

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

Course Number	<u>526 Planning Studio</u>
Course Credit(s)	6.0
Course Title	Practicum (ICP)
Term	Year II, Term I and II
Day/Time	N/A

Course Number	<u>528B Capstone Professional Project</u>
Course Credit(s)	6.0
Course Title	Capstone (ICP)
Term	Year II, Term I and II
Day/Time	N/A

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Short Course Description

The Studio Course and the Capstone Project consisting of 12 credits (25% of total credits) form the ICP Practicum. The Practicum is a foundational requirement for the Indigenous Community Planning (ICP) concentration and occurs in the second year for an eight month period. Eight students will join the ICP Practicum in 2018 and ten students in 2019. The Studio portion of the Practicum provides students an opportunity to experience in-community service directly with an Indigenous community or agency. In doing so, students:

- Gain experience in practice using newly developed skills and competencies;
- Deepen their understanding of indigenous ways of planning and the challenges of decolonizing Western planning practice;
- Synthesize their knowledge of planning; and
- Articulate and reflect on their learning as it is applied in practice.

The Capstone portion of the Practicum serves as a culmination of the ICP Program concentration option and represents a major analysis and reflection on planning work in practice. It allows students to articulate and demonstrate their competency developed in Indigenous community planning, through synthesis and the application of knowledge, skills, and capabilities they have gained in the ICP Program and throughout the Studio Course. Students are expected to use the Studio and Capstone experience and output (overall Practicum) to demonstrate their professional competency in Indigenous planning.

Course Overview, Content and Objectives

These courses fulfill:

1. The synthesis and application of knowledge to practice skills component as established and required for program accreditation by the Canadian planning accreditation body, the Professional Standards Board (PSB); and,
2. Overall academic objectives of the ICP concentration, by providing students an opportunity to engage in reflective practice which synthesizes planning theory, methodology, methods, and practice in a Capstone Project report.

Registration in PLAN 526 and PLAN 528B is required for Year II Term I and Term II and continuing until completion of the Practicum.

In the ICP Concentration, the Practicum is generally completed by a student team (usually two students, though it may be more, in collaboration with a First Nation and local community planning team. In rare situations, the Practicum may be completed by an individual student. As the Practicum is generally a team project, the development of the project must reflect the need of student planning teams to work in partnership.

While students may wish to advance their own substantive and process interests within the planning project, the ICP Practicum is unique in that the learning journey for students is completed in collaboration with and in the service of a First Nations community or organization. In this sense, while the Practicum may reflect the learning of the individual students completing it, it is also a reflexive piece developed as a reflection on the ongoing partnership between the student team and the host First Nation, or First Nations serving organization sponsoring the project.

While the ICP Practicum has the potential to take on a range of forms, it is community-centric in focus, and must be executed in relation to a plan of action and set of outcomes developed between the students and the host First Nation or First Nations serving organization.

Typically, the Practicum consists of supporting a process for the host First Nation or First Nations serving organization to complete a Comprehensive Community Plan, Land Use Plan or Health Plan. Students typically make five to eight trips to a First Nations community over an eight month period.

While the format for delivery of the Practicum may vary, it will include:

- A. Professional Studio** – The product of the Studio course is a portfolio of work produced drawn from the practicum with the First Nation or First Nation serving organization accompanied by a community plan. The student demonstrates competency through exhibiting the various components of their engagement with a First Nation partner. These components can include, but are not limited to: posters, advertisements, mass mailings, interview protocol, visual tools for engagement, decision-making tools and efforts to correlate and distill results; and or a full or partial plan of some kind. The portfolio should include a table of contents which provides a brief description of each elements used in the plan. The synthesis report should be between 30 to 60 pages in length, though some may be longer, or shorter depending on the Practicum and the material produced in support of students' engagement with the community.

- B. **Professional Capstone Report**—The purpose of the Professional Capstone Report is to provide a vehicle for critical reflection on their overall ICP experience and planning practice with their host First Nation or First Nations serving organization. Students in the ICP concentration learn about colonization and potential of the planning profession to de-colonize practice. Students are asked to consider their own attempts to de-colonize practice throughout the Practicum and the implications for their future practice as an emerging planner. These are co-authored reports that should not exceed 60 pages (at 1.5 spacing) in length including executive summary, tables, figures, and references. Generally, Capstone Reports are at least 30 pages. Appendices may be added and are not counted in this page limit.

