



Individual Study Plan

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SID 1327785

Updated Spring 2017



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LETTER OF INTRODUCTION

The Individual Study Plan is a document that insures that students take responsibility for their education. There is a significant amount of freedom within the Community Environment Planning major for students to pursue their own academic goals, so long as they are intentional and have a clear understanding of their goals. The ISP is intended to be a living document that clearly outlines students' goals and how they are going to achieve those goals through their coursework. With that said, I feel that I have a strong understanding of my own goals. Even before starting my college career, I knew that I wanted to pursue an environmentally related career. I declared an Environmental Studies major as I started my freshman year. I decided to take the route of Environmental Studies rather than Environmental Science because I understood that I was more interested in the human aspect of environmental issues rather than the hard science. I noticed that something that frustrated me is that even though an environmental issue is established as an issue through hard science, there is usually a combination of social, economic and political roadblocks preventing solutions to be carried out. I saw that being able to work through these obstacles is just as important as the scientific research itself. I felt that I needed to take what I have learned about the earth system and bring it into the context of the community.

For me, graduating with a degree from Environmental Studies felt somewhat limited and incomplete, especially when I would be done in only three years. I knew there were more experiences and opportunities within the university that I had to take advantage of. CEP's mantra of taking action within the community was exactly what I was looking for because I knew I wanted to use my understanding of the interconnected social, economic and ecological systems to help build a more sustainable community and ultimately a healthier earth.

In the future, I see myself working on anything that has to do with city infrastructure and community outreach. I would like to work for an organization that works on municipal community engagement projects with an environmental focus. For example, Seattle City Light's Green Up program which allows customers to purchase a renewable energy option for their electricity. Being the interface between the local government and the community, with the goal of improving sustainability would be really rewarding to me and is what drives my career goals. Additionally, because of my sense of leadership, I see my ultimate goal as being an urban planner where I can manage projects and oversee the improvement of sustainability within a community. I know that I

will not immediately land my dream job but I'm glad to know that my academic path will lead me to a fulfilling diversified career rather than a single lifelong job.

VISUAL MAP OF COURSE PLAN

CEP Individual Study Plan - Course Worksheet

Academic Plan for:				Student #:		Last Revised			
Oanh Pham-Whipple				1327785		Spring 2017			
CEP Requirements		CEP Year 1							
Core	30 Credits (5 per quarter)	AUTUMN		WINTER		SPRING		SUMMER	
Governance	6 credits (1 credit CEP 400 per quarter)	Course	Credit	Course	Credit	Course	Credit	Course	Credit
Retreat	4 credits (1 credit CEP 300 Fall and Spring)	CEP 301	5	CEP 302	5	CEP 303	5	study abroad	5
Senior Project	credits/qrtr	CEP 300, 400	2	CEP 400	1	CEP 300	1		
Internship	5 credits -120-150 hour internship with CEP 446	EDUC 401	2	SOC 360	5	CEP 400	1		
Methods	25 credits of upper-division coursework	ENVIR 490	2			CEP 446	5		
Diversity	5 Credits at any level	ENVIR 480	5	ENVIR 491	5	ENVIR 492	3		
TOTAL	77-81 Credits	Quarter total:	16	Quarter total:	16	Quarter total:	15	Quarter total:	5
Restrictions/Rules		CEP Year 2							
Only 15 credit overlap for double majors Minors have to be 60% different than a major Can miss one core course for study abroad		AUTUMN		WINTER		SPRING		SUMMER	
		Course	Credit	Course	Credit	Course	Credit	Course	Credit
		CEP 460	5	CEP 461	5	CEP 462	5		
		CEP 300, 400	2	CEP 400	1	CEP 300	1		
				CEP 491	3	CEP 400	1		
KEY		CEP 490	2	PHIL 301	5	ESRM 250	5		
CEP Core Required Courses		JSIS 301	5						
Methods Credits									
Diversity & Internship									
Required Minor Credits		Quarter total:	14	Quarter total:	14	Quarter total:	12	Quarter total:	0
Requirements for 2nd major								TOTAL CREDITS	102
Remaining General Education Reqs		Credits included from previous quarters			Minor Requirements				
		Quarter/Year	Course	Credit	Quarter/Year	Course	Credit		
Overlap with 2nd Major		AUTUMN/2015	ENVIR4	5					
		SUMER/2014	GEOG3	5					



COURSE DESCRIPTIONS

AUTUMN 2015

CEP 301 (CEP Core Course)

“Theories of community and communal rights and responsibilities. Experience building a learning community within major. Explores struggles for community in every sector of life.”

