School of Community and Regional Planning (SCARP)
University of British Columbia
COURSE OUTLINE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>PLAN 526-002</th>
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<tbody>
<tr>
<td>Course Credit(s)</td>
<td>6.0</td>
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<tr>
<td>Course Title</td>
<td>Selected Topics in Experimental Learning: The Planning Studio</td>
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<tr>
<td>Term</td>
<td>2017-2018 – Winter Term 1 and 2</td>
</tr>
<tr>
<td>Day/Time</td>
<td>Friday 10:00am to 1:00pm</td>
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Instructor | Jeff Cook & Wayne Beggs |
Office | WMAX 229 |
Telephone | 604-827-4486 |
Email | Jeff.cook@ubc.ca & wayne.beggs@ubc.ca |
Office Hours | TBA |

**Short Course Description**
This ICP field studio consists of an 8-10 month planning practicum designed for second year students of the ICP Program. This foundational course is intended to prepare teams of students to collaborate and support an active planning process with a BC First Nation based on their needs and aspirations. This course intersects with 547c (6 credits) to provide students with direct, meaningful, hands-on, experiential learning through in-community service.

**Course Format**
Students are engaged in a participatory / collaborative learning environment through lectures, presentations, focus group discussions, readings, event attendance, student contributions in class, and through in-community service. The course is designed to empower students based on a ‘learning by doing’ approach whereby students experience a planning cycle and apply planning methods, tools and techniques to support a First Nation’s planning process. It is anticipated that students each contribute approximately 350 hours of planning support with their host Nation. Students reside in a First Nations community for a combined total period of four weeks, and an additional four weeks of off-site support, over the 8-10 month period. The Instructor accompanies students during in-community service.

**Course Overview, Content and Objectives**
The approach to the student practicum is community-based, participatory, collaborative and practical in nature, as well as culturally respectful and responsive. The practicum is based on four pillars:
- Building trust, relations and relationships
- Understanding Indigenous history, culture and planning systems
- Experiencing process, collaborative learning and applied practice
- Undertaking planning analysis, documentation and communication

**Learning Objectives**
Students are expected to define specific learning objectives in collaboration with their host Nation. General objectives of the practicum are for students to:

- Learn about Indigenous history, colonization, theory, culture, values, protocols, and local planning / decision making systems and customs
- Develop meaningful relationships and shared understanding
- Understand the core stages and steps of a planning cycle and process
- Gain process leadership, facilitation, analysis and communication methods and skills
- Build capacity to work with Indigenous communities in culturally appropriate ways

**Learning Outcomes**

After completing this course, students will have:

- Gained an understanding of how Indigenous planning practice works
- Increased knowledge of culturally appropriate planning practice, methods and tools
- Discovered implications of history in working with Indigenous communities
- Developed an awareness of western planning relevance, bias and colonization
- Increased confidence, capacity and respect in working with Indigenous communities

**Planning Skills**

Students receive an opportunity to develop numerous skills, particularly relating to:

- Collaborative and community based planning
- Process leadership, organization and facilitation skills
- Planning methodology and methods
- Data coding, planning and decision analysis
- Plan documentation, communication and presentation skills
- Work plan, time management and organization skills

**Attendance**

Full attendance is required.

**Evaluation Criteria and Grading**

Student grades for 548T (6 credits) and 547C (6 credits) are based on the following nine components:

<table>
<thead>
<tr>
<th>548T Section 001: Field Studio (6 credits)</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1. Student Partnership Agreement</td>
<td>10%</td>
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<tr>
<td>2. Planning Journal</td>
<td>0%</td>
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<tr>
<td>3. Reflective Essay</td>
<td>50%</td>
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<tr>
<td>4. Planning Story Video</td>
<td>20%</td>
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<tr>
<td>5. Class Participation</td>
<td>20%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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<tr>
<th>547 C Section 001: Capstone Project (6 credits)</th>
<th>Percentage</th>
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<tr>
<td>6. Community Learning Agreement</td>
<td>15%</td>
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<tr>
<td>7. Planning Approach and Cultural Responsiveness</td>
<td>10%</td>
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<tr>
<td>8. Professional Project / Community Planning Portfolio</td>
<td>60%</td>
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<tr>
<td>9. SCARP/ Community Presentations</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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**Course 548T: Field Studio (6 credits)**
Course 548T is based on the following five components: 1) student partnership agreement; 2) planning journal; 3) reflective essay; 4) planning story video; and 5) class participation.

1. **Student Partnership Agreement: 10%**
   This portion of the grade pertains to the completion of a Student Partnership Agreement (SPA). This tool is intended to help solidify a strong working relationship and might include a vision statement, core values, approach, objectives, outcomes, etc. The grade reflects the structure, content, form and layout of the SPA.

2. **Planning Journal 0%**
   Ongoing reflection throughout the Practicum is essential to develop and document the evolution of students’ learning and planning experience. The purpose of ongoing journal submissions throughout the practicum is to establish the practice of reflection and guide the preparation of students’ final reflective essay.

