional strength. Departmental colleagues should weigh the adequacy of such justifications and of the faculty member's documented contribution as a whole over the review period in deciding on the level of satisfactory work in each area.

**Non-tenure-track faculty evaluation**
In addition to the procedures outlined in the Huxley Evaluation Plan, the department faculty will participate in the review of non-tenure track faculty. At the conclusion of every term after which NTT faculty will be evaluated (see Huxley Evaluation Plan), the chair and the Faculty Development Committee will review materials submitted by candidates to determine whether the record demonstrates satisfactory teaching performance. In addition to materials specified in the Huxley Evaluation Plan, candidates will submit to the chair or designated faculty member peer evaluations of teaching as described in section 1.0 (UEP).
SECTION 18 ACADEMIC PROGRAM DIRECTORS AND ACADEMIC ADMINISTRATORS

18.1 Academic Program Directors

18.1.1 Appointment: A faculty member who has been formally assigned the responsibilities in Section 18.1.2 by the Provost or dean shall be appointed to serve as an academic program director for a fixed term. The appointment and its specific responsibilities must be documented in writing.

18.1.2 Responsibilities: The responsibilities of the academic program directors vary depending on the size and complexity of the program. Academic program directors are responsible for leadership of the program, including planning, curriculum, staff development and evaluation, managing the program’s resources; and developing and maintaining program records, providing information to the Provost or dean in a timely manner for use in personnel and program resource decisions, and facilitating the harmonious functioning of the program.

18.1.3 Evaluation: With input from the faculty and staff related to the program, the Provost or dean conducts a periodic performance evaluation of the director and review of the position, including workload and job expectations, and meets with the director to discuss the results of the evaluation and position review. Based on the evaluation, the
Provost or dean and the director jointly develop goals for the following year. If, during the term of the appointment, the director fails to fulfill the responsibilities described in 18.1.2 or in the written letter of appointment in a satisfactory manner, the Provost or dean may remove the director.

18.1.3.1 In faculty review processes such as Post-Tenure Review, the teaching or librarianship, scholarly or creative activity, and service achievements of the academic program director will be assessed proportionally to the position appointment.

18.2 Academic Administrators

18.2.1 Appointment: Academic administrators normally are appointed by the Provost or dean following a formal search to a 12-month position for a fixed term with option to renew and can be part-time or full-time depending on the specific position. The appointment and its specific responsibilities must be documented in writing.

18.2.1.1 As faculty, academic administrators are eligible for the leaves in Sections 10 and 11 of this Agreement and accrue and expend vacation leave in the same manner as other faculty with twelve-month appointments.

18.2.2 Responsibilities: Academic administrators have similar responsibilities to those of academic program directors listed in 18.1.2. In addition, academic administrators normally have supervisory and budgetary authority over their programs, centers, and/or institutes. The specific responsibilities of the position will be outlined in the formal letter of appointment.

18.2.3 Evaluation

18.2.3.1 With input from the faculty and staff related to the program, center, or institute, the Provost or dean conducts a periodic performance evaluation of the academic administrator and review of the position,
including workload and job expectations, and meets with the academic administrator to discuss the results of the evaluation and position review. Based on the evaluation, the Provost or dean and the academic administrator jointly develop goals for the following year. If, during the term of the appointment, the academic administrator fails to fulfill the responsibilities described in 18.2.2 or in the written letter of appointment in a satisfactory manner, the Provost or dean may remove the academic administrator.

18.2.3.2 If they are tenured or tenure-track faculty, academic administrators undergo faculty evaluations, such as Post-Tenure Review, as described in Section 7 of this Agreement. The teaching or librarianship, scholarly or creative activity, and service achievements of the academic administrator will be assessed proportionally to the fraction of the faculty appointment of the academic administrator.[1]

[1] For example, if a faculty member has a 1.0 FTE appointment as an academic administrator and is required to do no teaching and/or librarianship or scholarship and/or creative activity, faculty members in the academic administrator’s department or college will only evaluate the academic administrator’s service. Such academic administrators will be judged to have met department standards in teaching or librarianship and/or scholarship and/or creative activity if their responsibilities as an academic administrator replace their responsibilities in teaching or librarianship and/or scholarship and/or creative activity.
SECTION 22 COMPENSATION

High quality faculty and staff are crucial for providing students an integrated Western experience. The University faces an increasingly competitive national marketplace for the services of faculty and staff. Therefore: The University needs to maintain ongoing emphasis on achieving competitive salaries and broad-based benefits for faculty and staff.

The University and the Union agree to collaborate in furthering statewide awareness of the importance of investment in competitive salaries and broad-based benefits for higher education.

22.1 Salary

22.1.1 The academic salary schedule begins on September 16 and ends the following June 15.

22.1.2 The initial salary for tenured and tenure-track faculty and non-tenure-track faculty is set forth in the letter of offer.

22.1.3 Effective September 16, 2015, all faculty, with the exception of those mentioned in 22.1.3.1, will receive a basic salary increase of 3.75%. If the CBA becomes effective after September 16, 2015, all faculty shall receive the balance of their basic salary increase which is not to be covered in future pay periods as a single lump sum in the first salary payment to include the basic salary percentage increase.
22.1.3.1 New faculty hired for the 2015-16 academic year do not automatically receive the salary increase in 22.1.3. The UFWW President and the Provost will review the salaries of these faculty and take action to address any salary inequity by December 15, 2015.

22.1.4 Effective September 16, 2016, all faculty, with the exception of those mentioned in 22.1.4.1, will receive a basic salary increase of 3.75%.

22.1.4.1 New faculty hired for the 2016-17 academic year do not automatically receive the salary increase in 22.1.4. The UFWW President and the Provost will review the salaries of these faculty and take action to address any salary inequity by December 15, 2016.

22.1.5 Effective September 16, 2017, all faculty, with the exception of those mentioned in 22.1.5.4, will receive a basic salary increase as described below in sections 22.1.5.1 through 22.1.5.3.

22.1.5.1 The total salary increase in the third year shall be $X + 1.25\%$. $X$ is the amount allocated by the Washington State Legislature for general salary increases for fiscal year 2018.

22.1.5.2 If the total of $X + 1.25\%$ in the third year does not equal 4.25%, then either the WWU Administration or UFWW will have the right to reopen and bargain Section 22.1 and Section 22.2 of the Agreement. If neither side opts to reopen and bargain these sections the total salary increase in the third year will be 4.25%.

22.1.5.3 The fraction of the total salary increase in the third-year to be distributed as across-the-board is in the same proportion as in years one and two. This proportion is equal to the fraction $3.75/4.25$.

22.1.5.4 New faculty hired for the 2017-18 academic year do not automatically receive the salary increase in
22.1.5.3. The UFWW President and the Provost will review the salaries of these faculty and take action to address any salary inequity by December 15, 2017.

22.2 Compression and Equity Adjustments

22.2.1 An amount equal to 0.50% of the actual salaries paid to faculty members in the bargaining unit in 2014-15 shall be distributed as of September 16, 2015 as salary increases to selected faculty effective at the beginning of the academic salary schedule. The process of dividing and distributing this amount will follow that outlined in Appendix E and sections 22.2.4 through 22.2.10. If the CBA becomes effective after September 16, 2015, all faculty shall receive the balance of their compression and equity adjustment which is not to be covered in future pay periods as a single lump sum in the first salary payment to include the compression and equity adjustment increase.

22.2.2 An amount equal to 0.50% of the actual salaries paid to faculty members in the bargaining unit in 2015-16 shall be distributed as of September 16, 2016 as salary increases to selected faculty effective at the beginning of the academic salary schedule. The process of dividing and distributing this amount will follow that outlined in Appendix E and sections 22.2.4 through 22.2.10.

22.2.3 An amount determined as described below in sections 22.2.3.1 through 22.2.3.3 shall be distributed as of September 16, 2017 as salary increases to selected faculty effective at the beginning of the academic salary schedule. The process of dividing and distributing this amount will follow that outlined in Appendix E and sections 22.2.4 through 22.2.10.

22.2.3.1 The total salary increase in the third year shall be \( X + 1.25\% \). \( X \) is the amount allocated by the Washington State Legislature for general salary increases for fiscal year 2018.

22.2.3.2 If the total of \( X + 1.25\% \) in the third year
does not equal 4.25%, then either the WWU Administration or UFWW will have the right to reopen and bargain Section 22.1 and Section 22.2 of the Agreement. If neither side opts to reopen and bargain these sections the total salary increase in the third year will be 4.25%.

22.2.4.3 The fraction of the total salary increase in the third-year to be distributed as compression and equity is in the same proportion as in years one and two. This proportion is equal to the fraction 0.50/4.25.

22.2.4 For distributions in 2015-2016, all tenured and tenure-track faculty will be evaluated for compression and equity adjustments. Non-tenure track faculty are not eligible for compression and equity adjustments.

22.2.5 For distributions in 2016-2017 and 2017-2018, all tenured and tenure-track faculty, as well as non-tenure-track senior instructors, will be evaluated for compression and equity adjustments. Non-tenure track faculty who are not senior instructors are not eligible for compression and equity adjustments.

22.2.6 Faculty who did not meet expectations in their most recent reviews cannot receive an adjustment. Faculty who address deficiencies in failed reviews and subsequently meet expectations are eligible for adjustments in the year compression and equity adjustments are next available.

22.2.7 For the distributions in the 2015-2016 academic year, the administration will provide the UFWW with a list of the proposed adjustments by November 15, 2015. For the distributions in the 2016-2017 and 2017-2018 academic years, the administration will provide the UFWW with a list of the proposed adjustments by July 15 of the preceding academic year (July 2016 and July 2017, respectively).

22.2.8 Following the provision of the proposed adjustments to the UFWW outlined in Section 22.2.7, but prior to the distribution of the salary adjustments, representatives of the administration and UFWW will have the opportunity to review the proposed adjustments. The
representatives will identify any anomalies, omissions, or errors and suggest possible remedies. These representatives may suggest changes on which a consensus is reached in each year of the agreement by the deadlines outlined in section 22.2.9 of the CBA to the Provost and the UFWW President, who must agree for any suggested changes to be adopted.

22.2.9 For the distributions in the 2015-2016 academic year, the final recommendations of the representatives shall be submitted to the parties of this agreement by December 10, 2015. For distributions in the 2016-2017 and 2017-2018 academic years, the final recommendations of the representatives shall be submitted to the parties of this agreement by August 15 of the academic year (August 2016, August 2017, respectively).

22.2.10 In any year of this Collective Bargaining Agreement, any monies dedicated to Compression and Equity Adjustments (as specified in 22.2.1, 22.2.2, and 22.2.3) which remain undistributed after completion of the process outlined in sections 22.2.1 through 22.2.9 shall be proportionately distributed to all faculty as a general salary increase. More specifically, if U dollars remain undistributed after this process, and T dollars is the total of all faculty salaries in the current academic year after all other salary adjustments have been implemented, each faculty member shall receive a fractional increase equal to U/T in the salary for the current academic year.

22.3 Post-tenure Review. All faculty who have exceeded department standards in at least one category of teaching, research, or service and who have met department standards in the remaining categories in a post-tenure review shall receive a 3% increase to their basic salary effective the following September.

22.4 Promotion and Advancement

22.4.1 Tenured and tenure-track faculty who receive a promotion shall have their base salary increased by 10% effective September 16 following the promotion.

22.4.2 Instructors who advance to senior instructor shall have their base salary increased by 10%, effective September 16 following the
advancement.

22.5 Department Chairs

22.5.1 Chair stipends are based upon the total combined departmental FTE of tenured faculty, tenure-track faculty/non-tenure-track faculty, and staff, calculated on October 31 of each year. The stipends are payable quarterly, including summer, and are determined according to the following formulae:

- Let FTE be defined as in 22.5.1 above.
- The stipend per quarter = $1475 + ($85 \times \text{FTE})$.
- The stipend per year = $5900 + ($340 \times \text{FTE})$.

22.5.2 Annual faculty appointment contracts for department chairs, during their term(s) of chair duty, are for 9.5 months (September 8 – June 22).

22.5.3 Department Chairs receive a temporary 0.75% base salary increase on September 8th of each year they serve as Department Chair. This increase becomes permanent after four consecutive years of department chair service. For Department Chairs in mid-appointment as of July 1, 2013, prior years of uninterrupted service count toward the four years of service necessary to receive the permanent base salary increase, but not toward the amount of the increase. Interruptions in service (as defined in Section 11) are accommodated provided the chair returns to the appointment after the leave and does serve a full four years. Chairs who are called back to chair service for reasons of administrative exigency may add all prior chair service toward fulfillment of the requirement that four consecutive years be served for the permanent salary increase. Salary increases do not accumulate during interruptions of service, and are not assigned to any chair service rendered prior to July 1, 2013.

Should a UFWW/WWU Collective Bargaining Agreement subsequent to the present one change or eliminate the compensation stipulation of this article, the salary increases accumulated under the present Agreement will still vest after four consecutive years of service, even if that...
22.5.4 Department chairs shall negotiate with the dean, with the approval of the Provost, any reduction in teaching load associated with the position.

22.6 Academic Program Directors

The Provost or dean will determine the appropriate stipend and/or release time in accordance with the responsibilities of each position. A stipend shall be at least $1000 in each quarter, including summer session, for which there are program responsibilities. In no case will the compensation given to program directors for the current level of responsibilities decrease.

22.7 Medical, Dental, Life and Long-Term Disability

Medical, Dental, Life and Long-Term Disability Plans, benefits and premium share are set and from time to time revised by the Washington State Health Care Authority.

22.8 Mileage

Authorized travel between campuses and/or worksite assignments shall be compensated at the current State of Washington mileage rate. Worksite is defined as an official WWU program site.

22.9 Professional Development

22.9.1 Each college will fund a faculty development and professional travel pool with an annual amount equal to $1,000 per FTE tenured/tenure-track faculty, and $500 per FTE non-tenure-track faculty member. The funds will be allocated and administered by deans of colleges and Library in accordance with criteria and procedures in guidelines developed within the faculty governance bodies of each college and the Library. All faculty members are eligible to apply for the funds. When requested, the Provost will review with UFWW representatives the faculty development and professional travel pool expenditures.

22.9.2 A supplemental faculty development pool for Creative Activity and Scholarship will be funded with an annual amount equal to $100
per FTE tenured/tenure-track faculty, and $50 per FTE non-tenure-track faculty member. These funds are in addition to any funds budgeted by Research and Sponsored Programs in 2014-2015.

The funds will be allocated and administered by Research and Sponsored Programs in accordance with criteria and procedures in guidelines developed within the faculty governance bodies of Research and Sponsored Programs. All faculty members are eligible to apply for the funds.

22.10 Retention

The University administration may, in consultation with the faculty member’s department, grant a salary increase to any faculty member for retention, provided that the Union is notified in writing of the change in salary and of the justifications for the change.

22.11 Stipends for Teaching Large Classes

The dean and the chair shall confer concerning the appropriate support and/or compensation for teaching large classes.

22.12 Release Time for Faculty Senate

Honoring the direct relationship and collaboration of the Faculty Senate and the University in shared governance, the University will provide a reduction in teaching load associated with the following positions in the university, depending on the scope of the role.

- Faculty Senate President
- Chair of ACC
- Chair of UPRC
- Legislative Representative
- Chair of Graduate Council

The Union will be notified of any changes proposed by the Senate and the University,
and will be given the opportunity to bargain concerning those changes.

22.13 Compensation for Temporary Extra Teaching Assignments

22.13.1 Faculty may teach one or more courses above their regular teaching load with a recommendation from the department chair and approval by the dean. Such temporary extra teaching assignments will be compensated by temporary additional pay at the rate of 1/36 of the faculty member’s salary per credit hour.

22.13.2 Non-tenure track faculty who supervise independent study courses will be compensated at the rates specified in 22.15.2.1.iii.

22.14 Summer Research and Teaching Grants

The University will award the maximum feasible number of Summer Research Grants and Summer Teaching Grants for each summer during which this agreement is in effect. Each grant will be in the amount of $6,000 and will be awarded in accordance with the policies of the Office of Research and Sponsored Programs.

22.15 Extended Education

22.15.1 Summer Session[1]

22.15.1.1 For Summer Session courses faculty are paid 1/45 of AY salary per credit.

22.15.1.2 Individually-supervised credit-bearing activities, such as independent studies, field research/experience, practicum, and internships in the summer will generally be paid at a per SCH rate. Deans may choose to offer faculty the salary per credit rate of pay (described in 22.15.1.1 above) for independent studies and internships. Per SCH pay is recommended for activities with 9 or fewer students, salary per credit is recommended for activities with 10 or more students. For academic years 2015-16, 2016-17, and 2017-18, the minimum per SCH rates for these undergraduate and
graduate courses will increase by the same percentages as the basic faculty salary increases specified in Section 22.1. The instructors of any courses in the last three years that have been paid at more than $139 per credit shall continue to be paid for those courses at a rate no lower than that higher rate. Enrollment shall be determined as in section 22.15.1.3.

22.15.1.3

a. For purposes of determining compensation for independent studies, field research/experience, practicum, and internships in the summer, “course enrollment” is the actual enrollment on the census date of the quarter. For individual courses not delivered on the regular quarterly cycle a final enrollment date will be specified.

b. No compensation payments are earned or paid for canceled courses or for courses with a census date enrollment of zero.

22.15.1.4 For NTT Faculty teaching Summer Session, the academic year salary shall be annualized to determine summer salary. Once the academic year salary is annualized, all rules above apply.

22.15.2 Compensation for Credit-bearing Activity Governed by Section 16.5

22.15.2.1 Correspondence and Contracted Independent Study Courses at the SCH rates of:

i. Standard Correspondence: $66 per SCH

ii. Writing Intensive: $99 per SCH

iii. "Contract" Independent Study: $140 per SCH

22.15.3. Study Abroad/Study Away:
i. Courses enrolling five or fewer students will be compensated on a per SCH basis at the rate of 70% of applicable tuition. Per SCH compensation cannot be applied to enrollments above 5 students.

ii. For courses enrolling six or more students the faculty member will be paid at the rate of AY salary per credit described in Section 22.15.1.1 above.

iii. In addition to instruction, the faculty member will be compensated for the "additional duties" associated with travel programs.

iv. The total compensation for instruction and additional duties as described may be divided between multiple faculty members in any manner mutually agreed.

22.15.4 Online Courses

22.15.4.1 Course Development

22.15.4.1.1 The University will pay faculty not less than $500 per credit to develop online courses. These courses shall be considered work for hire. For course materials developed for payment from the university, the university may only share those materials with dean and departmentally approved instructors for that course. Course materials developed for payment from the university may only be used for the teaching of courses at Western by departmentally approved instructors. Faculty members who develop course materials for online courses retain the right to use those materials in other instructional formats.

22.15.4.1.2 Faculty may elect to develop online courses without compensation from the University. These courses remain the sole property of the faculty members who develop them. Faculty may
use summer teaching grants to develop these courses and still retain ownership.

22.15.4.2 Online Instruction

22.15.4.2.1 For online courses taught outside the regular teaching load, faculty shall be paid 1/36 of their academic year salary per credit.

22.15.5 Cohort Programs, Off-campus and Special Duties Assignments

22.15.5.1 Tenured and tenure-track faculty teaching in a cohort program may do so as part of the regular load, or paid as an “extra teaching assignment” per 22.13. Compensation is based on academic year salary and is not based on separate Summer Session pay schedules, regardless of when during the year a course is offered.

22.15.5.2 Non tenure-track faculty teaching in cohort programs are paid at the per credit rate established in their original appointment letter. Compensation is based on academic year rates and is not based on separate Summer Session pay schedules, regardless of when during the year a course is offered.

22.15.5.3 NTT faculty working at a distance, who do not have access to WWU office space in Bellingham or at a WWU outreach site, shall receive a stipend to cover personal costs associated with teaching related expenses. The stipend shall be $250 per quarter.

22.15.5.4 Costs associated with mileage/travel will be reimbursed to faculty when they are required to travel for their teaching assignment.

22.15.5.5 Faculty who undertake administrative or non-teaching duties in support of a self-sustaining program shall be compensated through either a course release or stipend.
22.16 Non-Tenure Track Service Pool

The University will fund a non-tenure track service pool with an annual amount equal to $150 per FTE non-tenure-track faculty member per year. In determining the funds available for a specific academic year, the FTE calculations shall be based upon the previous academic year. The funds will be allocated and administered by the Provost in accordance with criteria and procedures in guidelines developed by the Faculty Senate and approved by the Provost. All NTT faculty members are eligible to apply for the funds. When requested, the Provost will review with UFWW representatives the NTT service pool expenditures.

[1] “Summer Session” is defined in Section 16.
## Appendix AI-9

### Western Washington University

**Record of AICP Exams May 2014-2019**

<table>
<thead>
<tr>
<th>EXAM+A1</th>
<th>USER ID</th>
<th>DESIGNATION</th>
<th>GRADUATION</th>
<th>DEGREE LEVEL</th>
<th>Overall Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014MAY</td>
<td>215601</td>
<td>AICP</td>
<td>2002</td>
<td>B</td>
<td>54</td>
</tr>
<tr>
<td>2015MAY</td>
<td>303685</td>
<td>AICP</td>
<td>2004</td>
<td>B</td>
<td>46</td>
</tr>
<tr>
<td>2015NOV</td>
<td>314288</td>
<td>AICP</td>
<td>2009</td>
<td>B</td>
<td>57</td>
</tr>
<tr>
<td>2015NOV</td>
<td>236118</td>
<td>AICP</td>
<td>2008</td>
<td>B</td>
<td>54</td>
</tr>
<tr>
<td>2016MAY</td>
<td>134642</td>
<td>AICP</td>
<td>1996</td>
<td>B</td>
<td>57</td>
</tr>
<tr>
<td>2016MAY</td>
<td>203836</td>
<td>AICP</td>
<td>2002</td>
<td>B</td>
<td>69</td>
</tr>
<tr>
<td>2016MAY</td>
<td>309535</td>
<td>AICP</td>
<td>1995</td>
<td>B</td>
<td>64</td>
</tr>
<tr>
<td>2016MAY</td>
<td>321612</td>
<td>AICP</td>
<td>1995</td>
<td>B</td>
<td>66</td>
</tr>
<tr>
<td>2016MAY</td>
<td>308461</td>
<td>AICP</td>
<td>2007</td>
<td>B</td>
<td>52</td>
</tr>
<tr>
<td>2016MAY</td>
<td>236118</td>
<td>AICP</td>
<td>2008</td>
<td>B</td>
<td>57</td>
</tr>
<tr>
<td>2016NOV</td>
<td>308461</td>
<td>AICP</td>
<td>2007</td>
<td>B</td>
<td>61</td>
</tr>
<tr>
<td>2016NOV</td>
<td>201763</td>
<td></td>
<td>2007</td>
<td>B</td>
<td>60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXAM</th>
<th>USER ID</th>
<th>DESIGNATION</th>
<th>GRADUATION</th>
<th>DEGREE LEVEL</th>
<th>Overall Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017MAY</td>
<td>322025</td>
<td>AICP</td>
<td>2007</td>
<td>B</td>
<td>62</td>
</tr>
<tr>
<td>2018MAY</td>
<td>161545</td>
<td></td>
<td>1999</td>
<td>B</td>
<td>49</td>
</tr>
<tr>
<td>2018MAY</td>
<td>244705</td>
<td>AICP</td>
<td>1998</td>
<td>B</td>
<td>70</td>
</tr>
<tr>
<td>2018NOV</td>
<td>348508</td>
<td>AICP</td>
<td>2020</td>
<td>B</td>
<td>54</td>
</tr>
<tr>
<td>2019MAY</td>
<td>348508</td>
<td>AICP</td>
<td>???</td>
<td>2010 B</td>
<td>56</td>
</tr>
<tr>
<td>2019MAY</td>
<td>358613</td>
<td>AICP</td>
<td>1995</td>
<td>B</td>
<td>56</td>
</tr>
<tr>
<td>2019MAY</td>
<td>321854</td>
<td>AICP</td>
<td>2011</td>
<td>B</td>
<td>58</td>
</tr>
<tr>
<td>2019MAY</td>
<td>345592</td>
<td></td>
<td>2018</td>
<td>B</td>
<td>47</td>
</tr>
</tbody>
</table>
Urban Planning Program Student Diversity Recruitment Strategy: Summary

Huxley College’s Urban Planning and Sustainable Development Program Diversity and Recruitment Strategy

Part 1: Tactical Short-Term Activities

The Urban Planning program identified a series of immediate and short-term “tactical and pilot” actions for improving student diversity in the program. These activities are related to:

- Expanding student recruitment and retention from within Western
- Expanding student recruitment from the region served by Western
- Facilitating faculty hires with a commitment to diversity
- Strengthening diversity in the curricula of the Urban Planning program and the department of Environmental Studies
- Improving coordination with Western outreach and diversity programs
- Establishing a department and college commitment to a multi-year diversity plan
- Incorporating commitment to diversity as criteria for faculty and staff review
- Setting up a framework and guidelines for the development and implementation of a multi-year diversity plan
- Mobilizing faculty, students, staff, and administration commitment to working on diversity
- Identifying financial resources for diversity planning and implementation

These short term activities are divided into the three main categories listed above: 1) Student Recruitment and Retention; 2) Curriculum Review; 3) Faculty Recruitment and Retention; as well as 4) Strengthening ties with local, regional, national, and international communities and interest groups; and 5) Multi-year plan preparation. The following describes these activities in further detail, provides a timeline for implementation, and reports on the status of each of item.