The following chart details the components of the Planning Studio (526) and the Capstone Project (528B) and provides a breakdown of the relative weighting of the various components of each course. This section also serves as a Table of Contents for the more detailed description of the component parts later in this document.

Table of Contents and Relative Weight of Components

526: Planning Studio			528B: Capstone Project		Timeline	
1	Student Partnership Agreement	10%			September	
2	Community Learning Agreement & Work Plan	15%			October/ November	
Students work with the community to deliver a planning process					November to March	
			3	Reflective Essay	25%	Third Week in March
4	Community Portfolio	50%			First Week in April	
5	Project Video	15%			First Week in April	
6	SCARP/Nation Presentation	10%			Second Week in April	
			7	Capstone Project Report	60%	Third Week in April
			8	Journal	0%	Ongoing
			9	Class Participation	15%	Ongoing
Total		100%	Total		100%	

Practicum Supervision

The Practicum will be supervised by ICP Faculty. The ICP Practicum asks students to venture beyond their realms of comfort and experience and engage directly with First Nations or First Nations serving organization. The intention of this engagement is acclimatize students to working with community and to help students to understand the deeply complex planning environment encountered when working with First Nations.

In light of the nature of this engagement, ICP Students are supported continuously by ICP Faculty through their studies. While later in the Concentration, students will work with First Nations as they develop and deliver on their project plan, however, at the outset of the project, ICP Faculty accompany students. Faculty and students are paired through initial meetings, and increasingly, as students develop a relationship with the host First Nation, or First Nation serving organization, Faculty remains available, but students are encouraged to operate independently as a team, and later, even independently from their team.

Students participating in the ICP travel to rural and remote communities as part of their practicum experience. Though students may be housed in a variety of situations, based on the community they are engaged with. Students are reimbursed for food and for travel costs, though often these costs are covered in advance.

Timeline and Milestones of Practicum

In keeping with the commitment of SCARP to deliver a succinct program, the ICP Practicum advances on a tight timeline. The nature of the engagement through the Practicum is back-loaded, with a greater proportion of the work students must complete, occurring in the Year II, Term II with a significant push to complete the various components of the project in the month of March.

The following sections describe the component parts of the Planning Studio (526) and the Capstone Project Report (528B) that were detailed in the chart earlier in this document.

1. Student Partnership Agreement (526) (10%)

In the Fall Semester of the second year, students meet initially within their planning partnership groups. The first task of student' teams is to negotiate a Student Partnership Agreement (SPA). Through the SPA, students reflect on their own learnings, values, practice and work styles and work with their partners to examine and document, considering strengths and weaknesses, how they might best work together. This agreement is generally completed by October and is submitted as a marked assignment.

2. Student Community Learning Agreement and Workplan (526) (15%)

Students typically engage with their host First Nation in October and work quickly to develop a Community Learning Agreement. The agreement spells out the co-learning and planning objectives of the students and host First Nation, or First Nations serving organization. The intent is to clearly articulate the process/products/outcomes desired by the host First Nation and ensure that students and their community are in agreement about the nature and expectations of the project and planning process, going forward. This is also a marked assignment.

3. Students Planning in the Community (526 and 528B)

In advance of Christmas, but following the end of formal classes, students are usually in the community – delivering 1-2 planning events in coordination with the host First Nation. Planning work continues in the New Year. This community work can be complex and deeply dependent on local circumstances.

Students will be called upon to be highly flexible in their work and may need to rapidly evolve their timing and staging of action to newly evolved circumstances and opportunities. The bulk of the planning process and activities should be finished in mid to late March in order to allow time to write the planning documents associated with the delivery of the community planning process, and assignments within the overall Practicum. There is no specific mark for this component, however, the assigned documents in the next sections are based on students' experiences planning in the community.

4. Reflective Essay (528B) (25%)

Students are required to complete a reflective essay in which they consider their engagement with the host community and their efforts to practice the skills and approaches acquired through the program. The focus of the reflective essay, completed individually by each student in a planning team, is on examining their own planning practice and their efforts to de-colonize that practice. Students are required to engage and consider planning theory in this discussion. This is a marked document.

5. Community Portfolio (526) (50%)

Students participating in the ICP direct and manage a number of engagements with their community and the portfolio is the place where the students organize and document this output, along with a brief narrative which explains how and where the various components of the portfolio were employed. The expectation is that the portfolio will have a professional look. The portfolio is marked.