3. **Reflective Essay: 50%**
   This portion of the grade pertains to the students’ overall learning experience and an exploration of how the practicum impacted the students’ understanding and practice of Indigenous planning. This essay should incorporate and reflect the entire practicum experience and contributions (e.g. learning agreement, work plan, community contribution and final presentations, etc.).

   Ideally the reflection (15-20 pages) encapsulates deep personal learning, and reveals how the practicum ‘unsettled’ and redefined students’ knowledge, understanding and practice of Indigenous planning. Students should conclude their essay with some next steps to build on their Indigenous planning knowledge, learning and experience.

4. **Planning Story Video: 15%**
   This portion of the grade is devoted to having students develop a 3-5 minute story video that captures student learning experience and outcomes of the practicum.

5. **Class Participation: 20%**
   This grade reflects student participation during class time, including the completion of requested planning activities and exercises such as the participation/communications plan, example journal submissions, book reviews, presentations, activity reports, progress reports, class feedback, etc.

**Course 547C: Master’s Project (6 Credits)**

Course 547C is based on the following four components: 1) community learning agreement and work plan; 2) planning approach and cultural responsiveness; 3) professional project report and community planning portfolio; and 4) community & SCARP presentations.

6. **Community Learning Agreement and Work Plan (15%)**
   The Community Learning Agreement (CLA) serves as an important tool in developing a collaborative planning relationship between SCARP students and the host First Nation. The purpose of the CLA is to structure the planning relationship based on a mutual vision, including a set of principles, values, objectives and outcomes. It includes a scope of work and a negotiated work plan that it is to be completed over an 8-10 month period.

7. **Planning Approach and Cultural Responsiveness (10%)**
This portion of the grade reflects students’ overall approach to the practicum, including team collaboration and relationships, style, cultural sensitivity and responsiveness.

8. Community & SCARP Presentations (10%)
This portion of the grade reflects student-community presentations in the host community and at the Musqueam Cultural Centre in late April.

9. Professional Project Report and Community Planning Portfolio (60%)
This portion of the grade represents the students’ professional project report. The project report represents an opportunity for students to exercise their skill and judgment to demonstrate professional competence in the supervised design and execution of a planning process and resulting set of planning tasks together in collaboration with a host First Nation. The project report captures the entire Practicum experience and process, including the process and substantive findings from the community’s planning process typically organized into a set of planning deliverables that are combined into a planning portfolio.

Required Readings


Recommended Readings

Course Schedule
Weeks 1-3: Introduction to Indigenous Field Studio/Practicum; Course Parameters and Expectations; Historical and Modern Context of Indigenous Planning; Understanding Indigenous Community Based Planning Theory, Practice & Protocols; Overview of Planning Cycle, 4 Stages of Planning and Process Steps; Scales of Community Planning; Overview of Planning Contexts and Trends of Indigenous Planning in British Columbia; Introduction to Comprehensive Community Planning; Getting Ready for the Practicum – Student Partnership Agreement.

Weeks 4-6: Getting Ready for the Practicum – Community Learning Agreement and Work Plan; Trip # 1 Preparation and Delivery; 4 Stages of Community Planning – Stage 1: Getting Ready to Plan, Process Design and Community Engagement; Student Praxis Statement; Approaches, Perspectives & Stories from current ICP Practitioners.

Weeks 7-9: INAC First Nations CCP Workshop; 4 Stages of Community Planning – Stage 1: Getting Ready to Plan, Process Design, Community Engagement, Community Profile; Trip and Event Planning and Readiness.

Weeks 10-12: Trip # 2 Preparation and Delivery; Finalization of Community-Student Learning Agreement and Work Plan; 4 Stages of Community Planning – Stage 2: Completing the
Plan, Implementing the Process / Community Engagement Strategy and Planning Documentation; Student Progress Reports and Reflection; 4 Stages of Community Planning – Stage 3: Implementing the Plan.

Weeks 13-15: Trip # 3 Preparation and Delivery; 4 Stages of Community Planning – Stage 2: Data Coding and Analysis; Stage 3: Planning Implementation; Student Practicum Presentation Update; ICP Practicum Presentations to ICP Year 1 Students.

Weeks 16-18: Trip # 4 Preparation and Delivery; 4 Stages of Community Planning – Stage 2: Facilitation, Data Coding and Analysis, Results Summary; Student Practicum Presentation Update; 4 Stages of Community Planning – Stage 4: Monitoring and Evaluation.

Weeks 19-21: Reading Break; Trip # 5 Preparation and Delivery; 4 Stages of Community Planning – Stage 2: Data Coding and Analysis, Results Summary; Planning Results Summary; Plan Structure and Documentation; Student Practicum Presentation Update;

Weeks 22-24: Trip # 6 Preparation and Delivery; Student Practicum Presentation Update; Submission of Planning Assignments

Weeks 25-30: Trip # 7-8 Preparation and Delivery; SCARP Project Presentations; Host Community Presentations; Submission of Community Planning Portfolio and SCARP Report