- Understanding different philosophies of human nature and how societies should be organized is useful for being a member of society and dealing with people from different backgrounds.
- I can see this being useful for working on future projects in my planning career where different stakeholders are involved.
- Facilitating two classes gave me experience in leadership and education. Creating and executing a lesson plan let me be creative, practice organization, and articulate my knowledge.

EDUC 401 (Elective)

“Tutoring and teaching experiences in a school or community service organization.”

- I really enjoy exploring the social aspects of environmental issues so getting to participate in the educational realm through the Empowered Eco Education program was valuable to me.
- Even if my goal isn't to get into child education, I still felt that this was a necessary experience for me to be a more balanced environmental scholar because I got to be creative in designing lesson plans, practice organization and flexibility, and articulate my environmental knowledge.
- Creating and executing lessons on topics such as waste, the food system, and ecology, to name a few, hopefully will help the students (2nd-5th grade) make positive lifestyle choices and foster environmental stewardship.

ENVIR 490 (Requirement for other major)

“Students engage with representatives of established projects or develop a project around their own interests. Students complete a project learning contract and proposal and take part in professional development activities. First in a series of three.”

- In Pre Capstone, I met representatives of potential internships, applied to several internships, and accepted an offer from the Green Seed Fund at the UW Sustainability office (see Internship section for details). This class is designed to give you the tools for success in your internship and professional career.
- The Capstone Proposal and Learning Contract assignments are designed to help you articulate your academic and professional goals.

ENVIR 480 (Requirement for other major / Methods)

“Exploration of definitions and critical concepts of sustainability and analysis of sustainability practices on the UW campus. Student research teams analyze specific sustainability practices related to food, water, energy, and climate, among other topics. “

- The biggest assignment for Sustainability Studio was a group project in which you are working with a client on a water related project. Being accountable to a professional client made the project feel more real and significant, which I found really valuable.
- The debate unit over the transportation of water was also crucial practice in evaluating dilemmas where stakeholders' values and interests complicate situations.
- Exploring innovative solutions to improve sustainability is definitely a career goal that this class focused on.

WINTER 2016

CEP 302 (CEP Core Course)

“Explores issues of environmental crisis and societal responses. Readings and reflective analysis from broad selection of authoritative sources to develop grounded perspective in ecological literacy and consciousness. Concurrently, experiential education in challenges and practical responses to building sustainable society through participation in community-based environmental effort.”

- Looking at how people respond to environmental issues will be valuable in making responsive decisions as an urban planner in the future. Learning from the past is a great way to approach the future.
- Actually going out into the community to implement the ideas of the class will be exactly the kind of real world experience I'm looking for and will hopefully resemble my career goals of being the interface between local government and the community in sustainably focused projects.

ENVIR 491 (Requirement for other major)

“Projects arranged during ENVIR 490 may include internships, directed environmental research, or other experiential learning opportunities working in a professional setting either on campus or with an outside organization. Students complete assignments connecting their hand-on professional experience to scholarly research on related topics. Second in a series of three.”

- This class is technically my time spent at my internship that I simultaneously earn credit for. The class does not meet together and is entirely independent work.
- There are still assignments related to my internship experience and my research project. My internship is closely related to my professional goals of being a project manager of sustainably focused projects. My research project will be exploring how the sustainability impact of different funded projects can be measured and compared in order to make recommendations for future funding decisions.

SOC 360 (Methods)

“Social class and social inequality in American society. Status, power, authority, and unequal opportunity are examined in depth, using material from other societies to provide a comparative and historical perspective. Sociological origins of recurrent conflicts involving race, sex, poverty, and political ideology.”

- Understanding social inequality is relevant in environmental justice.
- Studying social stratification helps to understand stakeholder interests when dealing with environmental issues.
- Sociology is important for urban planners to know the community that they are planning for and what barriers exist.



SPRING 2016

CEP 303 (CEP Core Course)

“Investigates use of formal and informal social structures and processes within context of community and environment. Looks at patterns and institutions of social organization and relationships among different sectors. Issues of interrelatedness, citizenship, knowledge, and communication.”

- Understanding social structures within the community and environment will help improve sustainability.
- The content applicable when examining communities in the real world.
- Understanding social organization and interrelatedness is an important skill to have in urban planning.

CEP 446 (CEP Internship Course)

“Connects core and individual courses with field work. Group and individual readings develop understanding of how students' internships and field placements constitute particular element of community and environmental planning. Explores how what we do for a living is part of our lives as citizens and public service.”

- Taking time to examine how my internship is relevant in the community will help me in presenting my capstone project.
- Understanding how my internship relates to community and environmental planning will be useful in defining my career goals and building a resume.
- The class content will make my time spent at my internship feel more relevant.