1. Student Recruitment and Retention

Objective: expand undergraduate recruitment from within Western

Implementation Strategies:

<table>
<thead>
<tr>
<th>Start Date</th>
<th>Target Date</th>
<th>Status</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2015</td>
<td>Spring 2015</td>
<td>Completed</td>
<td>Urban Planning shall develop an informational flyer to be disseminated with Fall 2015 incoming student orientation material and that includes description of majors, course sequences, careers, commitment to diversity, and available scholarships.</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>Fall 2015</td>
<td>Started</td>
<td>Urban Planning program administrator shall request from Urban Planning faculty and Western Urban Planners (WUP) student association to form a group of faculty and students who shall attend information and orientation sessions conducted by Western student associations, clubs, and unions in Fall 2015 and provide information about the urban planning program. Pursued clubs include, but are not limited to, Black Student Union (BSU), Latino Students Union (LSU), South Asian Student Association (SASA), Ethnic Student Center (ESC), Queer</td>
</tr>
</tbody>
</table>
Resource Center (QRC), Social Issues Resource Center (SIRC).

| Summer 2015 Fall 2015 | Not Started | The Urban Planning program administrator shall coordinate with Western Urban Planners (WUP) student association in order to participate in orientation sessions of other student associations. |

**Objective:** expand recruitment from community colleges in the region and streamline curriculum requirements for transfer students

**Implementation Strategies:**

<table>
<thead>
<tr>
<th>Start Date / Target Date</th>
<th>Status</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 2015 Fall 2015</td>
<td>Started</td>
<td>Planning faculty shall participate with department Core Curriculum Committee (CCC) to identify and mitigate barriers for students transferring from Community Colleges.</td>
</tr>
<tr>
<td>Spring 2015 Winter 2016</td>
<td>Started</td>
<td>Urban Planning program administrator shall request from Urban Planning faculty and Western Urban Planners (WUP) student association to form a group of faculty and students who shall present informational material to advisors in the region’s community colleges and provide introduction to planning lectures. Community colleges to be pursued include, but are not limited to: Whatcom Community College, Skagit Community College, North Seattle Community College, Bellingham Technical College, and Northwest Indian College.</td>
</tr>
<tr>
<td>Spring 2015 Winter 2016</td>
<td>Started</td>
<td>The Urban Planning program administrator shall provide undergraduate advisor, Kathryn Patrick, informational material that highlights the multiple domains of planning, the program emphasis on social and environmental justice, and active interest in supporting a diverse student body.</td>
</tr>
</tbody>
</table>

**Objective:** expand high-school recruitment from the region served by Western

**Implementation Strategies:**

<table>
<thead>
<tr>
<th>Start Date / Target Date</th>
<th>Status</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015 Spring 2016</td>
<td>Started</td>
<td>Urban Planning program administrator shall organize annual rotating groups of faculty and students to coordinate with “Compass 2 Campus” (C-2-C)¹ staff and attend visits to high-schools in the region. Visits shall include presentations of majors and careers, commitment to diversity, available scholarships, and disseminate informational material about the program.</td>
</tr>
<tr>
<td>Spring 2015 Spring 2016</td>
<td>Started</td>
<td>The Urban Planning program administrator shall coordinate with undergraduate advisor, Kathryn Patrick, and request each planning faculty to attend and participate in one of her annual visits to high school in the region.</td>
</tr>
<tr>
<td>Fall 2015 Spring 2016</td>
<td>Not Started</td>
<td>Urban Planning program administrator shall identify ways to incentivize and institutionalize faculty and students to participation in “Compass-2-Campus” activities.</td>
</tr>
</tbody>
</table>

¹ C-2-C is a program that mentors students in under-represented communities from 5th grade till college.
2. Curriculum Review and Pathways to Excellence

Objective: ensure that urban planning curriculum and contents are up to date with respect to diversity issues, debates, and discourses.

Implementation Strategies:

<table>
<thead>
<tr>
<th>Start Date / Target Date</th>
<th>Status</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 2015 Fall 2015</td>
<td>Started</td>
<td>Urban Planning program administrator shall review how diversity is integrated in Student Learning Objectives (SLO) of the various urban planning courses and identify ways of strengthening the integration of diversity in the curriculum.</td>
</tr>
<tr>
<td>Spring 2015 Spring 2016</td>
<td>Started</td>
<td>Urban Planning program administrator shall seek input from the Planning Advisory Board regarding diversity in the planning curriculum.</td>
</tr>
<tr>
<td>Fall 2015 Winter 2016</td>
<td>Not Started</td>
<td>Urban Planning program administrator shall request from faculty (TT and NTT) teaching courses that are required by planning students a statement indicating how diversity is addressed in their courses.</td>
</tr>
<tr>
<td>Spring 2015 Spring 2016</td>
<td>Not Started</td>
<td>Urban Planning program administrator shall appoint a “Curriculum Committee” from planning faculty (TT and NTT), planning students, and external faculty to review diversity in the planning curriculum.</td>
</tr>
</tbody>
</table>

3. Faculty Recruitment and Retention

Objective: develop tools to facilitate faculty hires with a commitment to diversity and strengthening diversity in teaching, scholarship, and service.

Implementation Strategies:

<table>
<thead>
<tr>
<th>Start Date / Target Date</th>
<th>Status</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015 Spring 2016</td>
<td>Not Started</td>
<td>Urban Planning program administrator shall introduce and adopt policy that job searches and advertisement for all new tenured and tenure-track appointments shall include, as a requirement, that applicants have a demonstrated ability and commitment to work effectively with diverse student populations and advance scholarship that addresses diverse social groups. This policy will be in line with the President’s Task Force on Equity, Inclusion and Diversity (TFEID) and guidelines from the Office of Equal Opportunity &amp; Employment Diversity.</td>
</tr>
<tr>
<td>Fall 2015 Spring 2016</td>
<td>Not Started</td>
<td>Urban Planning program administrator shall work with the Environmental Studies department to include “bridge” funding for opportunity hires in the department’s hiring plan. “Bridge” funding is available from the Office of Equal Opportunity &amp; Employment Diversity for up to years to support opportunity hires that promote diversity. Currently, the department is negotiating a faculty position to replace a faculty who contributed to the planning program. Urban Planning program administrator shall work with the Environmental Studies department chair, faculty, and Huxley dean to leverage funding sources to ensure faculty diversity in this hire.</td>
</tr>
</tbody>
</table>

- introducing and adopting a policy that consideration for inclusion in the pool of NTT adjunct faculty shall include evidence of the candidate’s
ability and commitment to work effectively with diverse student populations.

- proposing and adopting a review process of the pool of Non Tenure Track (NTT) faculty based on their demonstrated ability and commitment to work effectively with diverse student populations.
- requiring all NTT appointments in urban planning courses shall be contingent on a verifiable statement to that effect.
- introducing and adopting a process for active recruitment of NTTs that strengthen diversity in urban planning.

4. Community Outreach and Engagement

**Objective: Expand engagement with local interest groups**

**Implementation Strategies:**

<table>
<thead>
<tr>
<th>Start Date / Target Date</th>
<th>Status</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2015</td>
<td>Completed</td>
<td>Urban Planning program administrator shall work with planning faculty and students to establish an advisory board of alumni and professionals that are representatives of the diverse interests that constitute the region.</td>
</tr>
<tr>
<td>Spring 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2015</td>
<td>Started</td>
<td>Urban Planning program administrator shall work with planning faculty and students to create an outreach and marketing program to engage underrepresented communities and active organizations, as well as national and international advocacy groups. Identified interest groups include, but are not limited to:2</td>
</tr>
<tr>
<td>Spring 2016</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Lummi Nation – Lhaq’temish – planning and public works.
- Nooksack Tribal Council
- Whatcom Hispanic Organization
- Max Higbee Center
- Whatcom PFLAG
- West Coast Poverty Center at the University of Washington in Seattle.

5. Multi-Year Diversity Plan

**Objective: Establish a Diversity Task Force (DTF) to conduct pre-planning efforts**

**Implementation Strategies:**

<table>
<thead>
<tr>
<th>Start Date / Target Date</th>
<th>Status</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2015</td>
<td>Completed</td>
<td>Urban Planning faculty, faculty from other majors, student representatives shall form a Diversity Task Force (DTF).</td>
</tr>
<tr>
<td>Spring 2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2015</td>
<td>Completed</td>
<td>DTF shall identify existing diversity programs, initiative, partnerships, and best practices on WWU.</td>
</tr>
<tr>
<td>Spring 2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2015 Fall 2015</td>
<td>Started</td>
<td>DTF shall research and identify best practices, factors of success, and challenges in planning and implementation of diversity program in other institutions. Findings shall be shared with faculty and staff for review and feedback.</td>
</tr>
<tr>
<td>Fall 2015</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

2 A description of the activities of each of these groups and organizations is included in Appendix Y.

2019 SSR Western Washington University
**Objective:** Engage and prepare Huxley College and the Department of Environmental Studies for the launch a department-wide diversity planning and implementation process

**Implementation Strategies:**

<table>
<thead>
<tr>
<th>Start Date / Target Date</th>
<th>Status</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2015</td>
<td>Completed</td>
<td>DTF shall develop a roadmap to assist Huxley College and Environmental Studies department in launching the planning and implementation process</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>Completed</td>
<td>DTF shall develop a roadmap to assist Huxley College and Environmental Studies department in launching the planning and implementation process</td>
</tr>
<tr>
<td>Spring 2015 Fall 2015</td>
<td>Started</td>
<td>DTF shall mobilize support within the department and college administration for initiating a diversity planning and implementation program.</td>
</tr>
</tbody>
</table>
Appendix AI-11
Evidence of Transcript Title: BA, Urban Planning and Sustainable Development: Sample Student Transcript

Total Academic History

Site: Prgl: BA-HU Prg2: Mjr: 8A36
ENVS 370 42566 History of Planning 3 A 12.0 L 12/17/13
ENVS 457 42568 Env Dispute Resolution 4 A- 14.8 L 12/13/13
ENVS 470 42568 Planning Methods 3 A- 11.1 L 12/17/13
ENVS 488B 42616 Internship 4 S 0.0 S 12/10/13
Quarter: Credits: 14.0 Qpts: 37.90 GPA: 3.79

ENVS 368 13722 Plan Graphics: Methods Urban 2 A 8.0 L 03/17/14
ENVS 368 14198 Exploring Great Cities New Orli 4 X 0.0 L 03/26/14 ***
ENVS 462 12479 Planning Theory 3 A 12.0 L 03/17/14 WPL
ENVS 472 12490 Planning Studio 6 A 24.0 L 03/17/14
ENVS 498B 12517 Internship 2 K 0.0 S 03/25/14 ***
ESCI 442 11230 Intro to Remote Sensing 5 A- 18.5 L 03/20/14 WP2
Quarter: Credits: 16.0 Qpts: 62.50 GPA: 3.90

ENVS 461 22098 Land Use Law 4 Status: RW L 04/02/14
ENVS 473 22113 Planning Studio II Implement 3 Status: RW L 02/26/14
ENVS 474 22123 Plan for Sustain Communities 4 Status: RW L 02/26/14

Academic Summary To Date
1. Long Beach City College (2) Credits: 100 Degree:
2. Whatcom Cnty College (2) Credits: 5 Degree:

<table>
<thead>
<tr>
<th>Total</th>
<th>Transfer</th>
<th>Western</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creds</td>
<td>Creds</td>
<td>Creds</td>
</tr>
<tr>
<td>218.000</td>
<td>105.000</td>
<td>113.000</td>
</tr>
</tbody>
</table>

Degree Status: Pending
Degree Term: Spring 2014
Degree: BA
Degree College: Huxley Coll of the Environment
Degree Program: BA-HU
Major: 8A36 Urban Planning & Sustainable Dev
Minor: 1805 Geographic Information Systems
Catalog term: 201240
Current Site:

Transcript Comments:
WMU Faculty-led Program
San Francisco Neighborhood Geography & Planning - Summer 2013

Primary Curriculum

Secondary Curriculum

Catalog term: 201240
201420 Mjr 1: 8A36 Urban Planning & Sustainable Dev
201420 Mjr 2:
201420 Mnr 1: 1805 Geographic Information Systems
201420 Mnr 2:
201420 Program: BA-HU BA-Huxley Coll of Environment
Urban Planning and Sustainable Development Major (Minimum 102 credits)

### Urban Planning and Sustainable Development Foundation Courses (Minimum 30 credits)

- Math 112 or suitable math placement score *
- ENVS 201 – Understanding Environmental Data and Information (3)
- ENVS 203 – Physical Geography (4)
- ENVS 303 – Intro to Environmental Studies I: Human Ecology and Ethics (5)
- ENVS 305 – Intro to Environmental Studies II: History and Policy (5)
- ECON 206 – Intro to Microeconomics (4)
- One course from:
  - ENVS 450 – Science in the Policy Process (4)
  - ENVS 456 – Environmental Governance (4)
- One ESCI 200-300 level course, (4 credits minimum)
- One upper-division natural science course at the 300-400 level, (3 credits minimum **)  

### Urban Planning and Sustainable Development Core Courses (Minimum 63 credits)

**Planning History, Theory, and Knowledge**
- ENVS 343 - Urbanization: Processes and Patterns (4)
- ENVS 361 - Introduction to Planning (3)
- ENVS 370 - History of Planning (3)
- ENVS 373 - Transportation Systems and Planning (3) OR ENVS 464 - Topics in Planning: Pedestrian and Bike Planning (3)
- ENVS 461 - Land Use Law (4)
- ENVS 462 - Planning Theory (3)

**Planning Methods**
- ENVS 360 - Plan Graphics and Site Design: Methods in Urban Planning Design Graphics (3)
- ENVS 374 - Land Use Regulations and Technical Writing (3)
- ENVS 457 - Environmental Dispute Resolution (4)
- ENVS 475 - Community Development and Participatory Methods (3)
- One Course from:
  - ENVS 520 GIS I: Introduction to GIS (4) (if not selecting the Geospatial Analysis Specialization)
  - ENVS 322 Analysis of Spatial Data (4)
  - ENVS 372 Natural Hazards Planning (5) (if not selecting Hazards Planning Specialization)
  - ENVS 442 Regional Environmental and Economic Modeling (4)

**Planning Skills**
- ENVS 470 - Planning Studio I: Urban Design Planning Methods (3)
- ENVS 472 - Planning Studio II: Plan Development (6)
- ENVS 473 - Planning Studio III: Plan Implementation (3)

**Planning and Diversity**
- One course from
  - ENVS 463 – Native American Planning and Natural Resources Management (3)
  - ENVS 464 – Urban Environment and the Just City (4)
- ENVS 362 - U.S. Disaster Policy (4) OR ENVS 465 - Disaster Risk Reduction (4)

**Planning Elective Specialization (Minimum 10 credits)**
- Courses from one of the specialization groups listed below:
  - Geospatial Analysis Specialization:
    - ENVS 320 - GIS I (4)
    - ENVS 419 Applications in GIS (3) OR 420-GIS III Analysis and Modeling (4), and
    - ENVS 321 – Cartography (3) OR 422 – Advanced Spatial Analysis (4).
  - Hazards Planning Specialization:
    - ENVS 362 - U.S. Disaster Policy (4) OR ENVS 465 Disaster Risk Reduction;
    - ENVS 372 - Natural Hazards Planning (5), and
    - ENVS 476 - Disaster Reduction Studio (4).
  - Three courses, for a total of 10 or more credits, in a Student and Faculty Designed Specialization, or
  - Completion of Minor with Faculty Advisor and UPSD Program Director approval. ***

### Urban Planning and Sustainable Development Courses CULMINATING CAPSTONE AND EXPERIENTIAL (Minimum 8 credits)

**Capstone:** Students are required to take one ENVS approved course with a capstone “CPST” attribute during their senior year. A capstone class is a field or project based class that students take from both departments (ENVS/ESCI). Several capstone options are open to all Huxley College students; others have prerequisites.

- **One Capstone course from:** (Minimum 3 credits)
  - ENVS 410 – Agroecology and Sustainable Agriculture;
  - ENVS 417 – Science, Management and Outreach of Contaminated Sites;
  - ENVS 429 – Psychogeography;
  - ENVS 430 – Borderlands: Resource Management;
  - ENVS 466 – Greening Business Applications;
  - ENVS 474 – Planning for Sustainable Communities;
  - ENVS 491 – Environmental Communication;
  - ENVS 493 – Environmental Impact Assessment;
  - ENVS 496 – Environmental Stewardship;
  - ENVS 498B – Senior Thesis;
  - ENVS 498D – Internship;
  - ENVS 498F – Senior Project;
  - ENVS 498G – International Study or ENVS/ESCI 437 – Global Education

* Math 112 is necessary for some foundations courses, but higher-level math courses are recommended. Students are strongly encouraged to take chemistry, biology, and MATH 114 as part of their GUR courses to access upper division Environmental Science Courses.

** The one upper-division natural science course can be an ESCI course, additional approved natural science course in ENVS, or can be from any other science department. Students should be aware of prerequisites in other science departments.

*** Students should be aware of any additional prerequisite requirements in Minors.

1/22/2019

2019 SSR Western Washington University
Appendix AI-13. UPSD Program Assessment

Master Assessment Plan AY 2018-19

Department of Environmental Studies: Master Assessment Plan
Department: Environmental Studies;
Program: Urban Planning | Sustainable Development
Assessment Coordinator: Zaferatos / Meyers

Departmental Mission: The Environmental Studies Department fosters excellence in applied interdisciplinary environmental problem solving by providing undergraduate and graduate students with learning and leadership challenges at crucial human interfaces with natural/ecological systems. The department pursues its goals through partnerships with, and service to, non-governmental organizations, businesses, governmental agencies, civil society and other institutions at the local, state, regional, national and international levels.

Department Student Learning Objectives: Upon graduation, Environmental Studies students will be able to:
   - ENVS 1 ethically evaluate social priorities and their risks in the context if environmental problem solving.
   - ENVS 2 apply an integrative approach towards understanding human-environment interactions.
   - ENVS 3 work collaboratively to identify and analyze complex environmental problems, recognize diverse stakeholder perspectives, and synthesize creative solutions.
   - ENVS 4 transfer academic learning to a real-world context of constraints and opportunities.
   - ENVS 5 produce, interpret and apply research in a solution-oriented context. (See EE 2, 4 and 6)
   - ENVS 6 analyze and communicate ideas effectively in oral, written, and visual forms (See EE 5)

Urban Planning | Sustainable Development Student Learning Objectives: Upon graduation, Urban Planning and Sustainable Development majors will be able to:
   - UP 1 produce, interpret and apply research in a solution-oriented context.
   - UP 2 understand the legal, procedural, theoretical, ideological, and political processes that shape the urban environment
   - UP 3 meditate the processes of conflict and collaboration among public and private stakeholders in urban planning
   - UP 4 apply sustainable development methods to achieve greater balance in human and environmental interaction
   - UP 5 demonstrate an ability to work in collaboratively and in situations involving uncertainty, diversity, and risk
   - UP 6 demonstrate effective design and communications skills in preparing plan proposals that improve urban life

Additional department-level SLOs from mission statement that could be assessed at program level:
   - Graduates are good communicators.
   - Graduates possess skills needed for entry into environmental professions or advanced study.
**Performance and Program Goal Attainment**

The Urban Planning program has adopted the following outcomes-based program assessment plan to identify priorities needed in the program over the near-term future to better attain program goals. These outcome based assessments complement the student learning objectives outlined in Standard.6 (B) Learning assessment.

**Outcomes Assessment Plan**

**Goal 1:** Educate students for professional jobs in urban planning and related fields.

<table>
<thead>
<tr>
<th>Outcome / Objective</th>
<th>Performance Indicator / Measurement Tool</th>
<th>Program Benchmark</th>
<th>Timeframe</th>
<th>Results</th>
<th>Analysis/Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>The curriculum is evaluated and regularly modified to provide a breadth of core coursework in urban planning with an emphasis in environmental studies.</td>
<td>Surveys of job placement and/or graduate enrollment rates and/or student and graduate self assessment</td>
<td>Program seeks to achieve a 50% job placement rate in planning and planning related jobs upon graduation</td>
<td>Measurements occur within 2 years of graduation</td>
<td>Survey of student placement conducted in 2013 and 2014 show a placement rate above 50% in planning and planning related jobs, 20% enrollment in graduate programs</td>
<td>Establish monitoring program and record keeping to track graduates job placement, graduate school placement, and AICP exam.</td>
</tr>
</tbody>
</table>

**Goal 2:** Prepare students with the necessary skills to address community problems upon graduation. Planning skills include: research; written, oral and graphic communication; quantitative and qualitative methods; plan creation and implementation; planning process methods; leadership.

<table>
<thead>
<tr>
<th>Outcome / Objective</th>
<th>Performance Indicator / Measurement Tool</th>
<th>Program Benchmark</th>
<th>Timeframe</th>
<th>Results</th>
<th>Analysis/Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop student analytical and problem solving skills in core curriculum and problem solving experiences.</td>
<td>Student performance in studio and problem based assignments</td>
<td>Achieve 90% success in attainment of SLO goals as measured in studio based and internships</td>
<td>Assess target performance semi annually beginning in 2014</td>
<td>2015 Studio class evaluation shows 95% student success in achieving curriculum objectives</td>
<td>Annual evaluation of courses used to monitor student performance in analytic and problem solving skills</td>
</tr>
</tbody>
</table>

**Goal 3:** Engage students in experiential and immersive learning environments.
<table>
<thead>
<tr>
<th>Outcome / Objective</th>
<th>Performance Indicator / Measurement Tool</th>
<th>Program Benchmark</th>
<th>Timeframe</th>
<th>Results</th>
<th>Analysis/Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship and international global learning courses provide knowledge and skills to expand cultural awareness in real world planning problems.</td>
<td>Applied experiential and service learning experiences to interact directly with community clients, providing exposure to cultural diversity</td>
<td>Achieve 100% attainment of student experiential, service learning, and immersive learning engagement</td>
<td>Monitor every 2 years</td>
<td>An increasing number of planning students in global learning experiences as a result of program faculty instituting global service learning programs</td>
<td>Establish system to track student participation in service learning classes and provide incentives for greater student participation</td>
</tr>
</tbody>
</table>

**Goal 4:** Emphasize student understanding of the values and ethics of the profession.

<table>
<thead>
<tr>
<th>Outcome / Objective</th>
<th>Performance Indicator / Measurement Tool</th>
<th>Program Benchmark</th>
<th>Timeframe</th>
<th>Results</th>
<th>Analysis/Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design courses to emphasize critical thinking, empathy, values and principles for a just and sustainable society.</td>
<td>Number of core and elective course emphasizing values in planning</td>
<td>Students acquisition of cultural and values literacy in a minimum of 4 courses</td>
<td>Annual evaluation of course content</td>
<td>A minimum of 4 required core classes contain a values and ethics curriculum component</td>
<td>Continue to revise course content as required</td>
</tr>
</tbody>
</table>

**Goal 5:** To enhance the curriculum and program strategic plan in order to address perceived weaknesses in core curriculum and program structure.

<table>
<thead>
<tr>
<th>Outcome / Objective</th>
<th>Performance Indicator / Measurement Tool</th>
<th>Program Benchmark</th>
<th>Timeframe</th>
<th>Results</th>
<th>Analysis/Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify curriculum and program weaknesses</td>
<td>Annual survey of current and recent graduates; annual assessment by advisory board</td>
<td>Assessment of curriculum and program satisfaction of “very good” to “excellent” ratings attained by 80% of student body</td>
<td>Annual survey of students; annual performance review by advisory board</td>
<td>Identified curriculum need for strengthening administrative skills</td>
<td>Expanded core curriculum in 2016-2017 to expand administrative skills</td>
</tr>
</tbody>
</table>
Progress towards Goal Attainment (2016-2019)

The program has implemented its internal assessment of program goals and objectives as measured through the performance criteria outlined in the Outcome Assessment Plan. Two courses were evaluated against the program goals and submitted to the University as part of the University’s annual goal attainment assessment. Our assessment plan calls for measuring goal and objective attainment by evaluating a minimum of two classes each year and employing other measurement methods including survey instruments. The results of the evaluation are shared with our Department’s Assessment Coordinator who provides technical support to the planning faculty to ensure consistency in the evaluation procedure.