6. Project Video (526) (15%)

As part of the reflection on their work over the semester, students also complete a video documenting the story of their relationship and experience (engagement) with their host community and the work completed. The video becomes an element through which to explain to external audiences, the unique circumstances of each ICP practicum. The video is marked.

7. SCARP/Nation Presentation (526) (10%)

At the end of the Practicum, students present their work to their family and friends, the ICP community of scholars and our supporters in an event and luncheon. Students are called upon to present aspects of their project individually and will also co-present with the planning team of their host First Nation or project. The presentation is marked.

8. Capstone Project Report (528B) (60%)

In the Capstone – students, working as a team, tell the story of completing their Practicum with their First Nation. They will discuss why certain decisions were made and the how and why in executing the Studio. The Capstone is a document in which students consider the synthesis of their learning, its relation to theory and relevance to practice. The Capstone is a document that includes and communicates the critical self-reflection of the team. It should be able to stand on its own as a document and will also include a summary of the Plan and its findings. The reflective aspects of this 60 – page, double-spaced paper, completed with the student partner, should outline the most relevant learnings of the students' ICP practicum experience. The report is marked.

9. Journal Entry (one per month) (528B) (0%)

The students learning journey through the ICP continuously challenges their assumptions of how planning and how community works. The unique circumstances of each community means that the students will encounter new situations which they will need to consider and act upon engaging their critical and creative faculties. The Journal becomes a place for students to reflect on this continuously emergent work while instilling the importance of reflective and reflexive planning practice. While the

Journal entry does not receive a mark, the Journal entries become the foundation of both the reflective essay and the reflective components of the Capstone Project Report. Journal entries are completed by each individual student.

10. Class Participation (528B) (15%)

While students spend much of their time in the program working directly with communities, class time provides students with an opportunity to learn practice theory, gain applied skills and engage in class exercises and tool development to work through solutions to complex problems. Students also participate in broader debates about efforts to de-colonize planning practice. This peer to peer learning exchange is a foundational learning experience as student teams each move through the planning cycle of their host Nation. Students’ marks also consider their participation in these classroom exercises.

Students are also required to participate in the Comprehensive Community Planning (CCP) workshop organized by Indigenous and Northern Affairs Canada – BC Region each fall. The CCP workshop provides students with the opportunity to meet a number of First Nations representatives and a chance to immerse themselves in the strategic considerations that First Nations embarking on planning projects encounter.

Supplemental Material

UBC has numerous research, pedagogical and health resources available to students. These include The Centre for Teaching, Learning and Technology (CTLT), the Irving K. Barber Learning Centre, the Writing Centre, Student Health Services and Student Counselling Services. Please make use of these resources or contact the instructor if you have any questions. Students new to UBC are especially encouraged to become familiar with the broad spectrum of resources that UBC provides.

Evaluation Criteria and Grading

The relative weighting of grades in each course composing the ICP Practicum, the 526 Planning Studio and the 528B Capstone Professional Project, are outlined earlier in the document.

Grading

Letter grade	Numerical grade	Description	Explanation
A+	95 - 100%	Outstanding	Extraordinary performance. Extremely professional, thorough, original, and insightful.
A+	90 - 94%	Excellent	Consistently high quality work. Substantially exceeds expectations of SCARP students. Performance better than that of most peers.
A	85 - 89%	Very good	Fully meets and occasionally exceeds expectations of SCARP students. Work conducted on time, competently, and professionally.
A-	80 - 84%	Good	Generally meets expectations of SCARP students.

B+	76 - 79%	Fair	Some deficiencies; e.g., capstone submission late, instructions not followed, writing lacking professionalism, analysis superficial or problematic.
B	72 - 75%	Fair	
B-	68 - 71%	Fair	
C+	64 - 67%	Serious deficiencies	Serious deficiencies in work.
C	60 - 63%	Marginally pass	
F	0 - 59%	Fail	Does not meet minimum expectations.

Course Schedule

Students are expected to complete their capstone report by the set deadline in April of their second year in the program.

Special Needs

Please inform the course instructor as soon as possible if you have special needs and require accommodation of any kind. Please visit <http://www.students.ubc.ca/access/> for more information on campus resources.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President’s Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University’s policies and procedures, may be found in the Academic Calendar at <http://calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0>.