ENVIR 492 (Requirement for other major)

“Students synthesize knowledge gained through hand-on, applied work with academic research. Students refine their writing skills, get practice conveying information orally and visually, and make formal presentations. Professional development exercises help students market their experience and expertise. Third in a series of three.”

- This class will be complimentary to the CEP internship course because it is aimed at synthesizing what I learned from my internship.
- The formal presentation at the end of the quarter will complete my capstone experience.
- Assignments geared toward professional development will help me in my future career.



AUTUMN 2016

CEP 460 (CEP Core Course)

“Examines theory against backdrop of practice for broad historical understanding of social, political, environmental planning. Critique from viewpoints, e.g., planning history, ethics, ecofeminism, environmental justice, class and capitalism, planning and global economy. Develop personalized history reflecting individual experience, professional experience, and philosophical heritage of planning profession.”

- The focus of this class on the planning profession will be useful in my planning career.
- Being able to assess barriers in order to make more informed planning decisions is important to be a well rounded planner.
- Examining various critiques will give me a more holistic view of planning.

CEP 490 (CEP Core Course)

“Supports the conceptualization and planning of senior project/capstone work. Focuses on selecting a project, beginning a literature review, finding a mentor, and developing a plan.”

- Having a class dedicated to the senior project process will help give me direction and keep me motivated. It will also help me use my time effectively and not push off needed work time.
- I’m looking forward to seeing my peers’ senior projects and being proud of all the cool and diverse things they are working on.

JSIS 301 (Methods)

“This lecture class will introduce you to the cultural, political, and economic challenges that Europe faces today. Some of the most pressing current issues are Brexit, the refugee crisis, Greece’s economy, Germany’s new power, Turkey’s authoritarian turn, the fallout from the Euro debt crisis, and new right wing populism in many EU member states..”

- This class is important because I am applying to two environmentally related graduate programs in Amsterdam. Having context regarding current and past cultural and political European events will make adjusting to living and studying abroad easier and more fulfilling.
- Analyzing past and present politics is a skill that is useful beyond just Europe.



WINTER 2017

CEP 461 (CEP Core Course)

“Examination of personal, societal, vocational, environmental, planning ethics. Readings and discourse on ethical foundations for public life. Individual and group readings on values, human potential. Develops understanding of ecological context, moral responsibility, self-awareness. Constructs positive, diverse view of humanity, environment regardless of race, gender, ethnicity, beliefs. “

- Examining the ethical foundations for public life is important when pursuing to participate in planning public life.
- I enjoy studying this type of discourse because I feel like it is relevant for any community member, regardless of whether they’re pursuing a career in planning.

CEP 491 (CEP Core Course)

“Focuses on implementing the senior project/capstone, including revisions and updates as seen fit.”

- Having support in the final stages of my senior project will be really valuable in developing a final product.
- Having class time set aside will also help me use my time effectively and keep me motivated.

PHIL 301 (Methods)

Philosophy of education examines questions like, “What is the purpose of education? Who or what is educated? Is there a theory of human nature at work? How are students educated? And what theories of teaching or learning are employed?”

- I took this class because I thought it would be useful when doing the literature portion of my senior project, which is based around career education.
- Although this class was not particularly useful for that purpose, it was still a very engaging class that has fruitful discussions about education, society and human nature.



SPRING 2017

CEP 462 (CEP Core Course)

“Capstone quarter merges core seminars, disciplinary courses in major, community field experiences for mastery of personal knowledge and skills. Reflection and synthesis of themes in major; engagement with contemporary issues. Compares theoretical definitions of community and environment with individual philosophies and knowledge within thoughtful, applied context.”

- This class will allow me to reflect on my university and CEP experience.
- I will be able to get insight into what to expect as I transition into the community and career.

ESRM 250 (Requirement for other major)

“Applications of GIS technology to forest science and management. Fundamentals of GIS systems: data sources, preprocessing, map analysis, output; remote sensing as a source of GIS data, image analysis, and classification. Emphasis on GIS as a source of management and technical information requests. “

- GIS is something that is highly recommended to someone going into a planning career.
- I am now familiar with ArcGIS, particularly using spatial analysis tools, including vector and raster analysis, and model builder

ADDITIONAL COURSES

Diversity Course (D) :

GEOG 335 taken Summer 2014 - Geography of the Developing World

Description: “Characteristics and causes, external and internal, of Third World development and obstacles to that development. Special attention to demographic and agricultural patterns, resource development, industrialization and urbanization, drawing on specific case studies from Asia, Africa, and Latin America.”