Goal 1. Curriculum: Assess the core-planning curriculum to ensure it is attaining the program’s vision and mission.

Progress: Objective 1a: The program’s advisory board and core faculty committee evaluated the curriculum in 2015 to ensure it provides a breadth of core coursework in urban planning and environmental studies reflecting PAB standards. Objective 1b: Results of the evaluation led to development of proposals to expand the core planning curriculum in 2016-17 in order to address learning competencies in prioritized including short range administrative skills and communications skills and methods.

Goal 2. Recruitment of diverse student body.

Progress: Objective 2a: Program faculty initiated the development of a diversity recruitment strategy that targets freshman and sophomore students of underrepresented groups for implementation in AY 2015-16. The diversity recruitment strategy is extended to faculty recruitment, and it intended as a Department-wide policy.

Goal 3. Acquisition of Essential Skills:

Progress: Objective 3a: We have instituted a roll over process requiring each new course offering to identify urban planning and department student learning objectives in each course syllabi. Objective 3b: course content and student performance in target courses have been assessed to ascertain the attainment of student learning objectives.


Progress: Objective 4a. The program’s Urban Transitions Studio expanded to include three courses participating in the program. Program faculty participated in university discussions to engage in the University of Oregon’s model program “sustainable cities initiative.” Objective 4b: Service to Native American Students: The program initiated conversations to develop a cooperative curriculum with the Northwest Indian College (NWIC) in order to support Native American students in urban planning education.

Goal 5. Professional Outreach: Expand our program’s contribution to professional and community planning education.

Progress: Objective 5a. Recommend a list of speakers to the annual Huxley Speakers Program speaking on timely local, regional, and national urban planning topics; Objective 5c. Several faculty are participating in a City of Bellingham hosted brownbag presentations supporting local planner’s preparation for AICP examination. The Department also initiated a brownbag program to review scholarship by program and Department faculty, open to faculty, students, and the public.

Goal 6. Graduate Education.

Progress: Objective 6a: The program participated in developing the College’s application for a Peace Corps’
International Graduate Program emphasizing a specialization in planning and community development.

The Urban Planning program underwent programmatic changes over the past several years. Beginning in 2001, and again in 2005, additional courses were added to the curriculum’s core using curriculum guidance from the PAB accreditation criteria and supported through an infusion of new faculty lines for the recruitment of additional planning faculty. In 2011, the Department commenced strategic restructuring of its Department majors. While the Urban Planning major has been continuously offered at Huxley College since the late 1960s, it had been a structured as a “track” under the combined Urban Planning and Environmental Policy major. The major was divided into two distinct disciplinary majors in 2012. The program was also rename “Urban Planning and Sustainable Development,” emphasizing a focus in sustainable development. As part of the programmatic changes, the student application process was also revised to require the submission of a portfolio to the review process. In 2015, in compliance with PAB standards, the program established an Urban Planning Faculty Committee whose charge is to oversee the administration of the urban planning program, under the leadership of a newly appointed program administrator. The program also appointed a program advisory board of directors comprised of alumni, planning professionals, community representatives, and members of the APA WA Board, to provide feedback and guidance in its strategic program planning and curriculum design. A student organization was also formed through the WWU Associated Students organization, who engage students in continuing educational experiences. The organization provides an important focus group for the review of program accomplishments and the evaluation of program goals. Students also participate on the Urban Planning Program Faculty Committee.

Our strategic steps to further advance the goals and progress of our Urban Planning program over the next 5-7 years include:

- The annual evaluation of selected courses will be implemented beginning in 2016 to monitor student performance in acquiring core knowledge and skills
- We will establish an annual monitoring program and system of record keeping to track graduates in order to measure student acquisition of core knowledge and skills, job placement, graduate school placement, and passage of the AICP exam.
- We will establish a tracking system of the number of students participating in service learning and global learning experiential courses and provide incentives for greater student participation
- We will implement a competitive recruitment program to attract a more diverse body of students as a PAB candidate/accredited program;
- We will evaluate the feasibility and student demand for a graduate degree program in urban planning and seek to initiate a Peace Corps International Masters program.
- We will expand the College website to emphasize achievements in the Urban Planning program’s goals and objectives
Student Achievement

The degree of satisfaction regarding student-learning outcomes is summarized below:

- 80% respondents rated their understanding and skills in legal, political, and procedural processes of planning “good” to “excellent”
- 93% respondents rated their understanding of theoretical and social justice considerations in planning “good” to “excellent”.
- 95% respondents rated their understanding and skills in issues of conflict and collaboration “good” to “excellent”
- 95% respondents rated their skills in applying planning methods and principles “good” to “excellent”
- 100% respondents rated their skills for working collaboratively & involving uncertainty and diversity “good” to “excellent”
- 87% respondents rated their skills for working collaboratively & involving uncertainty and diversity “very good” to “excellent”
- 88% respondents rated their design skills as “good” to “excellent”
- 98% respondents rated their writing and communication skills as “good” to “excellent”
- 98% respondents rated their overall Huxley College satisfaction “good” to “excellent”
- 95% respondents rated the program’s preparation for planning careers “good” to “excellent”

COMPREHENSIVE JUNIOR / SENIOR COHORT COMPREHENSIVE EXAMINATION

<table>
<thead>
<tr>
<th></th>
<th>High Score</th>
<th>Low Score</th>
<th>Average Score</th>
<th># Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Senior Class</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2017</td>
<td>93%</td>
<td>75%</td>
<td>88%</td>
<td>30</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>93%</td>
<td>70%</td>
<td>81%</td>
<td>50</td>
</tr>
<tr>
<td><strong>Junior Class</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2017</td>
<td>88%</td>
<td>48%</td>
<td>70%</td>
<td>50</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>84%</td>
<td>50%</td>
<td>66%</td>
<td>50</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>80%</td>
<td>56%</td>
<td>69%</td>
<td>50</td>
</tr>
</tbody>
</table>

2019-20 Tuition and Fees

In State Residents, per full-time academic year 

$8,623

Out of State Residents, per full-time academic year 

$24,970

Student Admissions

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students applications received</td>
<td>16</td>
<td>7</td>
<td>9</td>
<td>5</td>
<td>9</td>
<td>30</td>
<td>22</td>
</tr>
<tr>
<td>Number of students accepted</td>
<td>11</td>
<td>7</td>
<td>9</td>
<td>4</td>
<td>6</td>
<td>26</td>
<td>21</td>
</tr>
<tr>
<td>Acceptance rate</td>
<td>68%</td>
<td>100%</td>
<td>100%</td>
<td>80%</td>
<td>66%</td>
<td>86%</td>
<td>95%</td>
</tr>
</tbody>
</table>

*Note: Beginning 2018, applications are only accepted during spring quarter for admission the following fall

Student Retention Rate

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students who began studies in fall 2017 and continued into spring 2018</td>
<td>100%</td>
</tr>
<tr>
<td>Number Students Enrolled in Program Fall 2018</td>
<td>62</td>
</tr>
</tbody>
</table>

Student Graduation Rate

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students graduating within 4 years, entering class of 2014</td>
<td>100%</td>
</tr>
</tbody>
</table>

Number of Degrees Awarded

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of degrees awarded for AY 2017 - 2018</td>
<td>22</td>
</tr>
</tbody>
</table>

AICP Certification

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of BA graduates taking AICP exam within 7 years who pass, graduating class of 2010</td>
<td>80%</td>
</tr>
</tbody>
</table>

Employment

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average percentage of graduates obtaining full-time planning or planning-related employment within 12 months of graduation, graduating classes between 2015-2018</td>
<td>51.5%</td>
</tr>
</tbody>
</table>

WWU Urban Planners Student Club Facebook Page: [https://www.facebook.com/groups/wwuplanners/](https://www.facebook.com/groups/wwuplanners/)

WWU Urban Planners Post Graduate Student Facebook Page: [https://www.facebook.com/groups/278941775613135/](https://www.facebook.com/groups/278941775613135/)
Reimagining Ferndale: WWU's Urban Transitions Studio to present project findings to city officials March 19

by John Thompson, Office of Communications and Marketing

WWU’s senior Urban Transitions Studio (UTS) and Urban Planning and Sustainable Development program, in conjunction with the university’s Sustainable Communities Partnership, will present the findings of its research project focused on student-researched proposals to reimagine Ferndale’s downtown core at a Town Hall meeting at 6 p.m. on Tuesday, March 19 at the Ferndale Chamber of Commerce.

Western Today chatted with WWU Professor of Environmental Studies and Director of the Urban Planning and Sustainable Development program, Nick Zaferatos, and three of his UTS students – Adam Crutcher (Bothell), Alison Tompkins (Sultan) and Zoe Watson (Puyallup) – about the Ferndale project, the work involved, what they hope the research can do for the city, and how this kind of work will benefit them after they graduate and begin work as city planners.

WT: Nick, this project is being done in conjunction with Western’s Sustainable Communities Partnership and the City of Ferndale. How is it similar, and different, from other projects your senior planning classes and the Urban Transitions Studio has worked on in the past?
Nick: Our senior planning studio classes are always conducted in partnership with a local community. The Urban Planning and Sustainable Development major is a professional program that trains students to become professional planners. As part of that training, students participate in applied studio classes that engage with communities and real life situations and learn about the process of community plan development.

Since WWU initiated its university-wide Sustainable Communities Partnership program, the Urban Transition Studio program has participated in those partnership programs to bring planning expertise to communities in the broader region. The Ferndale City Center planning study is our current studio focus and engages 3 planning studios in fall, winter, and spring quarters. The fall class emphasizes data development and analysis of the study site. The winter studio emphasizes community engagement and plan concept development. The spring studio examines implementation strategies for the planning concepts, including development regulations, incentive programs, and capital budgeting.

WT: What were the City of Ferndale’s main goals of the project?

Nick: The City of Ferndale expressed a need to reevaluate its approach to meeting projected population growth by exploring planning alternatives that would focus much of that future growth within its existing downtown. The approach aligns with Washington State’s Growth Management Act policies that seek to restrain urban sprawl by emphasizing infill development within existing urban areas that are serviced by existing public infrastructure. Downtown rejuvenation has become a hallmark of sustainable urban development over the past several decades as many communities are injecting new life into their downtowns.

Zoe: For years, Ferndale residents have been calling downtown Bellingham their downtown. They want to create an image and character for Ferndale through the revitalization of their own downtown.
WT: Bringing a fresh set of eyes to city planning issues can be both eye opening and a little jarring for the planners who have grappled with these issues for years. What new ideas do you think your research was able to bring to the table for Ferndale?

Adam: I think the aspect of planning that we bring to the table is the ability to listen to residents and try to implement what they want in their city. Oftentimes it seems community members are not given a platform to voice their opinions on how they want their city to operate, so I believe that aspect was accomplished with our involvement.

Allison: I hope that our project offers the City a different and more imaginative outcome for downtown development.

Zoe: Part of our perspective was simply new. We weren't beholden to some of the politics and drama of the small town so we had the opportunity to think outside the box a little. We saw several sites as areas that were ripe for development that they might not have considered. For example, many of us found that Ferndale citizens loved their parks and wanted them all connected with multimodal trails. Our plans represented that.

WT: What kind of metrics and data did you need to gather to produce an accurate proposal?

Allison: The majority of our projections and analysis was done using GIS (Geographic Information Sciences). Our class was fortunate enough to have several talented GIS students to help gather, process and project data for our final proposals and deliverables. Our original data came from the Whatcom County Assessors property data and the City of Ferndale's existing GIS data. We also used available demographic data for the area - a lot of this data came from existing City Plans (particularly their comprehensive plan).

More importantly than the collection of quantitative data, we also collected quite a bit of qualitative data. We did a number of "ground truthing" activities in order to get a sense of feel and place for the community. In the beginning of winter
quarter we also held a community meeting and collected community input on the project. This data was the most helpful for formulating our plan and recommendations for the Downtown.

**Nick:** Students were organized into separate teams to produce 3 land use plan and mobility alternatives, in addition to about a dozen topical studies that included a parks and trails plan, social equity considerations addressing issues such as affordable housing, homelessness and gentrification, hazards mitigation, urban design guidelines and recommended infrastructure improvements.

The urban design metrics that were employed in this study included the LEED (Leadership for Energy and Environmental Design) Neighborhood Development standards to guide plan development and measure the degree of sustainability reflected in each plan alternative. The final plan alternatives were assessed using the LEED ND metrics checklist.

**Zoe:** We spent the entirety of last quarter collecting and inputting parcel data and this quarter we started off with a community workshop that gave us ideas of what the community was looking for in the new downtown. Ideas on architectural style and overall design and look.

**WT:** As students, being able to contribute research and planning concepts that may reshape an entire city’s downtown core must be very rewarding, but also comes with the pressure of needing to produce at a high level. What was that process like, and how did that pressure impact how you did your jobs?

**Adam:** I don't think we've felt much pressure with the project. We more so want to be sure that we are creating a plan that is creative and can fulfill the need of the community, as previous planning decisions have led to the downtown of Ferndale being so inactive. The process has so far been smooth as we have been able to hear what community members feel their town lacks and the feedback from city officials on our drafts have been fairly positive to this point.

**Allison:** This was definitely a struggle for many students in the studio. We had to
find ways to be creative, inventive and imaginative while also remaining practical, ethical and rational. We have had several opportunities to share some of our preliminary work with City planners and community members. These opportunities assured us that we were acting in likeness with staff and community members. Our professor (Dr. Zaferatos) also shared some wisdom with us one afternoon when we were feeling particularly overwhelmed and stressed. He told us that being overwhelmed is a sign that we are doing a good job.

Making educated and resourceful decisions for a community is not something that should come easily to a person. Part of the planning process is that everything we propose or recommend will go through several levels of scrutiny by the community of Ferndale and will result in something that the City and its residence will hopefully be proud of. Planning is as much, if not more, about the public process than it is about any professional's research or input.

**Zoe:** After mostly conceptual classes in this major, it's very nice to get a bit more real world action. Since we had such a short time frame to complete such a large project that meant several late nights and I wish we could have had a bit more time, but I'm proud of what we accomplished.

**WT:** How do you think work like this helps prepare you for your career after you leave WWU?

**Adam:** I think the process shows where we still have much to learn. Areas such as community interaction are topics that this project has shown that we need to improve upon but I still think we have done well in addressing most of the issues the community has brought up. Working in groups and taking on different leadership roles has also been important as it helps me learn how to communicate better with my cohort.

**Allison:** The studio series is where we as planning students get to apply all our personal and academic knowledge into real world practice. What I enjoy most about being a project leader is being able to see each individual's strengths. Whether it be GIS, critical writing, architectural design, project management,
public speaking, or data analysis everyone has something to contribute to the work we are doing with the city. Not all of us will go into municipal planning after graduation, but the skills we have learned to apply through this program will be beneficial in any future career field.

**Zoe:** After the community meeting, the meeting with developers and the feedback that we received from the city, I was able to get a better understanding of the politics that can go into city planning. Everyone has different interests and different ideas for their downtown. While sometimes it is hard to compromise, it's satisfying to come up with a plan that at least some of them will like.

**Click the heart to favorite**

Your feedback is crucial to telling Western's story.

________________________

Tuesday, March 12, 2019 - 11:21am

Share

[/#facebook]

[/#twitter]

________________________

Tags

[ Urban Planning and Sustainable Development (/taxonomy/term/4919) ]

[ Urban Transitions Studio (/taxonomy/term/4920) ]
Default Report

UPSD Graduates Satisfaction
March 28, 2019 12:01 PM MDT

Q2 - When did you graduate from Huxley's UPSD program?

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>When did you graduate from Huxley's UPSD program?</td>
<td>1.00</td>
<td>5.00</td>
<td>3.27</td>
<td>0.99</td>
<td>0.99</td>
<td>33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2014</td>
<td>3.03% 1</td>
</tr>
<tr>
<td>2</td>
<td>2015</td>
<td>18.18% 6</td>
</tr>
<tr>
<td>3</td>
<td>2016</td>
<td>39.39% 13</td>
</tr>
<tr>
<td>4</td>
<td>2017</td>
<td>27.27% 9</td>
</tr>
<tr>
<td>5</td>
<td>2018</td>
<td>12.12% 4</td>
</tr>
</tbody>
</table>

Showing rows 1 - 6 of 6
Q3 - Did you find a job in a planning or planning-related field within 1 year of graduation?

Yes

No

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Did you find a job in a planning or planning-related field within 1 year of graduation?</td>
<td>1.00</td>
<td>2.00</td>
<td>1.48</td>
<td>0.50</td>
<td>0.25</td>
<td>33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>51.52%</td>
<td>17</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>48.48%</td>
<td>16</td>
</tr>
</tbody>
</table>

Showing rows 1 - 3 of 3
Q4 - If YES, tell us about your job

Position

Employer

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice Count</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Position</td>
<td>50.00%</td>
<td>17</td>
</tr>
<tr>
<td>2</td>
<td>Employer</td>
<td>50.00%</td>
<td>17</td>
</tr>
</tbody>
</table>

Showing rows 1 - 3 of 3

Q4.1.TEXT - Position

Position

- Project Coordinator
- Assistant Community Planner
- Associate planner
- Planner
- Project administrator
- Long Range Planner
- Planner I
- Environmental Planner
- Permit technician
- Assistant Planner
- Planning Intern
<table>
<thead>
<tr>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Planner</td>
</tr>
<tr>
<td>Emergency Management Outreach Coordinator</td>
</tr>
<tr>
<td>AmeriCorps Position</td>
</tr>
<tr>
<td>Planning Technician</td>
</tr>
<tr>
<td>Assistant Planner</td>
</tr>
<tr>
<td>Land Conservation Assistant</td>
</tr>
<tr>
<td>Assistant Planner/ Grant Specialist</td>
</tr>
</tbody>
</table>

**Q4.2_TEXT - Employer**

<table>
<thead>
<tr>
<th>Employer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dweller Inc</td>
</tr>
<tr>
<td>Cowlitz County Washington</td>
</tr>
<tr>
<td>Snohomish County</td>
</tr>
<tr>
<td>City of Kent</td>
</tr>
<tr>
<td>SABARCHITECTS</td>
</tr>
<tr>
<td>Island County</td>
</tr>
<tr>
<td>City of Moscow</td>
</tr>
<tr>
<td>Present: Floyd</td>
</tr>
<tr>
<td>City of Sammamish</td>
</tr>
<tr>
<td>City of Redmond WA</td>
</tr>
<tr>
<td>City of Cheney</td>
</tr>
<tr>
<td>Barghausen Consulting Engineers, Inc.</td>
</tr>
<tr>
<td>City of Renton (currently working as Emergency Preparedness Coordinator in Kirkland - full time)</td>
</tr>
<tr>
<td>City of Thornton</td>
</tr>
<tr>
<td>Barghausen Consulting Engineers</td>
</tr>
<tr>
<td>Employer</td>
</tr>
<tr>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>Whatcom Land Trust</td>
</tr>
<tr>
<td>Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians</td>
</tr>
</tbody>
</table>
Q5 - Did you find a job in a field not related to planning within 1 year of graduation?

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Did you find a job in a field not related to planning within 1 year of graduation?</td>
<td>1.00</td>
<td>2.00</td>
<td>1.44</td>
<td>0.50</td>
<td>0.25</td>
<td>32</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>56.25%</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>43.75%</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

Showing rows 1 - 3 of 3
Q6 - Did you attend graduate school following your graduation?

- Yes
- No

<table>
<thead>
<tr>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you attend graduate school following your graduation?</td>
<td>1.00</td>
<td>2.00</td>
<td>1.94</td>
<td>0.24</td>
<td>0.06</td>
<td>33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice</th>
<th>Count</th>
<th>Choice Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>6.06%</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td>93.94%</td>
<td>31</td>
<td></td>
</tr>
</tbody>
</table>

Showing rows 1 - 3 of 3
Q7 - If yes, tell us about the graduate program

1 Graduate School
   University of Washington
   MPA at UW

2 Program
   Architecture
Q8 - How beneficial is to have the UPSD program PAB Accredited?

- Extremely useful: 28.13% (9)
- Very useful: 37.50% (12)
- Moderately useful: 21.88% (7)
- Slightly useful: 9.38% (3)
- Not useful at all: 3.13% (1)

Mean: 2.22
Standard Deviation: 1.05
Variance: 1.11
Count: 32
Q9 - Overall, how satisfied or dissatisfied were you with the UPSD program?

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overall, how satisfied or dissatisfied were you with the UPSD program?</td>
<td>1.00</td>
<td>5.00</td>
<td>4.31</td>
<td>1.01</td>
<td>1.03</td>
<td>32</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice</th>
<th>Count</th>
<th>Choice Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dissatisfied</td>
<td>3.13%</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Somewhat Dissatisfied</td>
<td>6.25%</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Neutral</td>
<td>3.13%</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Somewhat Satisfied</td>
<td>31.25%</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Satisfied</td>
<td>56.25%</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

Showing rows 1 - 6 of 6
Q10 - Overall, how well did the UPSD curriculum prepare you for entry level professional practice?

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overall, how well did the UPSD curriculum prepare you for entry level professional practice?</td>
<td>1.00</td>
<td>4.00</td>
<td>2.25</td>
<td>0.75</td>
<td>0.56</td>
<td>32</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very well</td>
<td>9.38%</td>
</tr>
<tr>
<td>2</td>
<td>Moderately well</td>
<td>65.63%</td>
</tr>
<tr>
<td>3</td>
<td>Slightly well</td>
<td>15.63%</td>
</tr>
<tr>
<td>4</td>
<td>Not well at all</td>
<td>9.38%</td>
</tr>
</tbody>
</table>

Showing rows 1 - 5 of 5
Q11 - How likely are you to recommend the UPSD program to others?

- Extremely likely
- Moderately likely
- Neither likely nor unlikely
- Moderately unlikely
- Extremely unlikely

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How likely are you to recommend the UPSD program to others?</td>
<td>1.00</td>
<td>5.00</td>
<td>1.66</td>
<td>1.05</td>
<td>1.10</td>
<td>32</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Extremely likely</td>
<td>62.50%</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Moderately likely</td>
<td>21.88%</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>Neither likely nor unlikely</td>
<td>6.25%</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Moderately unlikely</td>
<td>6.25%</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Extremely unlikely</td>
<td>3.13%</td>
<td>1</td>
</tr>
</tbody>
</table>

Showing rows 1 - 6 of 6
Q12 - How safe or unsafe did you feel on campus?

1. How safe or unsafe did you feel on campus?
   - Extremely safe: 75.00% (24)
   - Moderately safe: 18.75% (6)
   - Neither safe nor unsafe: 6.25% (2)
   - Slightly unsafe: 0.00% (0)
   - Extremely unsafe: 0.00% (0)

Showing rows 1 - 6 of 6
Q13 - How reasonable or unreasonable was the cost of your UPSD education?