- This class was very eye-opening because it explored the relations of colonialism and exploitation in history, which even continue today.
- By examining social, political, and economic issues of developing countries, patterns of the relations to developed countries as being at least partially responsible for these issues began to take form.
- The content of this class certainly helped to see the world from the perspective of the developing world.

Retreat

CEP 300 (taken every fall and spring)

“Focuses on planning analysis assessment and development of the major. Opportunities for community building and all-major policy deliberation and decisions. Workshops for skill building in consensus, facilitation, and for major-specific activities such as developing individual study plans and study abroad experiences. “

- A great bonding and community building experience with fellow classmates.
- Explores your own leadership and learning styles, values, and aspirations.

- Participation allowed you to have a better understanding of your peers, yourself, and the major.

Governance

CEP 400 (taken every quarter)

“Emphasizes personal and collective leadership, democratic decision making, and learning through direct action and reflection. Explores and develops students' personal skills as doers and leaders, while also learning how to form and function as effective groups.”

- Governance is valuable because it allows students to practice leadership through participation in facilitation and committees.
- It also is a key aspect of CEP where decisions about the major are made.
- My work within my committee worked towards our goal of building the sense of community within the major, as well as planning larger events such as CEP Turns 21 and graduation.

INTERNSHIP

I have completed an internship at the Green Seed Fund at the UW Sustainability office for my capstone experience for my Environmental Studies major.

- This internship is largely in line with my sustainability and project management career goals and simultaneously met the internship requirement for CEP.
- Being the assistant manager for a sustainably focused grant fund gave me experience in project management, communication, and organization.
- One of my tasks was writing outreach articles about the fund and its projects, published by UW Sustainability.

STUDY ABROAD

I was able to go on the Sustainable Urban Mobility program and traveling to the United Kingdom, the Netherlands, and Denmark to study the infrastructure, policy, psychology, finance, and design of their sustainable transportation systems. The goal was to be able to take back knowledge that can be applied to the American context, particularly Seattle.

- Looking at infrastructure and policy was a useful experience for a career in environmental policy. Just as important is looking at how the countries were able to change the public's opinion on transportation and encourage behavior changes.
- Getting to hear from academics and professionals that play a role in sustainable transportation gave me a deeper understanding of how and why certain mobility patterns developed in different areas.
- This experience will count towards my methods credits.



SENIOR PROJECT

When beginning to plan my project, I knew I wanted my project to involve community outreach and addressing climate change. At the beginning of fall quarter, I participated on a Dawg Daze panel for incoming freshmen to explore environmental majors where I represented CEP and Environmental Studies. Hearing about the different paths students in environmental majors could take was useful for students when thinking about their futures. The Dawg Daze experience made me realize that these types of events would be beneficial to an even younger audience. Inspiration for my senior project, a workshop for high school students to explore environmental careers, ultimately grew out of this experience. To turn this idea of incorporating environmental career paths and high school students into a reality, I turned to my former botany/horticulture teacher at my old high school to brainstorm ideas. I also became connected with the dean of pre-major advising at the College of the Environment, who speaks to prospective and incoming students about environmental majors within the University of Washington, and whose work aligns similarly with the goals of my project. After some meetings with my two mentors, I was able to outline the goals of my project and design an event to address these goals. I decided that I wanted to inform, engage, and inspire students to pursue environmental careers. Considering the limited time that teachers were willing to relinquish to me, logistics, permissions, and resources, I decided to conduct a workshop. Three science teachers expressed an interest in allowing me into their classroom. I conducted my workshop for each class period for each teacher, speaking to a total of 15 classes, and collecting surveys from 182 students. More students were reached but due to teacher's schedules, not all classes received the complete workshop. Classes that did not do the activity portion of the workshop were not given exit surveys.

Although the results of the exit surveys suggest that my workshop was able to successfully inform, engage, and inspire students to varying degrees, I believe the real success of my workshop lies in my positive interaction with such a significant number of students. Not only were students able to see an alum returning to their community as a role model, but students were also able to discuss the environment in a positive way. It is typical that much of what students learn about the environment is scary and depressing. Through my workshop, students were able to think through how their own interests could be used to make a positive impact on environmental issues, and in a fun and engaging activity at that. To this day, I still remember workshops and lessons that young adults conducted in my middle school science class about energy, waste, and climate change, that apparently have stuck with me after all these years. I get satisfaction knowing that my workshop will remain in the memories of at least some students. I recognize that my project does not resemble a scientific study or dissertation. It is simply unrealistic to measure the true impact that my time with them will have on their future decisions but I am pleased with the opportunity that I created to give back to my communities, have personal interactions with so many students, discuss the environment in a positive way, and broaden students' perceptions about what having an environmental career means.