### Graph

- Extremely reasonable
- Slightly reasonable
- Neither reasonable nor unreasonable
- Slightly unreasonable
- Extremely unreasonable

### Table

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std Deviation</th>
<th>Variance</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How reasonable or unreasonable was the cost of your UPSD education?</td>
<td>1.00</td>
<td>5.00</td>
<td>2.63</td>
<td>1.27</td>
<td>1.61</td>
<td>32</td>
</tr>
</tbody>
</table>

### Choice Count

<table>
<thead>
<tr>
<th>#</th>
<th>Field</th>
<th>Choice Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Extremely reasonable</td>
<td>21.88%</td>
</tr>
<tr>
<td>2</td>
<td>Slightly reasonable</td>
<td>31.25%</td>
</tr>
<tr>
<td>3</td>
<td>Neither reasonable nor unusual</td>
<td>18.75%</td>
</tr>
<tr>
<td>4</td>
<td>Slightly unreasonable</td>
<td>18.75%</td>
</tr>
<tr>
<td>5</td>
<td>Extremely unreasonable</td>
<td>9.38%</td>
</tr>
</tbody>
</table>

Showing rows 1 - 6 of 6
## 2017 UPSD (Spring) Alumni Survey
### UPSD program Survey
60 respondents

**Year you graduated from Huxley College's planning program:**

Answered: 60  Skipped: 0

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>7%</td>
<td>4</td>
</tr>
<tr>
<td>2008</td>
<td>5%</td>
<td>3</td>
</tr>
<tr>
<td>2009</td>
<td>7%</td>
<td>4</td>
</tr>
<tr>
<td>2010</td>
<td>8%</td>
<td>5</td>
</tr>
<tr>
<td>2011</td>
<td>12%</td>
<td>7</td>
</tr>
<tr>
<td>2012</td>
<td>12%</td>
<td>7</td>
</tr>
<tr>
<td>2013</td>
<td>15%</td>
<td>9</td>
</tr>
<tr>
<td>2014</td>
<td>13%</td>
<td>8</td>
</tr>
<tr>
<td>2015</td>
<td>10%</td>
<td>6</td>
</tr>
<tr>
<td>2016</td>
<td>12%</td>
<td>7</td>
</tr>
<tr>
<td>2017</td>
<td>6%</td>
<td>0</td>
</tr>
</tbody>
</table>

Total: 60
Your employment status after graduation:

Answered: 60  Skipped: 0

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I found employment within 1 year of graduation in a Professional Planning job</td>
<td>25.0%</td>
</tr>
<tr>
<td>I found employment after 1 year in a Professional Planning job</td>
<td>11.7%</td>
</tr>
<tr>
<td>I found employment within 1 year of graduation in a Planning-Related job</td>
<td>16.7%</td>
</tr>
<tr>
<td>I found employment after 1 year in a Planning-Related job</td>
<td>15.0%</td>
</tr>
<tr>
<td>My employer is in Washington State</td>
<td>56.7%</td>
</tr>
<tr>
<td>My employer is outside Washington State</td>
<td>11.7%</td>
</tr>
<tr>
<td>I did not find a planning or planning-related job within 1 year of graduation</td>
<td>25.0%</td>
</tr>
<tr>
<td>I am not working in a planning-related field</td>
<td>23.3%</td>
</tr>
<tr>
<td>I pursued graduate education within 1 year of graduation</td>
<td>6.7%</td>
</tr>
<tr>
<td>I graduated from a masters program</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

Total Respondents: 60

Comments (8)

How well did your Huxley planning education prepare you for:

Answered: 59  Skipped: 1

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Very good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>N/A</th>
<th>Total</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A career in planning or a planning related field?</td>
<td>3.57%</td>
<td>39.29%</td>
<td>48.21%</td>
<td>7.14%</td>
<td>1.79%</td>
<td>0.00%</td>
<td>56</td>
<td>2.64</td>
</tr>
<tr>
<td>Graduate education</td>
<td>12.50%</td>
<td>15.00%</td>
<td>7.50%</td>
<td>7.50%</td>
<td>0.00%</td>
<td>57.50%</td>
<td>40</td>
<td>2.24</td>
</tr>
</tbody>
</table>
Q4

How satisfied overall were you with your Huxley Planning Program education and experience?

Answered: 59  Skipped: 1

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Very good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Total</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>My satisfaction was:</td>
<td>16.95%</td>
<td>54.24%</td>
<td>25.42%</td>
<td>1.69%</td>
<td>1.69%</td>
<td>59</td>
<td>2.17</td>
</tr>
</tbody>
</table>

Q5

Were you aware that our Urban Planning program was accredited in 2016 by the Planning Accreditation Board?

Answered: 59  Skipped: 1

No

Yes

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>76.27%</td>
<td>45</td>
</tr>
<tr>
<td>No</td>
<td>23.73%</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>59</td>
</tr>
</tbody>
</table>
Have you, or are you planning to apply for AICP certification?

Answered: 59  Skipped: 1

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I applied and passed the exam</td>
<td>3.39%</td>
</tr>
<tr>
<td>Yes, but I failed the exam</td>
<td>0.00%</td>
</tr>
<tr>
<td>I plan to apply to take the AICP exam when I am eligible</td>
<td>40.68%</td>
</tr>
<tr>
<td>I don't plan to take the AICP exam</td>
<td>55.93%</td>
</tr>
<tr>
<td>Total</td>
<td>59</td>
</tr>
</tbody>
</table>
Upon graduation, how would you rate your understanding and skills in:

Answered: 56  Skipped: 4

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Very good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Total</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal, political and procedural processes in planning</td>
<td>7.14%</td>
<td>21.43%</td>
<td>39.29%</td>
<td>23.21%</td>
<td>8.93%</td>
<td>56</td>
<td>3.05</td>
</tr>
<tr>
<td>Theoretical and social justice considerations in planning</td>
<td>25.00%</td>
<td>51.79%</td>
<td>21.43%</td>
<td>1.79%</td>
<td>0.00%</td>
<td>56</td>
<td>2.00</td>
</tr>
<tr>
<td>Issues of conflict and collaboration in planning?</td>
<td>16.36%</td>
<td>47.27%</td>
<td>29.09%</td>
<td>5.45%</td>
<td>1.82%</td>
<td>55</td>
<td>2.29</td>
</tr>
<tr>
<td>Skills in applying planning methods and sustainable development principles?</td>
<td>21.43%</td>
<td>39.29%</td>
<td>30.36%</td>
<td>8.93%</td>
<td>0.00%</td>
<td>56</td>
<td>2.27</td>
</tr>
<tr>
<td>Ability to work in collaborative team settings involving uncertainty and diversity?</td>
<td>33.93%</td>
<td>48.21%</td>
<td>14.29%</td>
<td>3.57%</td>
<td>0.00%</td>
<td>56</td>
<td>1.88</td>
</tr>
<tr>
<td>Design skills?</td>
<td>12.50%</td>
<td>35.71%</td>
<td>42.86%</td>
<td>7.14%</td>
<td>1.79%</td>
<td>56</td>
<td>2.50</td>
</tr>
<tr>
<td>Writing and communications skills?</td>
<td>21.43%</td>
<td>50.00%</td>
<td>26.79%</td>
<td>0.00%</td>
<td>1.79%</td>
<td>56</td>
<td>2.11</td>
</tr>
</tbody>
</table>
To what extent do you agree or disagree with the following statements regarding the program curriculum, faculty, and facilities?

Answered: 56   Skipped: 4
<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree Nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don't Know</th>
<th>Total</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>The curriculum covered the topics necessary to prepare me for a career in planning.</td>
<td>1.78% 1</td>
<td>67.86% 35</td>
<td>19.64% 11</td>
<td>8.93% 5</td>
<td>0.00% 0</td>
<td>1.78% 1</td>
<td>56</td>
<td>2.43</td>
</tr>
<tr>
<td>The required courses were available when I was scheduled to take them.</td>
<td>16.07% 9</td>
<td>66.64% 38</td>
<td>3.57% 2</td>
<td>8.93% 5</td>
<td>1.79% 1</td>
<td>0.00% 0</td>
<td>56</td>
<td>2.11</td>
</tr>
<tr>
<td>I was able to specialize in a planning field of interest to me.</td>
<td>8.93% 5</td>
<td>50.00% 28</td>
<td>25.00% 14</td>
<td>14.29% 8</td>
<td>0.00% 0</td>
<td>1.79% 1</td>
<td>56</td>
<td>2.50</td>
</tr>
<tr>
<td>The elective courses I wanted were available when I wanted them.</td>
<td>14.29% 8</td>
<td>62.50% 35</td>
<td>14.29% 8</td>
<td>7.14% 4</td>
<td>1.79% 1</td>
<td>0.00% 0</td>
<td>56</td>
<td>2.20</td>
</tr>
<tr>
<td>I understood the sequence of courses needed to complete my degree and graduate.</td>
<td>26.79% 15</td>
<td>60.71% 34</td>
<td>7.14% 4</td>
<td>5.36% 3</td>
<td>0.00% 0</td>
<td>0.00% 0</td>
<td>56</td>
<td>1.91</td>
</tr>
<tr>
<td>The faculty was knowledgeable in the subjects they taught.</td>
<td>33.03% 19</td>
<td>62.50% 35</td>
<td>3.57% 2</td>
<td>0.00% 0</td>
<td>0.00% 0</td>
<td>0.00% 0</td>
<td>56</td>
<td>1.70</td>
</tr>
<tr>
<td>The faculty was accessible for advice and consultation.</td>
<td>35.71% 20</td>
<td>55.93% 33</td>
<td>3.57% 2</td>
<td>1.79% 1</td>
<td>0.00% 0</td>
<td>0.00% 0</td>
<td>56</td>
<td>1.71</td>
</tr>
<tr>
<td>The faculty was useful for advice and consultation.</td>
<td>35.71% 20</td>
<td>53.57% 33</td>
<td>10.71% 6</td>
<td>0.00% 0</td>
<td>0.00% 0</td>
<td>0.00% 0</td>
<td>56</td>
<td>1.75</td>
</tr>
<tr>
<td>The library collections was adequate for my needs.</td>
<td>14.29% 8</td>
<td>37.50% 21</td>
<td>41.07% 23</td>
<td>3.57% 2</td>
<td>0.00% 0</td>
<td>3.57% 2</td>
<td>56</td>
<td>2.48</td>
</tr>
<tr>
<td>Computer facilities necessary for my coursework were available to me.</td>
<td>35.71% 20</td>
<td>57.14% 32</td>
<td>3.57% 2</td>
<td>3.57% 2</td>
<td>0.00% 0</td>
<td>0.00% 0</td>
<td>56</td>
<td>1.75</td>
</tr>
<tr>
<td>Question</td>
<td>30.36%</td>
<td>62.50%</td>
<td>1.79%</td>
<td>5.36%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>56</td>
<td>1.82</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The planning studio was sufficient to complete team assignments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There were always places available on campus where I could study undisturbed.</td>
<td>44.64%</td>
<td>46.43%</td>
<td>5.36%</td>
<td>3.57%</td>
<td>0.10%</td>
<td>0.00%</td>
<td>56</td>
<td>1.68</td>
</tr>
<tr>
<td>Information was available on opportunities for student internships and/or jobs after graduation.</td>
<td>12.50%</td>
<td>35.71%</td>
<td>32.14%</td>
<td>16.07%</td>
<td>3.57%</td>
<td>0.00%</td>
<td>56</td>
<td>2.63</td>
</tr>
<tr>
<td>There was an adequate amount of financial aid made available to me.</td>
<td>9.09%</td>
<td>41.82%</td>
<td>29.09%</td>
<td>9.09%</td>
<td>5.45%</td>
<td>5.45%</td>
<td>55</td>
<td>2.76</td>
</tr>
<tr>
<td>My classmates were diverse.</td>
<td>1.79%</td>
<td>28.57%</td>
<td>33.93%</td>
<td>28.57%</td>
<td>7.14%</td>
<td>0.00%</td>
<td>56</td>
<td>3.11</td>
</tr>
<tr>
<td>The program met my expectations.</td>
<td>7.14%</td>
<td>71.43%</td>
<td>17.86%</td>
<td>1.79%</td>
<td>1.79%</td>
<td>0.00%</td>
<td>56</td>
<td>2.20</td>
</tr>
<tr>
<td>The program prepared me to be a practicing planner.</td>
<td>0.00%</td>
<td>49.09%</td>
<td>23.64%</td>
<td>18.18%</td>
<td>1.82%</td>
<td>7.27%</td>
<td>55</td>
<td>2.05</td>
</tr>
</tbody>
</table>

**Q9**

Of the following urban planning core courses, please indicate how valuable they were to your education:

Answered: 53  Skipped: 7

![Graph showing the value of urban planning core courses](image-url)
<table>
<thead>
<tr>
<th>Course</th>
<th>Not Valuable</th>
<th>Marginally Valuable</th>
<th>Neutral</th>
<th>Valuable</th>
<th>Extremely Valuable</th>
<th>Total</th>
<th>Weighted Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 372 Natural Hazards Planning</td>
<td>1.92%</td>
<td>9.62%</td>
<td>28.85%</td>
<td>36.54%</td>
<td>23.08%</td>
<td>52</td>
<td>3.69</td>
</tr>
<tr>
<td>ENVS 360 Planning Graphics</td>
<td>2.00%</td>
<td>14.00%</td>
<td>22.00%</td>
<td>40.00%</td>
<td>22.00%</td>
<td>50</td>
<td>3.66</td>
</tr>
<tr>
<td>ENVS 361 Intro to Planning</td>
<td>3.77%</td>
<td>11.32%</td>
<td>13.21%</td>
<td>56.60%</td>
<td>15.09%</td>
<td>53</td>
<td>3.68</td>
</tr>
<tr>
<td>ENVS 470 Planning Methods</td>
<td>3.77%</td>
<td>5.66%</td>
<td>18.87%</td>
<td>60.38%</td>
<td>11.32%</td>
<td>53</td>
<td>3.70</td>
</tr>
<tr>
<td>ENVS 373 Transportation Systems and Planning</td>
<td>3.92%</td>
<td>7.84%</td>
<td>25.49%</td>
<td>49.02%</td>
<td>13.73%</td>
<td>51</td>
<td>3.61</td>
</tr>
<tr>
<td>ENVS 370 History of Planning</td>
<td>5.66%</td>
<td>9.43%</td>
<td>18.87%</td>
<td>45.28%</td>
<td>20.75%</td>
<td>53</td>
<td>3.66</td>
</tr>
<tr>
<td>ENVS 450/455 Environmental Policy</td>
<td>1.89%</td>
<td>7.55%</td>
<td>20.75%</td>
<td>37.74%</td>
<td>32.08%</td>
<td>53</td>
<td>3.91</td>
</tr>
<tr>
<td>ENVS 461 Land Use Law</td>
<td>5.66%</td>
<td>0.00%</td>
<td>11.32%</td>
<td>22.64%</td>
<td>60.38%</td>
<td>53</td>
<td>4.32</td>
</tr>
<tr>
<td>ENVS 462 Planning Theory</td>
<td>1.92%</td>
<td>9.62%</td>
<td>15.38%</td>
<td>48.08%</td>
<td>25.00%</td>
<td>53</td>
<td>3.85</td>
</tr>
<tr>
<td>ENVS 457 Enviro Dispute Resolution</td>
<td>3.77%</td>
<td>5.66%</td>
<td>15.09%</td>
<td>32.08%</td>
<td>43.40%</td>
<td>53</td>
<td>4.06</td>
</tr>
<tr>
<td>ENVS 472 Planning Studio I - Plan Development</td>
<td>3.77%</td>
<td>5.66%</td>
<td>15.09%</td>
<td>39.02%</td>
<td>35.85%</td>
<td>53</td>
<td>3.98</td>
</tr>
<tr>
<td>ENVS 473 Planning Studio II - Implementation</td>
<td>5.66%</td>
<td>7.55%</td>
<td>16.98%</td>
<td>32.08%</td>
<td>37.74%</td>
<td>53</td>
<td>3.68</td>
</tr>
<tr>
<td>ENVS 498 Experiential (internship, foreign study, thesis project)</td>
<td>3.77%</td>
<td>3.77%</td>
<td>11.32%</td>
<td>26.42%</td>
<td>54.72%</td>
<td>53</td>
<td>4.25</td>
</tr>
</tbody>
</table>
### Student Employment Data 2015

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates employed within 1 year of graduation in a professional planning or planning-related job</td>
<td>Number: 2</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>5</td>
<td>9</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>Percent: 40%</td>
<td>40%</td>
<td>33%</td>
<td>0%</td>
<td>42%</td>
<td>69%</td>
<td>33%</td>
<td>40.35%</td>
<td></td>
</tr>
<tr>
<td>Graduates who pursue further education within 1 year of graduation</td>
<td>Number: 2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Percent: 40%</td>
<td>0%</td>
<td>11%</td>
<td>0%</td>
<td>17%</td>
<td>0%</td>
<td>0%</td>
<td>5.26%</td>
<td></td>
</tr>
<tr>
<td>Graduates not employed in planning or planning-related jobs or unemployed within 1 year of graduation</td>
<td>Number: 1</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>27</td>
</tr>
<tr>
<td>Percent: 20%</td>
<td>60%</td>
<td>44%</td>
<td>83%</td>
<td>42%</td>
<td>31%</td>
<td>50%</td>
<td>47.37%</td>
<td></td>
</tr>
<tr>
<td>Graduates with unknown employment status</td>
<td>Number: 0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Percent: 0%</td>
<td>0%</td>
<td>11%</td>
<td>17%</td>
<td>0%</td>
<td>0%</td>
<td>17%</td>
<td>7.02%</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Number</strong>: 5</td>
<td>5</td>
<td>9</td>
<td>6</td>
<td>12</td>
<td>13</td>
<td>12</td>
<td>57</td>
</tr>
<tr>
<td><strong>Percent</strong>: 100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Student Satisfaction Survey 2015

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How well did your Huxley planning education prepare you for:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A career in planning or a planning related field?</td>
<td>Excellent</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Percent: 0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>2.00%</td>
<td></td>
</tr>
<tr>
<td>Very Good</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>Percent: 50%</td>
<td>33%</td>
<td>25%</td>
<td>20%</td>
<td>58%</td>
<td>10%</td>
<td></td>
<td>36.00%</td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>Percent: 25%</td>
<td>0%</td>
<td>33%</td>
<td>75%</td>
<td>60%</td>
<td>33%</td>
<td>50%</td>
<td></td>
<td>42.00%</td>
</tr>
<tr>
<td>Fair</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Percent: 25%</td>
<td>20%</td>
<td>33%</td>
<td>0%</td>
<td>10%</td>
<td>8%</td>
<td>30%</td>
<td></td>
<td>18.00%</td>
</tr>
<tr>
<td>Poor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Percent: 0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>10%</td>
<td></td>
<td>2.00%</td>
</tr>
<tr>
<td><strong>Number</strong>: 4</td>
<td>5</td>
<td>9</td>
<td>4</td>
<td>10</td>
<td>12</td>
<td>10</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td><strong>Percent</strong>: 100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### How satisfied overall were you with your Huxley Planning Program experience?

<table>
<thead>
<tr>
<th>My satisfaction was:</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent</td>
<td>60%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>Number</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Percent</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Student Learning - self assessment survey – Student Learning Objectives 2015 Survey of Graduates

<table>
<thead>
<tr>
<th>Graduation Years Ending - how would you rate your understanding and skills in:</th>
<th>June 2008</th>
<th>June 2009</th>
<th>June 2010</th>
<th>June 2011</th>
<th>June 2012</th>
<th>June 2013</th>
<th>June 2014</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal, political, procedural processes of planning</td>
<td>Excellent</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Percent</td>
<td>0%</td>
<td>11%</td>
<td>20%</td>
<td>8%</td>
<td>8%</td>
<td>10%</td>
<td>9.26%</td>
<td></td>
</tr>
<tr>
<td>Very Good</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent</td>
<td>60%</td>
<td>11%</td>
<td>0%</td>
<td>42%</td>
<td>15%</td>
<td>0%</td>
<td>20.37%</td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>7</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Percent</td>
<td>40%</td>
<td>67%</td>
<td>40%</td>
<td>25%</td>
<td>46%</td>
<td>70%</td>
<td>48.15%</td>
<td></td>
</tr>
<tr>
<td>Fair</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent</td>
<td>0%</td>
<td>11%</td>
<td>20%</td>
<td>17%</td>
<td>23%</td>
<td>20%</td>
<td>16.67%</td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Percent</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>20%</td>
<td>8%</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>-----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td><strong>Number</strong></td>
<td>5</td>
<td>5</td>
<td>9</td>
<td>5</td>
<td>12</td>
<td>13</td>
<td>10</td>
<td>54</td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Theoretical and social justice

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
<th>0%</th>
<th>0%</th>
<th>0%</th>
<th>20%</th>
<th>8%</th>
<th>8%</th>
<th>0%</th>
<th>5.56%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong></td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td>0%</td>
<td>40%</td>
<td>33%</td>
<td>60%</td>
<td>25%</td>
<td>31%</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Very Good</strong></td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>8</td>
<td>5</td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td>60%</td>
<td>40%</td>
<td>33%</td>
<td>0%</td>
<td>42%</td>
<td>62%</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Good</strong></td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td>40%</td>
<td>20%</td>
<td>33%</td>
<td>20%</td>
<td>25%</td>
<td>8%</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fair</strong></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>20%</td>
<td>8%</td>
<td>0%</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Poor</strong></td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number</strong></td>
<td>5</td>
<td>5</td>
<td>9</td>
<td>5</td>
<td>12</td>
<td>13</td>
<td>10</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

### Issues of conflict and collaboration

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
<th>0%</th>
<th>0%</th>
<th>0%</th>
<th>20%</th>
<th>8%</th>
<th>8%</th>
<th>0%</th>
<th>5.56%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td>0%</td>
<td>40%</td>
<td>22%</td>
<td>40%</td>
<td>18%</td>
<td>31%</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Very Good</strong></td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td>1</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td>60%</td>
<td>60%</td>
<td>44%</td>
<td>0%</td>
<td>55%</td>
<td>54%</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Good</strong></td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td>40%</td>
<td>0%</td>
<td>33%</td>
<td>40%</td>
<td>18%</td>
<td>15%</td>
<td>60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fair</strong></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>20%</td>
<td>9%</td>
<td>0%</td>
<td>10%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Poor</strong></td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number</strong></td>
<td>5</td>
<td>5</td>
<td>9</td>
<td>5</td>
<td>12</td>
<td>13</td>
<td>10</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

### Skills in applying planning methods and sustainable development principles

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
<th>0%</th>
<th>0%</th>
<th>0%</th>
<th>20%</th>
<th>8%</th>
<th>8%</th>
<th>0%</th>
<th>5.56%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong></td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td>20%</td>
<td>80%</td>
<td>33%</td>
<td>60%</td>
<td>25%</td>
<td>31%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Very Good</strong></td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td>40%</td>
<td>20%</td>
<td>44%</td>
<td>20%</td>
<td>58%</td>
<td>38%</td>
<td>60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Good</strong></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td>40%</td>
<td>0%</td>
<td>22%</td>
<td>20%</td>
<td>17%</td>
<td>23%</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fair</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>8%</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Poor</strong></td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number</strong></td>
<td>5</td>
<td>5</td>
<td>9</td>
<td>5</td>
<td>12</td>
<td>13</td>
<td>10</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

### Ability to work in collaborative team settings involving uncertainty and

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
<th>0%</th>
<th>0%</th>
<th>0%</th>
<th>20%</th>
<th>8%</th>
<th>8%</th>
<th>0%</th>
<th>5.56%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong></td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Percent</strong></td>
<td>20%</td>
<td>60%</td>
<td>11%</td>
<td>40%</td>
<td>25%</td>
<td>38%</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Very Good</strong></td>
<td>3</td>
<td>2</td>
<td>7</td>
<td>2</td>
<td>7</td>
<td>5</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity?</td>
<td>Percent</td>
<td>60%</td>
<td>40%</td>
<td>78%</td>
<td>40%</td>
<td>58%</td>
<td>54%</td>
<td>50%</td>
<td>55.56%</td>
</tr>
<tr>
<td>-----------</td>
<td>---------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>--------</td>
</tr>
<tr>
<td>Good</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Percent</td>
<td>20%</td>
<td>0%</td>
<td>11%</td>
<td>20%</td>
<td>8%</td>
<td>8%</td>
<td>30%</td>
<td>12.96%</td>
<td></td>
</tr>
<tr>
<td>Fair</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Percent</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
<td>1.85%</td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Percent</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0.00%</td>
<td></td>
</tr>
</tbody>
</table>

| Number | 5 | 5 | 9 | 5 | 12 | 13 | 10 | 54 |
| Percent | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

| Design Skills | Excellent | 2 | 1 | 1 | 2 | 1 | 7 |
| Percent | 0% | 40% | 0% | 20% | 8% | 15% | 10% | 12.96% |
| Very Good | 1 | 2 | 2 | 4 | 5 | 4 | 1 | 18 |
| Percent | 20% | 40% | 22% | 80% | 42% | 31% | 10% | 33.33% |
| Good | 3 | 1 | 5 | 5 | 6 | 6 | 23 |
| Percent | 60% | 20% | 56% | 0% | 42% | 46% | 60% | 42.59% |
| Fair | 1 | 2 | 1 | 1 | 1 | 4 |
| Percent | 20% | 0% | 22% | 0% | 8% | 0% | 10% | 7.41% |
| Poor | 0 | 1 | 1 | 2 |
| Percent | 0% | 0% | 0% | 0% | 0% | 8% | 10% | 3.70% |

| Number | 5 | 5 | 9 | 5 | 12 | 13 | 10 | 54 |
| Percent | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

| Writing and Communication Skills | Excellent | 1 | 3 | 2 | 1 | 1 | 8 |
| Percent | 0% | 20% | 33% | 0% | 17% | 8% | 10% | 14.81% |
| Very Good | 5 | 4 | 2 | 4 | 8 | 7 | 6 | 31 |
| Percent | 100% | 80% | 22% | 80% | 54% | 60% | 57.41% |
| Good | 4 | 1 | 2 | 5 | 2 | 14 |
| Percent | 0% | 0% | 44% | 20% | 17% | 38% | 20% | 25.93% |
| Fair | 1 | 1 |
| Percent | 0% | 0% | 0% | 0% | 0% | 0% | 10% | 1.85% |
| Poor | 0 |
| Percent | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0.00% |

| Number | 5 | 5 | 9 | 5 | 12 | 13 | 10 | 54 |
| Percent | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
### 2013 PLANNING GRADUATE SURVEY: graduates for years 2008-2013.

**Measurement of learning outcomes**

1. **Upon graduation, how would you rate your understanding and skills in legal, political, procedural processes of planning:**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>9.43%</td>
</tr>
<tr>
<td>Very Good</td>
<td>18.87%</td>
</tr>
<tr>
<td>Good</td>
<td>49.06%</td>
</tr>
<tr>
<td>Fair</td>
<td>16.98%</td>
</tr>
<tr>
<td>Poor</td>
<td>5.66%</td>
</tr>
</tbody>
</table>

2. **Upon graduation, how would you rate your understanding and skills in theoretical and social justice:**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>32.08%</td>
</tr>
<tr>
<td>Very Good</td>
<td>43.40%</td>
</tr>
<tr>
<td>Good</td>
<td>18.87%</td>
</tr>
<tr>
<td>Fair</td>
<td>5.66%</td>
</tr>
<tr>
<td>Poor</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

3. **Upon graduation, how would you rate your understanding and skills in issues of conflict and collaboration:**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>26.92%</td>
</tr>
<tr>
<td>Very Good</td>
<td>38.46%</td>
</tr>
<tr>
<td>Good</td>
<td>28.85%</td>
</tr>
<tr>
<td>Fair</td>
<td>5.77%</td>
</tr>
<tr>
<td>Poor</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

4. **Upon graduation, how would you rate your understanding and skills in applying planning methods and sustainable development principles:**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>30.19%</td>
</tr>
<tr>
<td>Very Good</td>
<td>45.28%</td>
</tr>
<tr>
<td>Good</td>
<td>18.87%</td>
</tr>
<tr>
<td>Fair</td>
<td>5.66%</td>
</tr>
<tr>
<td>Poor</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

5. **Upon graduation, how would you rate your understanding and skills in working in collaborative team settings involving uncertainty and diversity?:**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>30.19%</td>
</tr>
<tr>
<td>Very Good</td>
<td>56.60%</td>
</tr>
<tr>
<td>Good</td>
<td>13.21%</td>
</tr>
<tr>
<td>Fair</td>
<td>0.00%</td>
</tr>
<tr>
<td>Poor</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

6. **Upon graduation, how would you rate your understanding and skills in design?:**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>13.21%</td>
</tr>
<tr>
<td>Understanding and Skills in Writing and Communication</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Excellent</strong></td>
<td>15.09%</td>
</tr>
<tr>
<td><strong>Very Good</strong></td>
<td>56.60%</td>
</tr>
<tr>
<td><strong>Good</strong></td>
<td>26.42%</td>
</tr>
<tr>
<td><strong>Fair</strong></td>
<td>1.89%</td>
</tr>
<tr>
<td><strong>Poor</strong></td>
<td>0.00%</td>
</tr>
</tbody>
</table>

7. Upon graduation, how would you rate your understanding and skills in writing and communication?:

8. Overall, and looking back, how would you rate your undergraduate experience at Huxley College?

9. Assuming you graduated in the planning major and you found a job in a planning or related field, OR you went on to graduate school, please rate how well the program PREPARED you for your planning career or for graduate school:

*Data compiled from 2013 online survey of graduates, 2008-2013*
The following is a report based on the results of the survey administered to Western Washington University planning majors. The survey format used was adopted directly from the template provided by Jesmarie Johnson of the Planning Accreditation Board. The survey was administered to 8 students at the Student Association meeting on January 21st and then again on January 26th following the Studio 1 class.

In total eighteen (18) students participated in the survey, all of which are seniors. Twelve (12) of the students provided specific comments to the final question, and nine (9) students provided additional general comments in response to some of the survey questions. The survey respondents represent approximately 47% of students currently in the program.

The following page shows the original survey with tallied responses in each field. Each survey was returned with 100% completion; therefore each question has eighteen (18) total responses. A column was added to the table in order to find an average response for each question. Responses of “Don’t know” (0) were not included in the averages.
Planning Accreditation Board

Planning Student Association Survey

<table>
<thead>
<tr>
<th>To what extent do you agree or disagree with the following statements? [place an “x” in the appropriate box]</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree Nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don’t know</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum and Course Scheduling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The curriculum covers the topics necessary to prepare me for a career in planning.</td>
<td>1</td>
<td>10</td>
<td>7</td>
<td>2</td>
<td></td>
<td>2</td>
<td>3.67</td>
</tr>
<tr>
<td>The required courses are available when I am scheduled to take them.</td>
<td>5</td>
<td>4</td>
<td>7</td>
<td>2</td>
<td></td>
<td>2</td>
<td>3.44</td>
</tr>
<tr>
<td>I am able to specialize in a planning field of interest to me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>3.67</td>
</tr>
<tr>
<td>The elective courses I want are available when I want them.</td>
<td>2</td>
<td>6</td>
<td>9</td>
<td>1</td>
<td></td>
<td>1</td>
<td>3.5</td>
</tr>
<tr>
<td>I understand the sequence of courses I will need to complete my degree and graduate.</td>
<td>9</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td>4.33</td>
</tr>
<tr>
<td>My classes will be cancelled because of an insufficient number of students to meet minimum enrollment requirements.</td>
<td>2</td>
<td>2</td>
<td>14</td>
<td></td>
<td></td>
<td>2</td>
<td>1.33</td>
</tr>
<tr>
<td>Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The faculty is knowledgeable in the subjects they teach.</td>
<td>13</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.72</td>
</tr>
<tr>
<td>The faculty is accessible for advice and consultation.</td>
<td>5</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.28</td>
</tr>
<tr>
<td>The faculty is useful for advice and consultation.</td>
<td>15</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.83</td>
</tr>
<tr>
<td>Program Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The library collections are adequate for my needs.</td>
<td>11</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td></td>
<td>1</td>
<td>4.5</td>
</tr>
<tr>
<td>Computer facilities necessary for my coursework are available to me.</td>
<td>13</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>4.72</td>
</tr>
<tr>
<td>The studio or workspace is sufficient to complete team assignments.</td>
<td>10</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td></td>
<td>1</td>
<td>4.44</td>
</tr>
<tr>
<td>Lockers or other facilities are available for storage of my study materials.</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>11</td>
<td></td>
<td>1</td>
<td>1.67</td>
</tr>
<tr>
<td>There are always places available on campus where I can study undisturbed.</td>
<td>10</td>
<td>7</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>4.5</td>
</tr>
<tr>
<td>Information is available on opportunities for student internships and/or jobs after graduation.</td>
<td>2</td>
<td>9</td>
<td>7</td>
<td></td>
<td></td>
<td>1</td>
<td>3.72</td>
</tr>
<tr>
<td>There is an adequate amount of financial aid made available to me.</td>
<td>5</td>
<td>3</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3.76</td>
</tr>
<tr>
<td>Program Strengths</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My classmates are diverse.</td>
<td>1</td>
<td>4</td>
<td>10</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>2.17</td>
</tr>
<tr>
<td>My classmates appear competent to meet the educational requirements of the coursework.</td>
<td>3</td>
<td>14</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>4.18</td>
</tr>
<tr>
<td>The program has met my expectations.</td>
<td>4</td>
<td>10</td>
<td>4</td>
<td></td>
<td></td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>The program is preparing me to be a practicing planner.</td>
<td>4</td>
<td>12</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
<td>4.11</td>
</tr>
</tbody>
</table>

Self Study Report

2019 SSR Western Washington University 428
Students were aware of the program’s development of the Self Study Report. | 4 | 5 | 9 | 3.78

Students were invited to participate in its development. | 14 | 4 |  | 4.78

If you could do one thing that would make the program better, what would that be?

In general, the students felt the program could be improved by allowing more opportunities to take non-planning but planning related classes. These included design classes, more GIS classes, and more interdisciplinary elective opportunities outside of Huxley college like sociology courses. There was also a general desire to have curriculum which emphasized real world application of planning skills.

12 students had specific comments:

“Add more design application.”

“I would have loved to take more upper divisional design classes but I found that they conflicted with my planning classes too much.”

Another student disagreed saying “I feel like it has been relatively easy for me to take art classes while taking my planning classes.”

“There are a lot of classes that would be beneficial upper divisional classes to take in conjunction to planning classes like sociology classes-- there’s a lot of relation to planning but there is no option for planning students to take them.”

“I would love more opportunities to go out in the field and have walking tours or other educational experiences in urban spaces.”

“More case studies and best practice studies to understand what works and doesn’t (less learning what is ‘in theory’ and more practical application).”

“To lessen the amount of theory-based classes, we need more class that introduce us to the practicality of the real world.”

“Have a space for planning students only because [we] have hit the roadblock of other classes using the facility and needing the software.”

“It would be nice if the studio was dedicated to planning students, currently anyone can come in and use it so sometimes there isn’t space for planning students.”

“Make more classes available in the morning. More that on Tuesday and Thursday, how about MWF?”

“More helpful information on jobs and processes. Maybe more diverse classes similar to Native American planning. Require GIS 1 at least.”
Additional general comments were made in regards to various questions in the survey by nine (9) students:

- We only cover long range planning and we also don’t cover the growth management act.
- There’s a large amount of theory and not enough short term regulations.
- For some students the planning classes interfere with other courses offered outside of the planning department.
- Some students don’t realize that the courses are in sequence and can miss them and get behind.
- For certain minors, specialization is possible (like GIS etc).
- For some specializations like sustainable design you have to apply to get into the minor before you can take any industrial design classes. There are not enough design classes.
- There are not enough opportunities to take transportation planning classes.
- In regards to understanding the sequence of courses needed some students felt there was a lack of clarity prior to entrance into the major but once in the major there was more guidance.
- Some students felt strongly that lockers were necessary but not provided and some students felt they were unnecessary and didn’t feel like they were lacking.
- Some students felt that advisers only informed students about environmental related jobs that were not planning specific.
- Other students sited that job opportunities could be learned about through their APA memberships.
- Some students were not eligible for financial aid and so they voted neutrally on the subject. One student felt there should be more urban planning specific scholarships available to students.
- In regards to expectations a couple of students said they expected more design.
- Some students entered the program with no expectations and were very satisfied with the program.

Though the response rate to the survey was less than half, it is believed that this is a good representation of the students within the major and the responses reflect the opinion of the program’s student body as a whole.

The students responding to this survey, as well as those who did not, look forward to sharing their experiences with the Site Visit Team on Sunday February 21st at 4pm on the Western Washington University campus.
## Students Survey: 2015 Curriculum Survey

May 2015 Current Student Curriculum Survey

### Question 1: Evaluating Phase I and II Environmental Core Courses

Of the following Phase I and II Environmental Studies core courses, please indicate how valuable they were to your education:

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Not at all valuable</th>
<th>Only marginally valuable</th>
<th>Neutral</th>
<th>Valuable</th>
<th>Extremely valuable</th>
<th>Never taken it</th>
<th>Median</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 201 Understanding Enviro Data</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0.73</td>
<td>3rd</td>
</tr>
<tr>
<td>PLSC 250 American Political System</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>3</td>
<td>0.54</td>
<td>4th</td>
</tr>
<tr>
<td>ENVS 202 Intro to Env Studies/Sustainability</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>0.43</td>
<td>5th</td>
</tr>
<tr>
<td>ENVS 303 Human Ecology &amp; Sustainability or ENVS 304 Env &amp; Resource Policy</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>0.83</td>
<td>2nd</td>
</tr>
<tr>
<td>ESCI 302 or 310 or 325 or 392 Enviro Systems, Ecology, Global Change</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>5</td>
<td>3</td>
<td>1.31</td>
<td>1st</td>
</tr>
<tr>
<td>ENVS 305 Enviro History and Ethics</td>
<td>0</td>
<td>7</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>0.13</td>
<td>6th</td>
</tr>
<tr>
<td>ESCI 321 or 330 or 333 or 361 or 463 Oceanograph, Toxicology, Water Quality, Other (please specify)</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
## 2. Evaluating Urban Planning Core Courses

Of the following Urban Planning core courses, please indicate how valuable they were to your education:

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Not valuable</th>
<th>marginally valuable</th>
<th>Neutral</th>
<th>Valuable</th>
<th>Extremely valuable</th>
<th>Average</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 372 Natural Hazards Planning</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>8</td>
<td>1.800</td>
<td>high</td>
</tr>
<tr>
<td>ENVS 461 Land Use Law</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>10</td>
<td>1.692</td>
<td>high</td>
</tr>
<tr>
<td>ENVS 472 Planning Studio I - Plan Development</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>7</td>
<td>1.636</td>
<td>high</td>
</tr>
<tr>
<td>ENVS 498 Experiential (internship, foreign study, thesis project)</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>8</td>
<td>1.583</td>
<td>high</td>
</tr>
<tr>
<td>ENVS 470 Planning Methods</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>5</td>
<td>1.556</td>
<td>high</td>
</tr>
<tr>
<td>ENVS 361 Intro to Planning</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>8</td>
<td>1.438</td>
<td>medium</td>
</tr>
<tr>
<td>ENVS 373 Transportation Systems and Planning</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>8</td>
<td>1.429</td>
<td>medium</td>
</tr>
<tr>
<td>ENVS 370 History of Planning</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>1.364</td>
<td>medium</td>
</tr>
<tr>
<td>ENVS 462 Planning Theory</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>1.250</td>
<td>medium</td>
</tr>
<tr>
<td>ENVS 457 Enviro Dispute Resolution</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1.167</td>
<td>low</td>
</tr>
<tr>
<td>ENVS 473 Planning Studio II - Implementation</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>1.100</td>
<td>low</td>
</tr>
<tr>
<td>ENVS 360 Planning Graphics</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>7</td>
<td>1.063</td>
<td>low</td>
</tr>
<tr>
<td>ENVS 450/456 US Science Policy/WA Env Policy/Enviro Governance</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>0.571</td>
<td>low</td>
</tr>
<tr>
<td>ENVS 343 Urbanization: Processes and Patterns</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>0.167</td>
<td>low</td>
</tr>
</tbody>
</table>

![Graph of course evaluations](image-url)
3. Rating Rigor in Urban Planning Courses

For these same Urban Planning core courses, please indicate how rigorous you felt the course was:

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Greatly lacking in rigor</th>
<th>Somewhat lacking in rigor</th>
<th>Appropriate level of rigor</th>
<th>Somewhat too rigorous</th>
<th>Much too rigorous</th>
<th>Rigor Average</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 343 Urbanization: Processes and Patterns</td>
<td>-2</td>
<td>-1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>-0.1</td>
<td></td>
</tr>
<tr>
<td>ENVS 473 Planning Studio II - Implementation</td>
<td>2</td>
<td>3</td>
<td>8</td>
<td>0</td>
<td>1</td>
<td>-0.4</td>
<td>Too low</td>
</tr>
<tr>
<td>ENVS 360 Planning Graphics</td>
<td>1</td>
<td>3</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>-0.3</td>
<td>Too low</td>
</tr>
<tr>
<td>ENVS 373 Transportation Systems and Planning</td>
<td>0</td>
<td>5</td>
<td>9</td>
<td>0</td>
<td>1</td>
<td>-0.2</td>
<td>About right</td>
</tr>
<tr>
<td>ENVS 498 Experiential (internship, foreign study, thesis project)</td>
<td>0</td>
<td>2</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>-0.2</td>
<td>About right</td>
</tr>
<tr>
<td>ENVS 462 Planning Theory</td>
<td>0</td>
<td>4</td>
<td>9</td>
<td>0</td>
<td>1</td>
<td>-0.1</td>
<td>About right</td>
</tr>
<tr>
<td>ENVS 472 Planning Studio I - Plan Development</td>
<td>0</td>
<td>2</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>-0.1</td>
<td>About right</td>
</tr>
<tr>
<td>ENVS 361 Intro to Planning</td>
<td>0</td>
<td>2</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>-0.1</td>
<td>About right</td>
</tr>
<tr>
<td>ENVS 470 Planning Methods</td>
<td>0</td>
<td>2</td>
<td>10</td>
<td>0</td>
<td>1</td>
<td>0.0</td>
<td>About right</td>
</tr>
<tr>
<td>ENVS 370 History of Planning</td>
<td>0</td>
<td>1</td>
<td>12</td>
<td>0</td>
<td>1</td>
<td>0.1</td>
<td>About right</td>
</tr>
<tr>
<td>ENVS 457 Enviro Dispute Resolution</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>0</td>
<td>1</td>
<td>0.2</td>
<td>About right</td>
</tr>
<tr>
<td>ENVS 450/456 US Science Policy/WA Enviro Governance</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>0</td>
<td>1</td>
<td>0.2</td>
<td>About right</td>
</tr>
<tr>
<td>ENVS 461 Land Use Law</td>
<td>0</td>
<td>0</td>
<td>14</td>
<td>1</td>
<td>1</td>
<td>0.2</td>
<td>About right</td>
</tr>
<tr>
<td>ENVS 372 Natural Hazards Planning</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>6</td>
<td>1</td>
<td>0.6</td>
<td>Too high</td>
</tr>
</tbody>
</table>

For these same Urban Planning core courses, please indicate how rigorous you felt the course was:
4. Rating Importance of Skills

Please indicate how important you think the following skills or values are for graduates of the planning program. If other skills or values are important, but unlisted, please explain in the comments section.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Unimportant</th>
<th>Somewhat important</th>
<th>Important</th>
<th>Very important</th>
<th>Extremely important</th>
<th>Importance</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral communication</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>10</td>
<td>1.44</td>
<td>Most important</td>
</tr>
<tr>
<td>Written communication</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>9</td>
<td>1.38</td>
<td>Most important</td>
</tr>
<tr>
<td>Formal presentations</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>1.00</td>
<td>Most important</td>
</tr>
<tr>
<td>Qualitative methods (surveying, focus groups,</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>8</td>
<td>4</td>
<td>1.00</td>
<td>Most important</td>
</tr>
<tr>
<td>charrettes, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social justice</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>5</td>
<td>1.00</td>
<td>Most important</td>
</tr>
<tr>
<td>Planning graphics (Adobe Suite)</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>0.94</td>
<td>Somewhat important</td>
</tr>
<tr>
<td>Quantitative methods (statistics, demographic</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>8</td>
<td>3</td>
<td>0.88</td>
<td>Somewhat important</td>
</tr>
<tr>
<td>analysis)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Governance and participation</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>9</td>
<td>3</td>
<td>0.88</td>
<td>Somewhat important</td>
</tr>
<tr>
<td>Excel/Spreadsheets (manipulating data, graphing,</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>0.75</td>
<td>Somewhat important</td>
</tr>
<tr>
<td>summary statistics)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional ethics</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>0.75</td>
<td>Somewhat important</td>
</tr>
<tr>
<td>Administrative skills (application of regs)</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>8</td>
<td>2</td>
<td>0.73</td>
<td>Somewhat important</td>
</tr>
<tr>
<td>GIS</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>0.69</td>
<td>Less important</td>
</tr>
<tr>
<td>Plan creation</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>5</td>
<td>3</td>
<td>0.69</td>
<td>Less important</td>
</tr>
<tr>
<td>Web-based collaborative tools (e.g. Google docs/sheets/presentations)</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>0.53</td>
<td>Less important</td>
</tr>
<tr>
<td>Sketch Up</td>
<td>0</td>
<td>2</td>
<td>7</td>
<td>5</td>
<td>2</td>
<td>0.44</td>
<td>Less important</td>
</tr>
<tr>
<td>Word advanced features (track changes, referencing,</td>
<td>0</td>
<td>3</td>
<td>7</td>
<td>5</td>
<td>1</td>
<td>0.25</td>
<td>Less important</td>
</tr>
<tr>
<td>headings)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please indicate how important you think the following skills or values are for graduates of the planning program. If other skills or values are important, but unlisted, please explain in the comments section.

- Unimportant
- Somewhat important
- Important
- Very important
- Extremely important

2019 SSR Western Washington University
5. Rating Skills and Values

If you are a senior, please indicate how well the program has covered the following skills and values. (If not a senior, please skip this question.)

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Covered a little</th>
<th>Covered moderately</th>
<th>Covered in-depth</th>
<th>Response Count</th>
<th>Coverage Score</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral communication</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td>1.8</td>
<td>Covered moderately</td>
</tr>
<tr>
<td>Written communication</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>2.5</td>
<td>Covered moderately to in-depth</td>
</tr>
<tr>
<td>Formal presentations</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>6</td>
<td>2.0</td>
<td>Covered moderately</td>
</tr>
<tr>
<td>Qualitative methods (surveying, focus groups, charrettes, etc.)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>1.7</td>
<td>Covered moderately to in-depth</td>
</tr>
<tr>
<td>Social justice</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>2.5</td>
<td>Covered moderately to in-depth</td>
</tr>
<tr>
<td>Planning graphics (Adobe Suite)</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>5</td>
<td>1.4</td>
<td>Covered a little to moderately</td>
</tr>
<tr>
<td>Quantitative methods (statistics, demographic analysis)</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>1.5</td>
<td>Covered a little to moderately</td>
</tr>
<tr>
<td>Governance and participation</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>2.0</td>
<td>Covered moderately</td>
</tr>
<tr>
<td>Excel/Spreadsheets (manipulating data, graphing, summary statistics)</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>6</td>
<td>1.0</td>
<td>Covered a little</td>
</tr>
<tr>
<td>Professional ethics</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>6</td>
<td>1.3</td>
<td>Covered a little</td>
</tr>
<tr>
<td>Administrative skills (application of regs)</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>6</td>
<td>1.0</td>
<td>Covered a little</td>
</tr>
<tr>
<td>GIS</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>6</td>
<td>0.7</td>
<td>Not covered much</td>
</tr>
<tr>
<td>Plan creation</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>1.8</td>
<td>Covered moderately to in-depth</td>
</tr>
<tr>
<td>Web-based collaborative tools (e.g. Google docs/sheets/presentations)</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>2.5</td>
<td>Covered moderately to in-depth</td>
</tr>
<tr>
<td>Sketch Up</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>2.5</td>
<td>Covered moderately to in-depth</td>
</tr>
<tr>
<td>Word advanced features (track changes, referencing, headings)</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>1.3</td>
<td>Covered a little</td>
</tr>
</tbody>
</table>
WWU WELS Undergraduate Exit Survey
Summer 2017 thru Spring 2018 graduates
Results from Urban planning majors

[Legal processes of planning] How would you rate your understanding of the following processes that shape the urban environment?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fair</td>
<td>1</td>
<td>6.3</td>
<td>6.7</td>
</tr>
<tr>
<td>Good</td>
<td>2</td>
<td>12.5</td>
<td>13.3</td>
</tr>
<tr>
<td>Very good</td>
<td>9</td>
<td>56.3</td>
<td>60.0</td>
</tr>
<tr>
<td>Excellent</td>
<td>3</td>
<td>18.8</td>
<td>20.0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>93.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>1</td>
<td>6.3</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

[Political processes of planning] How would you rate your understanding of the following processes that shape the urban environment?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fair</td>
<td>1</td>
<td>6.3</td>
<td>6.7</td>
</tr>
<tr>
<td>Good</td>
<td>4</td>
<td>25.0</td>
<td>26.7</td>
</tr>
<tr>
<td>Very good</td>
<td>7</td>
<td>43.8</td>
<td>46.7</td>
</tr>
<tr>
<td>Excellent</td>
<td>3</td>
<td>18.8</td>
<td>20.0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>93.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>1</td>
<td>6.3</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

[Procedural processes in planning ] How would you rate your understanding of the following processes that shape the urban environment?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fair</td>
<td>2</td>
<td>12.5</td>
<td>13.3</td>
</tr>
<tr>
<td>Good</td>
<td>6</td>
<td>37.5</td>
<td>40.0</td>
</tr>
<tr>
<td>Very good</td>
<td>7</td>
<td>43.8</td>
<td>46.7</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>93.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>1</td>
<td>6.3</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
### Theoretical considerations in planning
How would you rate your understanding of the following processes that shape the urban environment?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fair</td>
<td>1</td>
<td>6.3</td>
<td>6.7</td>
<td>6.7</td>
</tr>
<tr>
<td>Very good</td>
<td>7</td>
<td>43.8</td>
<td>46.7</td>
<td>53.3</td>
</tr>
<tr>
<td>Excellent</td>
<td>7</td>
<td>43.8</td>
<td>46.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>93.8</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>1</td>
<td>6.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Social justice considerations in planning
How would you rate your understanding of the following processes that shape the urban environment?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fair</td>
<td>1</td>
<td>6.3</td>
<td>6.7</td>
<td>6.7</td>
</tr>
<tr>
<td>Good</td>
<td>3</td>
<td>18.8</td>
<td>20.0</td>
<td>26.7</td>
</tr>
<tr>
<td>Very good</td>
<td>5</td>
<td>31.3</td>
<td>33.3</td>
<td>60.0</td>
</tr>
<tr>
<td>Excellent</td>
<td>6</td>
<td>37.5</td>
<td>40.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>93.8</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>1</td>
<td>6.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Issues of conflict and collaboration
How would you rate your understanding of the following processes that shape the urban environment?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fair</td>
<td>2</td>
<td>12.5</td>
<td>13.3</td>
<td>13.3</td>
</tr>
<tr>
<td>Good</td>
<td>3</td>
<td>18.8</td>
<td>20.0</td>
<td>33.3</td>
</tr>
<tr>
<td>Very good</td>
<td>2</td>
<td>12.5</td>
<td>13.3</td>
<td>46.7</td>
</tr>
<tr>
<td>Excellent</td>
<td>8</td>
<td>50.0</td>
<td>53.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>93.8</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>1</td>
<td>6.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Applying planning methods

How would you rate your understanding of the following processes that shape the urban environment?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fair</td>
<td>2</td>
<td>12.5</td>
<td>13.3</td>
</tr>
<tr>
<td>Good</td>
<td>4</td>
<td>25.0</td>
<td>40.0</td>
</tr>
<tr>
<td>Very good</td>
<td>7</td>
<td>43.8</td>
<td>86.7</td>
</tr>
<tr>
<td>Excellent</td>
<td>2</td>
<td>12.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>93.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

### Applying sustainable development principles

How would you rate your understanding of the following processes that shape the urban environment?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>5</td>
<td>31.3</td>
<td>33.3</td>
</tr>
<tr>
<td>Very good</td>
<td>6</td>
<td>37.5</td>
<td>73.3</td>
</tr>
<tr>
<td>Excellent</td>
<td>4</td>
<td>25.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>93.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

### Design Skills

How would you rate your understanding of the following processes that shape the urban environment?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
<td>6.3</td>
<td>6.7</td>
</tr>
<tr>
<td>Good</td>
<td>5</td>
<td>31.3</td>
<td>40.0</td>
</tr>
<tr>
<td>Very good</td>
<td>6</td>
<td>37.5</td>
<td>80.0</td>
</tr>
<tr>
<td>Excellent</td>
<td>3</td>
<td>18.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>93.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
[Address issues of conflict and collaboration among stakeholders and their role in urban planning? ] How would you rate your acquired skills and abilities to:

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fair</td>
<td>1</td>
<td>6.3</td>
<td>6.7</td>
</tr>
<tr>
<td>Good</td>
<td>5</td>
<td>31.3</td>
<td>40.0</td>
</tr>
<tr>
<td>Very good</td>
<td>8</td>
<td>50.0</td>
<td>93.3</td>
</tr>
<tr>
<td>Excellent</td>
<td>1</td>
<td>6.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>93.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>1</td>
<td>6.3</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

[Apply sustainable development methods to achieve greater balance between human development and environmental protection?] How would you rate your acquired skills and abilities to:

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>6</td>
<td>37.5</td>
<td>40.0</td>
</tr>
<tr>
<td>Very good</td>
<td>6</td>
<td>37.5</td>
<td>80.0</td>
</tr>
<tr>
<td>Excellent</td>
<td>3</td>
<td>18.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>93.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>1</td>
<td>6.3</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

[Work in collaborative team settings to solve problems in situations involving uncertainty? ] How would you rate your acquired skills and abilities to:

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>1</td>
<td>6.3</td>
<td>6.7</td>
</tr>
<tr>
<td>Very good</td>
<td>6</td>
<td>37.5</td>
<td>46.7</td>
</tr>
<tr>
<td>Excellent</td>
<td>8</td>
<td>50.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>93.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>1</td>
<td>6.3</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
[Work in collaborative team settings to solve problems in situations involving diversity?] How would you rate your acquired skills and abilities to:

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Good</td>
<td>4</td>
<td>25.0</td>
<td>26.7</td>
</tr>
<tr>
<td></td>
<td>Very good</td>
<td>5</td>
<td>31.3</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>6</td>
<td>37.5</td>
<td>40.0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>15</td>
<td>93.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>1</td>
<td>6.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>16</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

[Design, writing, and communication skills in the preparation of planning solutions that address the improvement in the quality of urban life?] How would you rate your acquired skills and abilities to:

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Good</td>
<td>5</td>
<td>31.3</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td>Very good</td>
<td>6</td>
<td>37.5</td>
<td>40.0</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>4</td>
<td>25.0</td>
<td>26.7</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>15</td>
<td>93.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>1</td>
<td>6.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>16</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

[Design] How would you rate your skills in the preparation of planning solutions that address improvement in the quality of urban life in terms of...

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Fair</td>
<td>1</td>
<td>6.3</td>
<td>6.7</td>
</tr>
<tr>
<td></td>
<td>Good</td>
<td>5</td>
<td>31.3</td>
<td>33.3</td>
</tr>
<tr>
<td></td>
<td>Very good</td>
<td>6</td>
<td>37.5</td>
<td>40.0</td>
</tr>
<tr>
<td></td>
<td>Excellent</td>
<td>3</td>
<td>18.8</td>
<td>20.0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>15</td>
<td>93.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>1</td>
<td>6.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>16</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

[Writing] How would you rate your skills in the preparation of planning solutions that address improvement in the quality of urban life in terms of...
<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>4</td>
<td>25.0</td>
<td>26.7</td>
</tr>
<tr>
<td>Very good</td>
<td>8</td>
<td>50.0</td>
<td>53.3</td>
</tr>
<tr>
<td>Excellent</td>
<td>3</td>
<td>18.8</td>
<td>20.0</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>93.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>1</td>
<td>6.3</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

[Communication] How would you rate your skills in the preparation of planning solutions that address improvement in the quality of urban life in terms of...

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>6</td>
<td>37.5</td>
<td>40.0</td>
</tr>
<tr>
<td>Very good</td>
<td>7</td>
<td>43.8</td>
<td>46.7</td>
</tr>
<tr>
<td>Excellent</td>
<td>2</td>
<td>12.5</td>
<td>13.3</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>93.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>1</td>
<td>6.3</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
How would you rate your acquired skills and abilities to:
Address issues of conflict and collaboration among stakeholders and their role in urban planning?

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Fair</td>
<td>10.0%</td>
<td>0.0%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Good</td>
<td>10.0%</td>
<td>42.9%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Very good</td>
<td>20.0%</td>
<td>28.6%</td>
<td>53.3%</td>
</tr>
<tr>
<td>Excellent</td>
<td>60.0%</td>
<td>28.6%</td>
<td>6.7%</td>
</tr>
</tbody>
</table>

Apply sustainable development methods to achieve greater balance between human development and environmental protection?

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Fair</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Good</td>
<td>10.0%</td>
<td>42.9%</td>
<td>40.0%</td>
</tr>
<tr>
<td>Very good</td>
<td>20.0%</td>
<td>28.6%</td>
<td>40.0%</td>
</tr>
<tr>
<td>Excellent</td>
<td>70.0%</td>
<td>28.6%</td>
<td>20.0%</td>
</tr>
</tbody>
</table>

Work in collaborative team settings to solve problems in situations involving uncertainty?

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Fair</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Good</td>
<td>10.0%</td>
<td>14.3%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Very good</td>
<td>10.0%</td>
<td>28.6%</td>
<td>40.0%</td>
</tr>
<tr>
<td>Excellent</td>
<td>80.0%</td>
<td>57.1%</td>
<td>53.3%</td>
</tr>
</tbody>
</table>

Work in collaborative team settings to solve problems in situations involving diversity?

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Fair</td>
<td>0.0%</td>
<td>14.3%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Good</td>
<td>33.3%</td>
<td>0.0%</td>
<td>26.7%</td>
</tr>
<tr>
<td>Very good</td>
<td>33.3%</td>
<td>42.9%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Excellent</td>
<td>33.3%</td>
<td>42.9%</td>
<td>40.0%</td>
</tr>
</tbody>
</table>
Design, writing, and communication skills in the preparation of planning solutions that address the improvement in the quality of urban life?

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Fair</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Good</td>
<td>10.0%</td>
<td>14.3%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Very good</td>
<td>50.0%</td>
<td>28.6%</td>
<td>40.0%</td>
</tr>
<tr>
<td>Excellent</td>
<td>40.0%</td>
<td>57.1%</td>
<td>26.7%</td>
</tr>
</tbody>
</table>

Address issues of conflict and collaboration among stakeholders and their role in urban planning?

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Fair</td>
<td>10.0%</td>
<td>0.0%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Good</td>
<td>10.0%</td>
<td>42.9%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Very good</td>
<td>20.0%</td>
<td>28.6%</td>
<td>53.3%</td>
</tr>
<tr>
<td>Excellent</td>
<td>60.0%</td>
<td>28.6%</td>
<td>6.7%</td>
</tr>
</tbody>
</table>

Apply sustainable development methods to achieve greater balance between human development and environmental protection?

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Fair</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Good</td>
<td>10.0%</td>
<td>42.9%</td>
<td>40.0%</td>
</tr>
<tr>
<td>Very good</td>
<td>20.0%</td>
<td>28.6%</td>
<td>40.0%</td>
</tr>
<tr>
<td>Excellent</td>
<td>70.0%</td>
<td>28.6%</td>
<td>20.0%</td>
</tr>
</tbody>
</table>

Work in collaborative team settings to solve problems in situations involving uncertainty?

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Fair</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Good</td>
<td>10.0%</td>
<td>14.3%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Very good</td>
<td>10.0%</td>
<td>28.6%</td>
<td>40.0%</td>
</tr>
<tr>
<td>Excellent</td>
<td>80.0%</td>
<td>57.1%</td>
<td>53.3%</td>
</tr>
</tbody>
</table>

Work in collaborative team settings to solve problems in situations involving diversity?

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very good</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Design, writing, and communication skills in the preparation of planning solutions that address the improvement in the quality of urban life?

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Fair</td>
<td>0.0%</td>
<td>14.3%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Good</td>
<td>33.3%</td>
<td>0.0%</td>
<td>26.7%</td>
</tr>
<tr>
<td>Very good</td>
<td>33.3%</td>
<td>42.9%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Excellent</td>
<td>33.3%</td>
<td>42.9%</td>
<td>40.0%</td>
</tr>
</tbody>
</table>

How would you rate your skills in the preparation of planning solutions that address improvement in the quality of urban life in terms of...

#### Design

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Fair</td>
<td>16.7%</td>
<td>14.3%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Good</td>
<td>16.7%</td>
<td>28.6%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Very good</td>
<td>16.7%</td>
<td>14.3%</td>
<td>40.0%</td>
</tr>
<tr>
<td>Excellent</td>
<td>50.0%</td>
<td>42.9%</td>
<td>20.0%</td>
</tr>
</tbody>
</table>

#### Writing

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Fair</td>
<td>0.0%</td>
<td>14.3%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Good</td>
<td>50.0%</td>
<td>14.3%</td>
<td>26.7%</td>
</tr>
<tr>
<td>Very good</td>
<td>16.7%</td>
<td>42.9%</td>
<td>53.3%</td>
</tr>
<tr>
<td>Excellent</td>
<td>33.3%</td>
<td>28.6%</td>
<td>20.0%</td>
</tr>
</tbody>
</table>

#### Communication

<table>
<thead>
<tr>
<th></th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>0.0%</td>
<td>14.3%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Fair</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Category</td>
<td>Percentage of Respondents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>---------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>16.7% 14.3% 40.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very good</td>
<td>33.3% 14.3% 46.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>50.0% 42.9% 13.3%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Urban Planning Major

**How would you rate your understanding of the following processes that shape the urban environment?**

<table>
<thead>
<tr>
<th>Process</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal, political and procedural processes in planning</td>
<td>0 (0.0%)</td>
<td>2 (15.4%)</td>
<td>7 (53.8%)</td>
<td>4 (30.8%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>Theoretical and social justice considerations in planning</td>
<td>0 (0.0%)</td>
<td>1 (7.7%)</td>
<td>3 (23.1%)</td>
<td>8 (61.5%)</td>
<td>1 (7.7%)</td>
</tr>
</tbody>
</table>

**How would you rate your acquired skills and abilities to:**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and address issues of conflict and collaboration among public and private stakeholders and their role in urban planning?</td>
<td>1 (7.7%)</td>
<td>0 (0.0%)</td>
<td>3 (23.1%)</td>
<td>5 (38.5%)</td>
<td>4 (30.8%)</td>
</tr>
<tr>
<td>Apply sustainable development methods to achieve greater balance in human development and environmental protection?</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>3 (23.1%)</td>
<td>6 (46.2%)</td>
<td>4 (30.8%)</td>
</tr>
<tr>
<td>Work in collaborative team settings to solve problems in situations involving uncertainty and diversity?</td>
<td>0 (0.0%)</td>
<td>0 (0.0%)</td>
<td>1 (7.7%)</td>
<td>5 (38.5%)</td>
<td>7 (53.8%)</td>
</tr>
<tr>
<td>Design, writing, and communication skills in the preparation of planning solutions that address the improvement in the quality of urban life?</td>
<td>0 (0.0%)</td>
<td>2 (15.4%)</td>
<td>8 (61.5%)</td>
<td>3 (23.1%)</td>
<td></td>
</tr>
</tbody>
</table>
The UPSD FOUNDATION COURSES

Urban Planning and Sustainable Development Major: Minimum 102 credits

Completion of a Minor

Student / Faculty Designed Specialization

Hazards Planning Specialization:

Geospatial Analysis Specialization:

Culminating Capstone and Experiential Specialization Electives

The URBN PLANNING CORE (minimum 63 credits)

CURRICULUM MAP: Academic Year 2019-2020

UPSD FOUNDATION COURSES (30 credits)

Math 112 or placement score

ENVS 201 – Understanding Environmental Data and Information

ENVS 203 – Physical Geography

ENVS 303 – Human Ecology and Ethics

ENVS 305 – History and Policy

ECON 206 – Intro to Microeconomics

One course from: ENVS 450 – Science in the Policy Process or ENVS 456 – Env. Governance

One ESCI 200-300 level science course (4 credits minimum)

One upper-division natural science course at the 300-400 level (3 credits minimum)

Planning History, Theory, and Knowledge

ENVS 343 – Urbanization: Processes and Patterns

ENVS 361 – Introduction to Planning

ENVS 370 – History of Planning

ENVS 373 – Transportation Systems and Planning

ENVS 461 – Land Use Law

ENVS 462 – Planning Theory

Planning Methods


ENVS 374 – Land Use Regulations and Technical Writing

ENVS 457 – Environmental Dispute Resolution

ENVS 475 – Community Development and Participatory Methods

Quantitative Analysis – One Course from:

ENVS 320 GIS I: Introduction to GIS

ENVS 322 Analysis of Spatial Data

ENVS 372 Natural Hazards Planning

ENVS 442 Regional Environ. and Economic Modeling

Planning Skills

ENVS 470 – Planning Methods Planning Studio I: Urban Design Methods

ENVS 472 – Planning Studio II: Plan Development

ENVS 473 – Planning Studio III: Implementation

Planning and Diversity – One course from:

ENVS 443 – Urban Environment and the Just City

ENVS 463 – Native American Planning and Natural Resources Management

ENVS 362 – US Disaster Policy OR ENVS 465 - Disaster Risk Reduction

Specialization Electives (minimum 10 credits) Select 1 of the following:

Geospatial Analysis Specialization:

ENVS 320 – GIS I, ENVS 419 Applications in GIS Or 420 GIS III Analysis and Modeling, and

ENVS 321 – Cartography Or 422 – Advanced Spatial Analysis.

Hazards Planning Specialization:

ENVS 362 – U.S. Disaster Policy Or ENVS 465 Disaster Risk Reduction; ENVS 372 – Natural Hazards Planning; and ENVS 476 – Disaster Reduction Studio.

Student / Faculty Designed Specialization. Three courses, Faculty Advisory approval.

Completion of a Minor. Requires Faculty Advisor and UPSD Program Director approval.

Culminating Capstone and Experiential (minimum 8 credits)

CAPSTONE COURSE. UPSD majors are encouraged to take ENVS 410, 474, or ENVS/ESCI 493 as their capstone, or other approved capstone courses with faculty advisor approval.


2019 SSR Western Washington University

Appendix AI-9 UPSD Program Brochure

HOW TO APPLY to the UPSD MAJOR

(Application deadline is April 18 each spring quarter)

As a nationally accredited professional planning program, admission to the urban planning and sustainable development major at Huxley College is a competitive process. The program typically accepts a junior cohort class of 25 students annually during spring quarter. Before applying, students should complete urban planning and sustainable development foundation courses.

Application Content - submit an application (and a PDF copy) that includes the following:

- A statement of interest (700-1,000 words), that describes your interest in the urban planning major; your familiarity with urban planning and sustainable development problems; and your vision and affinity to work in the planning field.

- A plan of study created with and approved by the Huxley professional advisor.

- A resume summarizing academic, curricular, extra-curricular, and volunteer activities.

- A portfolio of work that demonstrates your skills and affinity with the major. Suggested portfolio materials include: any or all of the following, or other materials that represent your vision, skills, and experience: a) examples of your best academic writing; b) an annotated list of no more than three inspirational readings; c) examples of creative expression, drawings, or other illustrative skills; and d) description of volunteer or work activities.

Applications are ranked based on the applicants’ demonstrated interests in solving urban planning problems; commitment to planning’s social and environmental justice goals; aspirations for working in the public interest; relevant skills and experiences; and academic performance. Applicant selection is also based on creating a cohort representing diverse perspectives and lived experiences. To become familiar with the work of urban planning and our programs curriculum, applicants should review the American Planning Association website (https://planning.org) as well as the program’s brochure (https://huxley.wwu.edu/urban-planning-and-sustainable-development-program).

Applications are accepted at the Huxley College office, ES 539, in the spring quarter only for admission to the program in fall quarter. If you have any questions, please contact a professional advisor or at the Huxley College Student Support office in ES 539, or by phone 360-650-2817, or 360-650-3748. For further information, questions, or application forms, please visit the Huxley website at http://www.wwu.edu/huxley.

Looking For a Career to Help Change The World?

PLANNING TOMORROW’S SUSTAINABLE and JUST COMMUNITY

URBAN PLANNING and SUSTAINABLE DEVELOPMENT

A PAB nationally accredited professional BA degree program

AY 2019-2020
Consider a major in Urban Planning and Sustainable Development

Huxley’s Urban Planning and Sustainable Development (UPSD) major emphasizes an interdisciplinary approach to solving complex problems that face communities. The program emphasizes a concern for progressive change that is needed in the design of equitable, healthful, livable, diverse and sustainable communities for present and future generations. The curriculum combines urban planning, sustainable design, policy and environmental science to provide students with an understanding of the multidimensional issues in urban development. Our program aspires to serve diverse communities and we encourage students with a breadth of backgrounds and life experiences to apply.

The program prepares students with the knowledge and skills that are necessary to make positive changes towards sustainability in an increasingly complex world. Many of our graduates go on to professional careers in urban planning, while others continue their graduate studies in urban planning, law, natural resource management, architecture, and public policy fields. Our curriculum is designed to help students make the intellectual connections and gain the practical skills necessary for building socially and environmentally sustainable community futures. Through the integration of urban planning with the natural and social sciences, and allied fields, the Urban Planning program at Huxley College endeavors to educate problem solvers who are able to meet the environmental challenges of our times.

Huxley’s Urban Planning program’s mission emphasizes an interdisciplinary approach to solving complex problems that face communities from the local to the global level. The curriculum provides students with a solid core understanding of the linkages between urban and natural systems and the multi-dimensional problems faced in urban development. The program prepares students with the knowledge and skills necessary to make positive changes towards sustainability in an increasingly complex world.

Urban Planning and Sustainable Development Major (UPSD)
Huxley College of the Environment | Western Washington University

Vision
The program envisions a society where individuals and groups can fully participate in the planning and development of their communities such that basic needs of safety, shelter, livelihoods and opportunity for self-realization and participation are met for all. Community aspirations are discussed freely and form the foundation of planning for a more sustainable future, with special consideration for those who are most marginalized and for the ecological systems that sustain and inspire us.

Mission
The mission of the Urban Planning and Sustainable Development Program is to cultivate students to become future planning leaders who are ethical, knowledgeable, and technically capable to assist communities as they plan for more sustainable futures. The Urban Planning program’s mission affirms and works within the broader mission of Huxley College to integrate an outstanding urban planning educational program through faculty-student collaboration, applied research, and professional and community service.

Our curriculum is designed to help students make the intellectual connections and gain the practical skills necessary for building socially and environmentally sustainable community futures. Through the integration of urban planning with the natural and social sciences, and allied fields, the Urban Planning program at Huxley College endeavors to educate problem solvers who are able to meet the environmental challenges of our times.

The program prepares students with the knowledge and skills that are necessary to make positive changes towards sustainability in an increasingly complex world.

Recommended Sequence of Classes for the Urban Planning Major

**URBAN PLANNING and SUSTAINABLE DEVELOPMENT CORE REQUIREMENTS**

<table>
<thead>
<tr>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 303 Human Ecology/Ethics*</td>
<td>ENVS 303 Human Ecology/Ethics*</td>
<td>ENVS 305 History/Policy*</td>
</tr>
<tr>
<td>ENVS 360 Plan Graphics*</td>
<td>ENVS 360 Plan Graphics*</td>
<td>ENVS 360 Plan Graphics*</td>
</tr>
<tr>
<td>ENVS 361 Intro Planning*</td>
<td>ENVS 361 Intro Planning*</td>
<td>ENVS 361 Intro Planning*</td>
</tr>
</tbody>
</table>

Plus the following (in any quarter available):
- UPSD Foundation courses;
- 1 Capstone course
- 1 course from Planning Quantitative Methods course list

**URBAN PLANNING AND SUSTAINABLE DEVELOPMENT CORE REQUIREMENTS**

<table>
<thead>
<tr>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 450 / 456 Envt Policy</td>
<td>ENVS 457 Dispute Res.*</td>
<td>ENVS 457 Dispute Res.*</td>
</tr>
<tr>
<td>ENVS 457 Dispute Res.*</td>
<td>ENVS 461 Land Use Law*</td>
<td>ENVS 461 Land Use Law*</td>
</tr>
<tr>
<td>ENVS 470 Plan Studio I</td>
<td>ENVS 472 Plan Studio II</td>
<td>ENVS 473 Plan Studio III</td>
</tr>
<tr>
<td>ENVS 475 Comm Devel Electives / Specializations</td>
<td>ENVS 462 Planning Theory Electives / Specializations</td>
<td>ENVS 498 Experiential</td>
</tr>
<tr>
<td>ENVS 498 Experiential</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Plus the following (in any quarter available):
- UPSD Foundation courses;
- 1 Capstone course
- 1 course from Planning and Diversity course list

**DEMOCRACIA**
Appendix A-18 – Professional Development Faculty Resources
Department of Environmental Studies, WWU
Program: BA Urban Planning and Sustainable Development

AY 2016-19 Faculty Development

Sabbatical / Professional Leave Granted
Meliouss 2 quarters, 2016, 2018-19
Zaferatos 1 quarter 2016, 1 quarter 2019
Stangl 3 quarters, 2016-17
Medler 3 quarters, 2016-17

Maternity / Paternity Leave
Darby 1 quarter, 2015
Neff 1 quarter 2016

Professional Development Annual Awards
All faculty $1000

Department Supplemental Travel Awards
Kamel 2016
Berardi 2016
Green 2016
Zaferatos 2017

Publication Awards
Zaferatos Manuscript copyediting

Course Release – Research
Kamel 2016, 2017
Laninga 2016

Special Program Funding
UPSD Academic Program Director Stipend, various
UPSD Program Marketing and Promotion, $1000
UPSD Program Studio Supplies, $1000
UPSD Accreditation, 2016, $16,000
UPSD Accreditation, 2019, $50,000
November 15th, 2016

Ms. Shonagh Merits, Executive Director
Planning Accreditation Board
2334 W. Lawrence Avenue, Suite 209
Chicago, Illinois 60625

Dear Ms. Merits;

As Registrar for Western Washington University in Bellingham, Washington, I write to confirm that our Bachelor in Arts in Urban Planning and Sustainable Development offered through our Huxley College of the Environment has met all curricular program approvals as vetted through our faculty governance procedures and is approved by the Northwest Commission on Colleges and Universities (NWCCU). This degree is officially listed in our University Catalog and encoded in our student information system with active enrollment.

If additional information is required please feel free to contact me at 360.650.7732 or via email at David.Brunnemer@wwu.edu. Thank you for your care and attention in this matter.

Sincerely,

David S. Brunnemer
Registrar
Western Washington University

Cc: Dr. Steve Hollenhorst, Dean, Huxley College of the Environment
Dr. Nicholas Zaferatos, Associate Professor, Environmental Studies
Western Washington University Academic Grievance and Appeal Policy and Procedures

1. Policy

Students have protection, through orderly procedures, against arbitrary or capricious actions or decisions by their instructors; students also have protection against erroneous actions or decisions by academic units. At the same time, students are responsible for achieving and maintaining the standards of academic performance and excellence which are established by their instructors and for complying with all relevant policies, standards, rules and requirements which are formulated by the University and the University’s academic units. A student wishing to pursue an academic grievance or appeal must use the following grievance procedure once having received notice of the action or decision which gives rise to the grievance. The emphasis of the grievance procedures is on informal resolution of the grievance. Grievances which involve hearings before the Student Academic Grievance Board should be rare. For help and guidance with the grievance procedures, students should contact the Student Life Office. http://www.wwu.edu/dos/stulife/

Students who do not meet the deadlines given in the procedures shall be deemed to have waived their right to appeal. If any officer of the University or the Board fails to meet the deadlines established, the student may continue to the next level in the procedures. The deadlines are set to provide a rapid resolution of the grievance. However, unforeseen circumstances such as illness or absence from the campus may result in an extension of a deadline. Such extensions shall be recorded in writing by the unit head, dean or secretary to the Board, as appropriate. If the end of the quarter is reached during the process of following the grievance procedure, the remaining parts of the process will be considered at the start of the next academic quarter, not including summer session.

2. Academic Grievances

Academic grievances are limited to the following:

1. A claim by the student that an assigned grade is the result of arbitrary or capricious application of otherwise valid standards of academic evaluation, or
2. A claim by the student that the standards for evaluation are arbitrary or capricious, or
3. A claim by the student that the instructor has taken an arbitrary or capricious action which adversely affected the student’s academic progress, or
A claim by the student that an academic unit has reached a decision not in keeping with University policy or taken an erroneous action which adversely affects the student’s academic standing or academic career.

NOTE: Where an action is claimed to be in violation of affirmative action, a separate set of procedures are used (see Appendix A - WWU Policies on Equal Opportunity/Nondiscrimination, Affirmative Action, Sexual Harassment, Reasonable Accommodation).

3. Procedures

1. Resolution and Appeals

A student with an academic grievance against an individual instructor shall first thoroughly discuss the matter with the instructor involved. The student must meet with the instructor within ten (10) days of receiving written notification of the action or decision which gives rise to the grievance or 10 days from the grade posting deadline. In the case of absence from the campus of either of the parties, the student shall inform the academic unit head, in writing, of the existence of the grievance and the unit head shall arrange for consultation between the parties concerned at the earliest possible opportunity. Should the faculty member be on extended leave, or have resigned from the University, the unit head shall act for the instructor.

The instructor and the student should make a good faith effort to resolve the grievance. Grievances resolved at this stage do not require a written record unless the resolution involves a grade change. The instructor will send a memo to the Registrar indicating the grade change. A copy will be sent to the student.

If a resolution is not achieved between the student and the instructor within five (5) days after the first meeting between the student and instructor, the student has five (5) days to ask the academic unit head, or designee, to attempt to informally resolve the issue. The unit head, or designee, will meet with both parties to clarify the issues and attempt to resolve them. If the issue is resolved within five (5) days after the student has sought the assistance of the unit head, the unit head, or designee, shall prepare an informal agreement, in writing, for both sides to sign. No reasons need be given. Such an agreement, once signed by both parties, may not be appealed.

If an agreement cannot be reached within the five-day review period, and the student still wishes to pursue the grievance, the student shall request the unit head or designee to present the case to the dean of the college in which the academic unit resides. In the case where a faculty member from one college is teaching a course in another college, the appeal will go to the dean of the college
where the course resides. In the case where a faculty member is teaching for an all-university program not under the purview of a college dean, such as Honors or Women Studies, the appeal will go to the dean of the college where the faculty member resides. The unit head has five (5) days to present the material to the dean. The material presented should include all of the documents relevant to the case and an analysis of the issues. The dean shall continue the process of seeking an informal resolution and collect more material as necessary. If a resolution can be reached, the dean shall prepare an informal agreement as above. Such an agreement, once signed by both parties, may not be appealed.

If the student has a grievance against an academic unit, the student shall first thoroughly discuss the matter with the unit head. The student must meet with the unit head within ten (10) days of receiving notification of the action or decision of the unit which gives rise to the grievance. If the grievance is not resolved within ten (10) days of the initial meeting between the student and the unit head, the student may request, in writing, further review by the dean of the college in which the academic unit resides, following the procedures for grievance.

If the grievance against a faculty member or academic unit is not resolved at this stage, the appropriate dean, as specified above, shall make a decision based on the merits of the case. The reasons for the decision shall be in writing and shall be given to both the student and the instructor and unit head. The dean’s decision must be rendered and given to all parties within five (5) days of receiving the material. The written decision of the dean will include: (1) a statement of the grievance, (2) a statement of the efforts made to resolve the issue and (3) a statement of action, with reasons.

If the grievance does not involve a graduate student, either side may appeal a decision of the college dean to the Student Academic Grievance Board. The appeal must be filed within five (5) days after the receipt of the dean’s written decision. The party appealing to the Academic Grievance Board will fill out e-form, Report of Academic Grievance, which will be sent to the executive secretary of the academic grievance board. If the grievance involves a graduate student, either side may appeal a decision of the dean to the dean of the graduate school. The appeal must be filed within five (5) days after the receipt of the college dean’s written decision. The graduate dean shall make a decision based on the merits of the case. The reasons for the decision shall be in writing and shall be given to the student, the instructor, unit head and the appropriate dean, as specified above. The graduate dean’s decision must be rendered and given to all parties within five (5) days of receiving the material. The written decision of the graduate dean will include: (1) a statement of the grievance, (2) a statement of the efforts made to resolve the issue and (3) a statement of action, with reasons. Either side may appeal a decision of the dean of the graduate
school to the Student Academic Grievance Board. The appeal must be filed within five (5) days after the receipt of the graduate dean’s written decision. The party appealing to the Academic Grievance Board will fill out e-form, Report of Academic Grievance, which will be sent to the executive secretary of the academic grievance board.

2. Appeal to the Board

1. Composition of the Board. The Student Academic Grievance Board shall consist of six (6) members: three students and three faculty. An administrator appointed by the Vice President for Student Affairs will serve as executive secretary to the board and will be responsible for the arranging of meetings and the collection and maintenance of necessary documents. The board, for any hearing, will be selected in the following manner:

   a. The pool of board members shall consist of six (6) faculty appointed by the Faculty Senate for three-year terms; six (6) undergraduate students and six (6) graduate students appointed by the Associated Students board for one-year terms.
   b. Each party to the grievance shall have the right to reject two faculty and two students from the list of the pool of board members.
   c. From the remaining members, the Vice President for Academic Affairs or designee shall select the board members for the hearing, and shall appoint the chairperson. If the grievance involves a graduate student, at least two of the board members must be graduate students.

3. Appeal to the Vice President for Academic Affairs

Either party may appeal to the Vice President for Academic Affairs from a decision by the board. Such appeal shall be made, in writing, within five (5) days after the issuance of the board’s written decision. The board chairperson has the right to make a written response to the appeal within five (5) days of filing the appeal. The vice president may overrule or modify the decision of the board only if that decision was arbitrary, capricious, based on insufficient information, or was beyond the scope of these procedures as defined in Section 2. The Vice President for Academic Affairs will meet with the board chairperson if (s)he intends to overrule or modify the decision of the board. The decision of the Vice President for Academic Affairs is final. Copies of the Vice President’s decision will be sent to the student, faculty member, unit head, dean of the college in which the unit resides, dean of the graduate school if a graduate student is involved, chairperson and secretary of the board.
Welcome to the CIIA, Western's Teaching and Learning Center

Monthly Learning Technology Group
All of the web resources and recordings from our monthly Learning Technology Group sessions are now available online. This has been set up as a "public" Canvas course which does not require login to access the site. Please explore this collection of our explorations into teaching with technologies!

Summer Grant
Applications for 2016 Faculty Development Summer Grant are under review. See details.

Events
We hope you’ll make room in your schedule for our professional development opportunities:
- Learning Technology Group (monthly, see events) This is an ongoing collaboration among CIIA/Academic Technology colleagues to engage faculty in implementing and evaluating new technologies for teaching.
  - Workshops On-Demand
    - They're all on Facebook; now what? Engaging Students through Social Media (YouTube)
    - Reverse Instruction: Engaging Students in Deep, Meaningful Learning (YouTube)
    - Lecturing without Tiring or Losing Your Voice

"We cannot create genuine communities of practice for students until we allow faculty to participate too... only if the teachers are learners too, and if they can be seen to be learners, can they genuinely model deep learning for the apprentice learners in the community."

September 30, 2016

Barry Nocks, PH.D., FAICP, PAB Chair
Professor Emeritus
Department of Planning, Development, and Preservation
Clemson University
2-213 Lee Hall, Box 340511
Clemson, SC 29634-0511

Shonagh Merits, Executive Director
Planning Accreditation Board
2334 W. Lawrence Avenue – Suite 209
Chicago, IL 60625

RE: Unmet criterion regarding Program Autonomy, Major in Urban Planning and Sustainable Development

Dear Dr. Nocks, Ms. Merits,

I was pleased to see the April 1 Planning Accreditation Board site visit report for our major in Urban Planning and Sustainable Development. I was particularly impressed that the program fully met 40 of the 57 criteria. Of the 15 criteria that were partially met, I am confident that the actions the program has undertaken have successfully addressed those deficiencies. I am also confident that one of the two unmet criteria, related to professional development, has been successfully addressed.

The purpose of this letter, however, is to respond to the remaining unmet criterion related to Program Autonomy. Following is the excerpt from the PAB report:

<table>
<thead>
<tr>
<th>Standard: 5. Governance</th>
<th>Criterion: A. Program Autonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Assessment</td>
<td>There is no evidence the Program has a permanent autonomous and transparent institutionalized structure within the College. The recent draft Department policy forming a Program Committee (Appendix B) is an insufficient response to the concerns expressed by the PAB in its decision letter dated November 2014. The scope of authority given to the program lead and program committee is limited to establishing accreditation, and not program longevity, implementation, or performance.</td>
</tr>
</tbody>
</table>
Recommendation

The SVT recommends an amendment to the College bylaws wherein the Program is granted full autonomy consistent with the PAB criterion which states, “In accordance with customary university procedures, the planning faculty shall have a responsibility for the design of its curriculum and shall have an independent voice in the appointment, promotion, tenure, and evaluation of its faculty, and the admission and evaluation of its students.”

The reason for the assessment seems to be because of the lack of a written record “within the college” affirming: 1) the establishment and autonomy of the UPSD program, and 2) the permanent appointment of program lead (program director) beyond the period of the accreditation review. As a solution, the review team recommended affirmative language be added to the college bylaws “in accordance with customary university procedures.”

We agree that such program autonomy is critically important, and have robust mechanisms in place to insure this autonomy for the UPSD program. However, for several reasons related to the strong shared governance culture of WWU, these mechanisms take a different form than the bylaws language recommended by the review team. These mechanisms are at the University level, not the college level, and as such result in even stronger autonomy for the program.

Allow me to explain how academic program administration works at WWU. We are a unionized university with clearly defined rights articulated in the Collective Bargaining Agreement (CBA) with faculty. The following excerpt from Section 5, Management Rights, in the CBA definitively state that the Provost retains the rights to determine academic programs, establish or eliminate programs and departments, etc. (see key bolded sections).

Unless otherwise expressly restricted by a specific provision of this Agreement, the University has the sole and exclusive right, in its discretion, to exercise the following rights, which are not meant to limit the provisions of 5.1:

A. Determine institutional quality standards in order to achieve the University’s mission and strategic goals.
B. Control and manage operations and supervise and direct the work force.
C. Determine academic programs to be offered, how and when courses shall be scheduled and delivered to achieve strategic goals.
D. Determine, control and regulate operation of equipment, technology, facilities, physical plant and grounds, location of operations, closing of existing locations, and the relocation of work to achieve strategic goals.
E. Plan, establish, modify, reorganize, create, merge or eliminate programs, departments and courses of instruction.
F. Scheduling of those responsibilities, persons employed, promotion, transfer, non-appointment, non-renewal or reassignment.
G. Determine the number, composition and type of academic and non-academic staff.
H. Control and direct expenditures from its funds and allocate resources.
I. Develop, interpret, amend and enforce written policies and procedures governing
the work force that do not conflict with specific provisions of this Agreement.

J. Enter into contracts, cooperative arrangements, articulation agreements or other agreements with other educational institutions for the purpose of providing educational services to its students.

K. Discipline and terminate bargaining unit members in accordance with the process in this Agreement.

L. Adopt, revise and delete provisions of the Faculty Handbook.

This CBA delineates to the administration the right to “plan, establish, modify, reorganize, create, merge or eliminate programs, departments and courses of instruction,” the authority to “determine academic programs to be offered, how and when courses shall be scheduled and delivered to achieve strategic goals,” and in the case of academic program directors, “determine duties and responsibilities of bargaining unit members, standards of performance evaluation, assignments, responsibilities to be performed.” Given this delineation of authority, the college bylaws are NOT the mechanism we use to establish academic programs, or appoint and evaluate academic program directors. That right is held by me as provost and vice president for academic affairs. The official written record of these approved academic programs is the university catalogue.

In this role, I assure you that the UPSD program has been established as a full academic program unit of the university. In fact, the program has existed in various forms for over fifty-one years. This program administers the BA in Urban Planning and Sustainable Development. In keeping with the CBA, I also made the appointment of the academic program director, Dr. Nicholas Zaferatos, upon the recommendation of the college dean (see the attached letter of appointment).

Further, I wish to affirm the authority vested in our academic colleges and departments to duly manage the operations of academic programs residing within each of the university’s departments. Under such authority, the Department of Environmental Studies has adopted a governance policy that sets forth the organizational framework for the long-term management of the UPSD program. The policy establishes a program committee comprised of program faculty and students, and defines its role and responsibilities, in conjunction with the program director, in overseeing the programs’ curriculum, strategic planning, programmatic decision, and student enrollment. The policy further provides an independent voice for the program’s faculty on applications for the tenure and promotion of its faculty, in accordance with university tenure and promotion procedures.

In addition, the program’s governance policy provides for the active participation of UPSD students and the professional planning community in its strategic planning, the development and maintenance of the program’s curriculum, the assessment and evaluation of the program’s accomplishments, and the program’s pursuit of greater diversity in student enrollment and faculty hiring.

In conclusion, I am confident that the Planning Accreditation Board will recognize the unique organizational culture of our university and its strong commitment to shared governance with
its faculty, as well as to acknowledge that our undergraduate program in Urban Planning and Sustainable Development maintains a significant degree of self-autonomy, as reflected in the Department’s program governance policy.

Sincerely,

Brent Carbajal
Provost and Vice President for Academic Affairs
Western Washington University

Copies:
Steve Hollenhorst, Ph.D., Dean and Professor, Huxley College
Nicholas Zaferatos, Ph.D., AICP, Professor, UPSD Program Director
Faculty Resources

- Academic Integrity
- Awards
- Grants
- Professional Leave

Events & Deadlines

Faculty/Staff Administrative Calendar 2016-17
Faculty/Staff Administrative Calendar 2015-16
Faculty/Staff Administrative Calendar 2014-15

General Information and Forms

- Academic Administrative Appointments
- Collective Bargaining Agreement 2015-2020
  - MOU Section 22.15.1.1
  - MOU - Student Teaching Supervisors
- Collective Bargaining Agreement 2012-2015
  - Extension Agreement (9.11.15)
  - Faith and Conscience (12.4.14)
  - Outside Compensated Professional Activities (10.24.14)
  - Extended Education MOU Revision (1.23.14)
  - Section 8 Amendment (11.13.13)
  - Chair Compensation Amendment 22.5.4 (11.19.13)
- Faculty Hiring Guidelines
- International Faculty, Hosting and/or Hiring

Teaching

- Faculty
  - Academic
    - Administrative
  - Assessment
  - Study
  - Research
- New Faculty Orientation & Photo Archive
- eDossier Memo to All Faculty - 6.14.13
- Confidentiality Task Force Recommendations - 5.22.12
- Personnel Files 2013

Faculty

- Faculty Senate
  - Academic Coordinating Commission
  - Faculty Handbook
  - University Planning and Resources Council
- United Faculty of Western Washington
Huxley College of the Environment  
Department of Environmental Studies  

Urban Planning and Sustainable Development (UPSD) Program  
Strategic Plan  
2019-2024  
Urban Planning Program Committee  
Adopted: March 19, 2019  

Contents:  
Section 1.0 Preamble  
Section 2.0 Program Vision  
Section 3.0 Program Mission  
Section 4.0 Elements of the Strategic Plan  
Section 5.0 UPSD Program Goals and Objectives 1-4 Years (2019-2022)  
Section 6.0 Strategic Objectives 5-7 Years (2023-2025)  
Section 7.0 Review Process of 2016 Strategic Plan: PAB, Faculty, Students, Advisory Board  

Section 1.00 Preamble  

The UPSD Program (Program) first adopted its strategic plan in 2015, with subsequent revisions adopted in March, 2016. This 2019 Strategic Plan responds to program needs and to issues identified by the UPSD Program Committee (comprised of Program faculty, student representatives, and the College Dean), the WWU Urban Planners Club, UPSD students, the UPSD Professional Advisory Board (Advisory Board), and the Planning Accreditation Board’s (PAB).  

Section 2.0 Program Vision  
The program envisions advancing a society where individuals and groups can fully participate in the planning and development of their communities such that basic needs of safety, shelter, livelihoods and opportunity for self-realization and participation are met for all. Community aspirations, as understood by diverse segments of the community, are discussed freely and form the foundation of planning for a more sustainable future, with special consideration for those who are most marginalized and for the ecological systems that sustain and inspire us.  

Section 3.0 Program Mission  
The mission of the Urban Planning and Sustainable Development Program is to contribute to a more just and sustainable society by cultivating students to become future planning leaders who are ethical, knowledgeable, and technically capable to assist communities plan their equitable, healthful, livable, and sustainable communities for present and future generations. The Urban Planning program’s mission affirms and works within the broader mission of Huxley College to integrate an outstanding urban planning educational program through faculty-student collaboration, applied research, and professional and community service to foster positive outcomes in communities.  

Section 3.1 Urban Planning Program and Huxley College’s Overarching Mission  
Huxley College’s overarching mission is to be a premier institution for the education of future environmental experts and leaders, both regionally and global. Huxley College’s approach to its mission is through critically addressing today’s environmental challenges and preparing tomorrow’s interdisciplinary problem solvers. We accomplish this mission by integrating outstanding educational programs, faculty-student collaboration, applied research, and professional and community service – using the teaching, advising, and College structure as an integral resource. Huxley College’s disciplinary majors each emphasize particular fields of study to effectively carrying out the Huxley’s mission in the education of future environmental leaders and experts. The Urban Planning and Sustainable Development major
represents the professional field within the College that directly addresses environmental and community problem solving through urban planning practice.

The Program’s strategic mission is fulfilled through curriculum attainment of three values: Collaboration, Application, and Problem Orientation:

- **Collaboration**: We collaborate within the College, with other units of the University, and with the larger community in solving environmental and community problems.
- **Application**: We apply our teaching and learning to the real world and seek to make meaningful contributions to a community’s sustainable development.
- **Problem Orientation**: We engage students, faculty, and the professional community meaningfully in the analysis of solutions to pressing environmental and community problems.

Many of our graduates go on to professional careers in urban planning, while others continue their graduate studies in the urban planning, law, natural resource management, architecture, and public policy fields. Our curriculum is designed to help students make the intellectual connections and gain the practical skills necessary for building socially and environmentally sustainable community futures. Through the integration of urban planning and the natural sciences, social sciences, and allied fields, the UPSD Program at Huxley College endeavors to educate problem solvers who are able to meet the environmental challenges of our times. Our graduates directly meet statewide demands for training young professionals to enter high demand fields; this is especially pertinent in Washington State, which has enacted progressive land use, growth management, and environmental protection policies.

The Program’s mission emphasizes an interdisciplinary approach to solving complex problems that face communities from the local to the global level. The Program emphasizes a concern for progressive change that is needed towards the design of equitable, healthy, livable, and sustainable communities for present and future generations. The curriculum combines urban planning theory, history, and methods, sustainable design, law, conflict resolution, resilience planning, urban design, environmental policy, and environmental sciences to provide students with a solid understanding of the linkages between urban and natural systems and the multi-dimensional problems faced in urban development. The Program prepares students with the knowledge and skills necessary to make positive changes towards sustainability in an increasingly complex world.

**Section 3.2 Definition of Program Mission Fulfillment**

The Program’s mission is to cultivate students to become future planning leaders in order to assist communities to plan more sustainable futures. That sustainable future is inspired by the Program’s vision for the attainment of a future society where individuals and groups can fully participate in the planning and development of their communities such that basic needs of safety, shelter, livelihoods and opportunity for self-realization and participation are met for all. The program fulfills its mission through its curriculum as well as extracurricular activities.

**Section 3.3 Evaluating the Program Mission**

Evaluation is used to determine if the goals of the Program are being met. As an integral step to assessment, we first identify the learning attributes of a Huxley urban planning graduate. These attributes are the result of achieving expected learner outcomes in coursework and experiences such as studios, internships, and capstone courses, and thus the achievement of our programmatic objectives. Learning objectives are measured at both the College-wide level (environmental core knowledge) and at the Program level (emphasizing urban planning knowledge, skills, and values).

The attributes of a Huxley Urban Planning graduate include the understanding and acquisition of knowledge in:

- Legal, procedural, theoretical, historical, ideological, and political aspects and processes that shape the urban environment.
- Processes of conflict and collaboration among governments, communities, and private sector actors.
• Methods in public policy alternatives analysis.
• Processes of developing and reforming public policy.
• Forming of ideals and philosophies benefiting the public realm and the quest for societal justice.
• Methods for implementing growth management and assessing sustainable development.
• Ability to work in collaborative arrangements and in situations of uncertainty, diversity, and risk.
• Complexity and diversity in social and cultural perspectives.
• Writing, graphic illustration, and speaking skills for persuasive communication.
• Skills and methods for preparing planning and policy proposals.

Section 4.0 Elements of the Strategic Plan
The UPSD Strategic Plan emphasizes 8 strategic elements and corresponding activities in Table 1:

Table 1: UPSD Strategic Elements & Activities

<table>
<thead>
<tr>
<th>Strategic element</th>
<th>Activities and Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Curriculum</td>
<td>● Assess, evaluate, and enhance curriculum content and administration</td>
</tr>
<tr>
<td></td>
<td>● Initiate opportunities for graduate studies in urban planning</td>
</tr>
<tr>
<td>2. Experiential Learning</td>
<td>● Expand experiential learning opportunities that benefit underrepresented communities in applied curriculum</td>
</tr>
<tr>
<td></td>
<td>● Expand opportunities for service learning experiences serving Native American communities</td>
</tr>
<tr>
<td>3. Constituent and Professional Engagement</td>
<td>● Engage faculty, students, alumni, and professional community in strategic planning and program evaluation</td>
</tr>
<tr>
<td>4. Diversity</td>
<td>● Increase diversity among faculty and the student body</td>
</tr>
<tr>
<td></td>
<td>● Increase enrollment among Native American students</td>
</tr>
<tr>
<td></td>
<td>● Initiate communications regarding program climate among faculty, staff and students</td>
</tr>
<tr>
<td></td>
<td>● Expand student learning objectives by incorporating equity and inclusionary goals</td>
</tr>
<tr>
<td>5. Facilities</td>
<td>● Expand facilities and program resources to meet growing curriculum needs and enrollment</td>
</tr>
<tr>
<td>6. Faculty</td>
<td>● Assess need for expanded tenure track and non tenure track faculty</td>
</tr>
<tr>
<td></td>
<td>● Strengthen policies that encourage greater applied faculty scholarship</td>
</tr>
<tr>
<td>7. Extracurricular</td>
<td>● Support extracurricular learning experiences for students</td>
</tr>
<tr>
<td></td>
<td>● Provide training services to the public and professional community</td>
</tr>
<tr>
<td>8. Funding</td>
<td>● Establish program funding support for accreditation maintenance, program extracurricular activities, scholarships, faculty professional membership, program affiliations, and experiential learning.</td>
</tr>
</tbody>
</table>

Section 4.1 Description of Plan Elements

1. Curriculum Development -
   • The Urban Planning program has dedicated faculty and facility resources to carry out its mission and is supported
within the interdisciplinary framework of the College. The urban planning core faculty consists of faculty who are primarily engaged in the Program’s curriculum and scholarship. An affiliated core of planning faculty from within the Department and College contributes to the Program’s core and elective specialization fields. Adjunct professional faculty also supports the program.

- **The Department and College support the Program’s operation with dedicated facilities, staff, and technology resources.** The College’s staff advisers assist students in the process for applying to the major and the preparation of their study plan. An internship coordinator assists students and client organizations to identify suitable student learning internship experiences. A diversity coordinator promotes diversity in student recruitment. Western Foundation staff assist in fund raising activities for Huxley programs. Other university services support instructional technology, student career advisement, counseling services, and writing skills development. The program has prioritized diversity in its enrollment and curriculum.

- **A proposal is being developed to establish a specialization in urban planning serving Native American students enrolled in the Northwest Indian College’s (NWIC) Tribal Governance BA program.** A plan for graduate planning studies serving Native American graduates of NWIC was also identified as a longer-term curriculum priority.

2. **Experiential Learning** - The Program’s successful “Urban Transitions Studio” (UTS) links the three-part studio sequence with community partners to assess strategic approaches to fostering sustainable development in local and underrepresented communities. The Program has recently further expanded the reach of UTS by supporting a University-wide service-learning program. The UPSD program has participated in each year of the program, incorporating planning studio projects in King, Snohomish, Skagit, and Whatcom counties.

3. **Constituent engagement** - Huxley College’s bylaws provide for the direct and meaningful participation of students and staff on College committees, including the development and assessment of Huxley’s curriculum and programs. With respect to curriculum development, students are not only afforded meaningful input, but also have voting privileges. The Department provides the authorizing governance structure, delegating oversight responsibilities for Program development, assessment, and other duties to the Program Faculty Committee. The UPSD governance structure also establishes the UPSD Advisory Board, consisting of alumni, American Planning Association (APA) representatives, and professional planners working throughout the region. Each year, students, faculty, and board members have opportunities to review strategic plan goals and evaluate program elements.

4. **Program diversity** - A plan for increased diversity among students and Program faculty has been adopted as part of the Program’s diversity strategy. The goal of the diversity plan is to outline a recruitment strategy and process that will assist the program to achieve diversity levels equal or exceeding those of the University. Primary emphasis in diversity recruitment targets the University’s increasingly diverse freshman and sophomore class and is particularly focused on the recruitment of Native American and other underrepresented students. Student composition representing Black and African American, American Indian and Alaska Native, Asian, Native Hawaiian and other Pacific Islanders, and Hispanic or Latino students, constitute 28% of the AY 2018-2019 student cohort, a three-fold increase over prior years. Additional efforts by the Department include the development of a faculty and student code of ethics that emphasizes the Department’s expectations for socially responsible and inclusionary conduct among faculty, staff, and students, reflected throughout our academic programs, and the adoption of additional student learning objectives (SLOs) that advance issues of equity and inclusion in the UPSD curriculum.

- Draft equity and inclusion SLOs under consideration include the following:
  a) Understand the structural and systemic conditions that underpin environmental and social problems, including the intersection of gender, race, class, ethnicity, and sexuality.
  b) Appreciate critically the centrality of social organizing across complex environmental, social, and economic relationships, including asymmetrical power relationships, to advocate for social change.
body to further enrich our mission. We facilitate applied experiential learning as a keystone to our curriculum. And we sustainably address complex problems faced by communities. We seek to increase diversity in our faculty and student body, primarily through a curriculum that emphasizes knowledge, values, processes, and skills necessary to positively and sustainably address complex problems faced by communities. We seek to increase diversity in our faculty and student body to further enrich our mission. We facilitate applied experiential learning as a keystone to our curriculum. And we are committed to a program that is steeped in creative urban design and planning solutions, strategies that promote sustainable use of land and natural resources, approaches that foster social equity, and the ideals of environmental justice. The Program’s short-term and long-term goals are described below, in Sections 5.1 and 6.0.

Section 5.0  UPSD Program Goals and Objectives
As a public university, we educate students to become future practicing professionals in the field of planning in order to address Washington State’s high demand for trained planners. Disciplinary knowledge is integrated with skills so that students gain knowledge that is immediately useful in their careers and the ability to learn and grow over time. We do this through a curriculum that emphasizes knowledge, values, processes, and skills necessary to positively and sustainably address complex problems faced by communities. We seek to increase diversity in our faculty and student body to further enrich our mission. We facilitate applied experiential learning as a keystone to our curriculum. And we are committed to a program that is steeped in creative urban design and planning solutions, strategies that promote sustainable use of land and natural resources, approaches that foster social equity, and the ideals of environmental justice. The Program’s short-term and long-term goals are described below, in Sections 5.1 and 6.0.

Section 5.1  Strategic Plan 2019-2022 Short-Term Goals (1-4 years)

Goal 1: Ensure multiple and diverse pathways for sustainable success (relates to Strategic Elements 1 and 4)
Rationale – Since our last PAB review in 2016, the UPSD program has attracted a growing number of students, especially students from under-represented groups (people of color, non-traditional, Pell Grant-eligible, and first-generation students). The increased diversity of students inspired efforts to address the multiple roles planners can play in addressing societal needs, as well as increasing efforts to provide a curriculum that addresses planning from the perspective of under-represented social groups. Students have expressed growing interest in grassroots and community-based planning, as well as in affordable housing and community and environmental justice.

While the Program is relatively small, it was able to introduce a number of courses to expand planning domain horizons. In addition, the Program has streamlined its areas of specialization to concentrate in two important planning subfields: Hazards Planning (Disaster Risk Reduction) and Geospatial Analysis (GIS). The Program anticipates the future offering of two additional urban planning specializations: “Tribal and Indigenous Planning” and “Urban Design.” UPSD faculty and students have helped establish a Department minor in Environmental Justice, which will provide additional courses for UPSD students interested in further emphasizing social equity and environmental justice considerations as part of their planning education.

The development, adoption, and implementation of the College-wide Diversity and Inclusion Plan was a direct result of UPSD’s earlier adoption of the Program’s diversity plan and associated activities. Among the first outcomes of the attention given to diversity was the creation and filling of a Huxley College Diversity Recruitment & Retention specialist. This position and related activities, while representing critical first steps, have not yet reached their full potential and require expanded and continued support from Program, Department, College, and University resources.

Objectives

1.1 UPSD student application, admissions, graduation, and job placement rates are tracked annually.
1.2 UPSD develops and adopts a concerted marketing and recruitment strategy.
1.3 UPSD holds an annual “Introduction to Planning” workshop that is open to university freshmen and sophomores and is required by 1st year UPSD students to familiarize students of program requirements and career opportunities.
1.4 Curriculum and syllabi are reviewed and streamlined to eliminate redundancy and address unmet curricular needs.
1.5 A post-graduate workshop is held annually for continued training, skill acquisition, and networking.
1.6 Elective specializations in “Tribal and Indigenous Planning” (see Goal 2) and in “Urban Design” are developed and offered.

Implementation Strategies

1.1 Continue to work with College staff to develop and implement a marketing strategy to recruit high quality students.
1.2 Continue to work with College staff to create a database of local, regional, national, and international employers for UPSD graduates.
1.3 Establish regular student-faculty-staff meetings for program orientation, information exchange, career opportunities, and program and curricular updates.
1.4 Increase funding for Western Urban Planners to support expanded extracurricular activities.
1.5 Continue to work with ACSP and APA to create a compendium of syllabi as a faculty instructional resource.
1.6 Conduct yearly curriculum assessment for all UPSD courses.
1.7 Explore practicality and need for introducing additional specializations to curriculum.

Benchmark Metrics
1.1 (2019-2024): Student program satisfaction 2 to 5 years after graduation at or above 85% as satisfied or highly satisfied students.
1.2 (2019-2024): Annually update curriculum map to ensure elimination of unnecessary redundancy
1.3 (2019-2024): Student retention at or above 85%
1.4 (2019-2024): Student graduation rate at or less than 4.3 years.
1.5 (2020-2024): Enrolled student satisfaction with UPSD program and program climate above 75%.
1.6 (2020-2024): Enrolled minority student satisfaction with UPSD program and climate above 75%.
1.7 (2021-2022): New specializations have been identified and curriculum revision prepared for review.
1.8 (2022): The percentage of graduates who are employed within one year of graduation in professional planning, planning-related positions exceeds 40% of graduates.
1.9 (2024): The numbers that pass the AICP exam within 7 years of graduation exceeds 5% of cohort.

Goal 2. Develop Planning Specialization targeting service to Tribal Nations (relates to Strategic Element 1 and 4)

Rationale - Planning’s service to Tribal Nations has been one of the least developed field within the discipline of planning, reflected in the limited contribution in the planning literature on tribal planning. There are 29 federally recognized Tribal Nations in Washington State, each with varying degrees of need for planning expertise. As a public Washington State University with particular expertise in the planning field, the UPSD program recognizes the importance to address this unmet need in expanded planning education that may directly benefit Tribal Nations. Exploration of intercollegiate cooperation by offering a specialized track in planning to students enrolled in the Northwest Indian College’s Tribal Governance BA degree program remains a priority for the UPSD program.

Objectives
2.1 Identify appropriate 400- and 500-level planning and planning-related courses supporting a specialization benefitting Tribal Nation’s unmet planning needs.
2.2 Evaluate program capacity to accommodate additional NWIC students to program.

Implementation Strategies
2.1 Work with Northwest Indian College’s tribal governance program to develop a graduate degree in planning, emphasizing tribal planning.
2.2 Identify systems for reciprocal agreements on tuition and credit exchange.

Benchmark Metric
2.1 By 2021, a cooperative curriculum with Northwest Indian College, leading toward a specialization in planning appropriate to the Tribal Reservation situation, is in place and its implementation is in process.

Goal 3. Improve Program, Department, and College climate for students, staff, and faculty (refers to Strategic Elements 3 and 4)

Rationale - In the last few years, the University has experienced both a rise in social justice consciousness and an increase in tensions around issues of race, gender, sexuality, citizenship, and freedom of expression. While conflicts around such issues are typically addressed by the University’s administration, the College, Departments, and Programs have also participated in addressing student concerns through listening sessions, faculty and staff workshops, and dedicated meetings with administration, faculty, and staff.

While consensus has not been reached on the best way to resolve some of the contentious and potentially disruptive issues that have arisen within the University, College, Department, and Program, faculty and students are continuing to engage in the discussions and processes that will allow us to improve the Program's learning environment. Divisions and concerns within the Program are a microcosm of society as a whole. As planners,
we not only have an obligation to address the diverse needs of the communities we serve, but we also possess the tools to address them through open communication, the identification of common interests, and a commitment to respectful and meaningful involvement of all members of the community.

Objectives:
3.1 Ensure recruitment and retention rates of students from under-represented social backgrounds are at or above local and state levels.
3.2 Conduct annual assessment of student attitudes towards social climate.
3.3 Strengthen UPSD curriculum in the areas of justice and equity.
3.4 Expand Student Learning Objectives to embrace the values of equity and justice
3.5 Expand access to social justice and cultural sensitivity training to UPSD faculty and students.
3.6 Initiate quarterly Faculty-student open informal sessions on campus.
3.7 Continue annual social events with UPSD faculty (tenure- and non-tenure track) and students.
3.8 Initiate annual assessment and tracking of Faculty satisfaction with UPSD climate.

Implementation Strategies
3.1 Continue the current annual “exit” survey for UPSD students includes an assessment of climate.
3.2 Implement an annual climate survey is implemented for all UPSD students and matches the climate assessment in the “exit” survey.
3.3 Integrate Student Learning Objectives addressing the values of social equity and inclusion are adopted and incorporated into the curriculum.
3.4 Institute open, informal sessions and social events every quarter/year, and the events are advertised through student informational materials, faculty announcements, and the Western Planners Club.
3.5 Implement interviews or surveys of faculty to determine satisfaction with the working climate of the Program.
3.6 Continue to work with College and University resources to provide access to social justice and cultural sensitivity training for faculty and students through Department resources supporting teaching, scholarship and service.

Benchmark Metrics
3.1 By 2020, student survey instruments will implement questions assessing social and political climate.
3.2 By 2021, the UPSD program adopts program Student Learning Objectives that address the values of equity and inclusion in all courses.
3.3 By 2021, UPSD public information shall annually report on student climate survey results.
3.4 Program faculty are reviewed on their contributions to diversity, equity, and justice in teaching, scholarship, and service.
3.5 By 2021, UPSD will have instituted quarterly informal faculty-student sessions and annual social events.
3.6 By 2022, surveys indicate a majority of students and faculty rate UPSD program climate acceptable and responsive to student and faculty concerns.

Goal 4: Advance programmatic integration with Department and achieve facilities improvement (relates to Strategic Elements 1, 5 and 8)

Rationale - The Program benefits from the multiple disciplines available within Huxley and the Environmental Studies Department in a number of ways. As the College continues to grow with new hires and courses in the fields of energy, indigenous land and natural resource management, climate change, GIS, and additional sub disciplines relevant to the field of planning, UPSD should evaluate its curriculum to expand its offerings in order to provide students with additional depth in planning’s subfields.

Objectives
4.1 Similar to its approach in focusing its current elective specialization in department resources such as GIS and Disaster Risk Reduction, the Program should evaluate additional specialized clusters that include emerging sub disciplines, including social and environmental justice, sustainable energy, urban design, and climate change.

4.2 The Program pursues collaboration with College institutes and research centers that can be mutually beneficial in providing expanded student training and collaborative research opportunities.

4.3 The Program continues to work to ensure sufficient funds to support student, faculty development, and new hiring.

4.4 The Program works toward the development of a minor in urban planning.

Implementation Strategies

4.1 Funding for additional FTE is sought to expand the curriculum, in particular, to offer more classes in housing, community development, and Tribal planning.

4.2 Additional studio space is provided for increased enrollment and to support technology.

4.3 Faculty have access to tailored development and mentoring programs.

4.4 The UEP is revised to reflect clearer expectations for faculty promotion and tenure in the areas of scholarship, teaching, and professional activities.

4.5 Program director position is supported and rewarded by college and department administration.

Benchmark Metrics

4.1 (2020): UPSD has a dedicated annual budget of $60,000 to support NTT teaching needs, student club activities, faculty and student development, PAB accreditation compliance, and program equipment and supplies.

4.2 (2021) Develop a feasibility analysis for a UPSD Program in terms of capacity/enrollment targets, curricular offerings, resources available/needed.

4.3 (2021) Identify the most suitable configuration for a UPSD Program with respect to emphases and faculty composition and appointment.

4.4 (2021) Expand the program’s urban planning studio space, to provide secured space for technology supporting the studio.

4.5 (2022) Secure college and university support to increase admission to up to 35 undergraduate students per year.

4.6 (2022) Gain approval of a minor in urban planning.

4.7 (2023) Work with department, college, and university administration to secure support for planning program with Masters and Undergraduate degrees.

Goal 5. Expand the Program’s contribution to professional and community planning education (relates to Strategic Elements 3 and 7)

Rationale - Since receiving PAB accreditation in 2016, the Program has considerably expanded its outreach and interaction with the professional community through its participation on the State’s APA Board, the APA Northwest Section Board, through its participation in extended service learning programs, and in other local community engagement capacities. The Program seeks to further its outreach to the professional community and in particular, to assist students in engaging as pre-professionals within the region of professional planners.

Objectives

5.1 Provide local, regional, and national speakers to the Huxley Speakers Program, to address timely urban planning topics.

5.2 Host an annual “local land use” training session in sponsorship with APA Washington and the Planning Association of Washington and reach out to host APA Northwest Section planners’ forums.

5.3 Evaluate opportunities to host training and conference programs for the benefit of students, local
professional planners, AICP continued maintenance credit, and the general public.

Implementation Strategies

5.1 Continue working with the APA Washington Chapter and the Northwest Section Board to identify ways to engage students with professional planners.

5.2 Identify with APA NW Section Board training topics and venues for WWU faculty to lead/facilitate.

Benchmark

5.1 By 2020, the UPSD program committee will provide recommendations for planning speakers to participate in the weekly Huxley Speakers program.

5.2 By 2022, the UPSD program will have hosted APA WA NW Section quarterly meeting on campus and secured AICP CM provider status for curriculum delivery.

5.3 By 2022, the Program Committee will has organized an annual Winter quarter panel discussion with Advisory Board members to discuss student preparation in applying for entry level planning positions upon graduation.

Section 6.0 Strategic Objectives 5-7 Years (2023-2025)

- Expand curriculum in areas of tribal planning, housing policy, and community development.
- Add 1.5-2.0 FTE faculty to the planning faculty to support expanded curriculum.
- Expand admission to a second cohort for a total of 30-35 students admitted each year, and reducing the capacity of the planning studio sequence to 15-18 students;
- Work with the University graduate program to develop a 4+1 graduate degree in urban planning available to UPSD graduates;
- Upgrade Program facilities, including the addition of a second urban planning studio supporting the increased program enrollment.
- Commence the specialization track in urban and tribal planning in conjunction with their BA degree in Tribal Governance at the Northwest Indian College.
- Develop a Master’s degree program tailored to graduates from the Northwest Indian College’s Tribal Governance Program Tribal planning and environmental management.

Section 7.0 Review Process of 2016 Strategic Plan: PAB Board, Faculty, Students, Advisory Board

Section 7.1 Following the 2016 PAB accreditation review, the PAB Board found:

Standard 1 / Criterion 1A / Strategic Plan as Met
The Board, however, found the goals in the 2016 Strategic Plan to lack necessary specificity to the Program. The Board emphasized the importance of a planning program-level strategic plan that focuses on the mission and purpose of the Program, as well as a process for planning that engages all stakeholders. The Board recommended that, in its subsequent Self-Study Report, the Program provide evidence that the plan has been refined to reflect the mission, goals, and objectives of the Program. That is what we have done in this document.

Criterion 1C / Program Goals as Partially Met
According to the Board, the Strategic Plan goals lacked future aspirations and did not aim toward evidence-based accountability. The Board recommended that the Program provide evidence that the strategic goals have been reformulated to reflect stakeholder input, aspirations of excellence, and feedback from PAB’s accreditation.

Criterion 1D / Measurable Objectives as Partially Met
According to the Board, the Strategic Plan lacked measurable objectives and benchmarks, which would enable the Program to measure progress toward goal attainment. In its Self-Study Report, the Board recommended the Program provide evidence that measurable objectives have been developed to support strategic goals.

Section 7.2  Evaluation of the 2016 UPSD Strategic Plan
The 2016 UPSD Strategic Plan (2016) had identified the following Program goals:

1. Assess the UPSD curriculum to match needed knowledge and skills.
2. Increase student diversity.
3. Revise the UPSD curriculum to match needed knowledge and skills.
4. Expand opportunities for experiential learning.
5. Expand professional and community outreach.
6. Expand graduate education.
7. Encourage the application of scholarly research to meet the needs of local and global communities.

Specific objectives and metrics (benchmarks) were associated with each goal. The 2019 review of the 2016 Strategic Plan shows that goals 1, 2, 3, 5, and 6 were fully met or exceeded benchmarks and progress continues to be made. Goals 4 and 7 benchmarks were partially met and progress continues to be made.

Section 7.3  Review of the UPSD Program’s Alignment With the University’s Strategic Plan
In addition to addressing the PAB Board’s recommendation, this plan further aligns with the University Strategic Plan, adopted Fall 2018. The University Strategic Plan emphasizes:

- Increasing diversity of students, faculty, and staff.
- Deepening engagement with local, regional, and international communities.
- Expanding students’ international experience and international programs.
- Supporting research and graduate education.

Section 7.4  Review of the UPSD Program by Program Faculty, Students, and Professional Advisory Board
In addition to PAB’s review recommendations and University Strategic Plan priorities, Program faculty, students, staff, alumni, and Advisory Board informed development of the 2019 Strategic Plan. The following were identified and are informing the 2019 plan:

- **Student enrollment has increased** - Applications and admissions to the Program have increased steadily since accreditation. This comes at a time when enrollment in other ENVS programs has not experienced such increase. A number of factors can explain such increase, including:
  
  - Improved marketing and information about the accredited program;
  - The hiring of a recruiting and retention specialist;
  - The elimination of rolling admissions; and
  - A streamlined advancement to degree based on clear requirements for progress through a specified progression of courses.

- **Student placement and retention remains strong** - UPSD students continue to obtain relevant employment in the field of planning, in planning-related fields, non-profits, community-based and advocacy organizations. UPSD graduates that choose to pursue a Master’s degree are admitted to competitive programs.

- **Student satisfaction remains high** - While there has been some minor fluctuation across the years, student satisfaction remains high. In 2018, 87% of students rating the program “very good” to “excellent” in training students for a career in planning, and 77% for preparation for graduate education. Overall, 91% of students rated the program “good” to “excellent.”
• **Community engagement is expanding** - The UPSD program works closely with communities at the local, regional, national, and international level. This is achieved in various ways:
  
  o A full year of studio classes incorporates applied service learning classes under the UPSD Urban Transitions Studio program and WWU’s Sustainable Community Partnership program;
  
  o Faculty applied research and scholarship that focused on community engagement has increased;
  
  o Faculty service includes local, regional, national and international organizations, pro-bono consulting, and leading global educational programs.

• **Student participation in research and internships has increased** - In the last 3 years, more than 15 UPSD students were hired as paid research assistants for periods ranging from one to three quarters. The number of students hired in planning and planning-related professional internships continues to increase, constituting approximately 75% of our senior cohort.

• **Curriculum coherence** - Following recommendations from the 2016 PAB review, the UPSD curriculum was streamlined, specializations were refined and more focused, and several new core courses were included in the core curriculum. Progress continues to be made in assessing curriculum structure, course material, and instruction quality.

• **Student input**:
  
  o The curriculum should increase exposure to community-based, advocacy, and non-profit forms of planning in addition to public sector planning
  
  o Progress on diversity, inclusion, and equity initiatives viewed as slow;
  
  o Career opportunities are not sufficiently supported by the program;
  
  o University administrators are often perceived as not responsive to student concerns regarding transparency in review of faculty and staff conduct that can affect student trust and climate;

• **Faculty input**:
  
  o A need for increased transparency in university and college administration decision-making affecting faculty, students, and the Program;
  
  o A need for additional resources to address diverse populations in teaching, advising, and in the curriculum;
  
  o A need for a concerted effort to integrate equity and justice considerations throughout the curriculum, in student learning objectives, and in hiring and new faculty orientation;
  
  o A need for broadening the curriculum to address diverse employment and career opportunities;
  
  o Concerns that faculty workload limits service and research due to administrative duties related to program, department, college, and university committees; and
  
  o Concerns that service and administration of the Program, as well as community service, is largely voluntary, lacks sufficient financial support, and is undervalued by college and department administrations.
These signatures attest to the validity of the application and to the institution's support for the accreditation of the planning Program. Original hard copy signature page should be mailed to PAB.

Institution Name:
Degree Name:

1. PLANNING PROGRAM ADMINISTRATOR
Name: Nicholas Zaferatos
Title: Program Director
Mailing: MS9085, WWU, 516 High Street
Address: Bellingham, WA 98225-9085
Phone: 360-650-7660
Email: Nicholas.zaferatos@wwu.edu
Date: 
Signature: 

2. PERSON PREPARING APPLICATION (if different from above)
Name: 
Title: 
Mailing 
Address: 
Phone: 
Email: 
Date: 
Signature: 

3. DEAN OR OTHER HIGHER ADMINISTRATOR
Name: Steve Hollenhorst
Title: Dean, Huxley College of the Environment
Mailing: MS9079, WWU, 915 High Street
Address: Bellingham, WA 98225-9079
Phone: 360-650-3521
Email: Steve.hollenhorst@wwu.edu
Date: 
Signature: 

4. INSTITUTION'S CHIEF ACADEMIC OFFICER
Name: Brent Carbajal
Title: Provost, VP of Academic Affairs
Mailing: Provost's Office, 516 High Street
Address: Bellingham, WA 98225-9033
Phone: 360-650-3547
Email: Brent.carbajal@wwu.edu
Date: 
Signature: 

5. INSTITUTION'S CHIEF EXECUTIVE OFFICER
Name: Sabah Randhawa
Title: President
Mailing: President's Office, WWU, 516 High Street
Address: Bellingham, WA 98225-9000
Phone: 360-650-3480
Email: Sabah.randhawa@wwu.edu
Date: 
Signature: 

Provide contact information for the following individuals (signatures are not required):

PLANNING STUDENT ORGANIZATION
Organization Name: Western Urban Planners Club
Student Name: Nick Schmeck
Title: President
Phone: 
Email: Nick.schmeck@wwu.edu

LOCAL APA CHAPTER REPRESENTATIVE
Chapter Name: APA Washington – Northwest Section
Name: Meredith Penny, AICP
Title: President, NW Section, APA WA
Phone: 360-778-7946
Email: Meredithpenny123@yahoo.com