

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note: The University reserves the right to amend course outlines as needed without notice.**

<b>Course Code and Number:</b> GEOG 464	<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>												
<b>Course Full Title:</b> Community Planning and Development: Local Applied Studio <b>Course Short Title:</b> Local Planning Studio													
<b>Faculty:</b> Faculty of Science	<b>Department:</b> School of Land Use and Environmental Change												
<b>Calendar Description:</b> <p>Introduction to planning practice, from design challenge and problem definition to data collection, analysis, drafting of a design concept, and participating in a community partner presentation. Through the application of human-centered design planning theory and design techniques, students will study urban precedents and critically consider alternatives to address a local planning challenge.</p> <p>Note: Field trips outside of class time will be required. Please refer to the department website for field trip scheduling information.</p> <p>Note: This course is offered as GEOG 464 and GD 464. Students may take only one of these for credit.</p> <p>Note: This course will be offered under different letter designations (e.g. C-Z) representing different topics. This course may be repeated for credit, provided the letter designation differs.</p>													
<b>Prerequisites (or NONE):</b>	45 university-level credits.												
<b>Corequisites (if applicable, or NONE):</b>	NONE												
<b>Pre/corequisites (if applicable, or NONE):</b>	NONE												
<b>Antirequisite Courses</b> ( <i>Cannot be taken for additional credit.</i> ) <p>Former course code/number:</p> <p>Cross-listed with: <b>GD 464</b></p> <p>Equivalent course(s): <b>GD 464</b></p> <p><i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i></p>	<b>Course Details</b> <p>Special Topics course: <b>Yes</b>  <i>(If yes, the course will be offered under different letter designations representing different topics.)</i></p> <p>Directed Study course: <b>No</b>  <i>(See <a href="#">policy 207</a> for more information.)</i></p> <p>Grading System: <b>Letter grades</b></p> <p>Delivery Mode: <b>May be offered in multiple delivery modes</b></p> <p>Expected frequency: <b>Annually</b></p> <p>Maximum enrolment (for information only): <b>28</b></p>												
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Tutorials/workshops</td> <td>10</td> </tr> <tr> <td>Supervised laboratory hours (design lab)</td> <td>20</td> </tr> <tr> <td>Experiential (work-integrated learning)</td> <td>40</td> </tr> <tr> <td>Supervised laboratory hours (computer lab)</td> <td>10</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>80</b></td> </tr> </table>	Tutorials/workshops	10	Supervised laboratory hours (design lab)	20	Experiential (work-integrated learning)	40	Supervised laboratory hours (computer lab)	10			<b>Total hours</b>	<b>80</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> <p>PLAR is available for this course.</p>
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<b>Total hours</b>	<b>80</b>												
<b>Scheduled Laboratory Hours</b> <p>Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input type="checkbox"/> Yes</p>	<b>Transfer Credit</b> (See <a href="#">bctransferguide.ca</a> .) <p>Transfer credit already exists: <b>No</b></p> <p>Submit outline for (re)articulation: <b>Yes</b>  <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i></p>												
<b>Department approval</b>	<b>Date of meeting:</b> May 6, 2022												
<b>Faculty Council approval</b>	<b>Date of meeting:</b> May 13, 2022												
<b>Undergraduate Education Committee (UEC) approval</b>	<b>Date of meeting:</b> October 28, 2022												

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Apply the human-centered design process within a land use planning process.
2. Identify the needs of a particular population or community related to a specific design challenge or problem.
3. Discuss information from fieldwork and secondary sources related to the design challenge context.
4. Discuss interaction among the economy, transportation, health and human services, and land-use regulation.
5. Describe the planning tools and the legal foundation for land-use regulation.
6. Communicate the social and environmental impact of planning decisions on communities.
7. Compare alternative responses to address a planning challenge.
8. Assess implications of the planning response within a justice, equality, decolonization, diversity, inclusion, and Indigenization (JEDDI) lens.
9. Articulate planning issues to design challenge stakeholders.
10. Implement a multidisciplinary planning project under tight deadlines.
11. Produce deliverables that meet professional standards of content.
12. Assess the impact of the proposed response to the design challenge.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Assignments:	25%	Quizzes/tests:	10%	Field evaluation:	15%
Project:	30%	Final exam:	10%	Lab work:	10%

**Details:**

In this applied, project-based studio course, students will apply geographic skills and planning theory to an urban problem working with planning professionals to produce a community planning and development report on a particular issue. Field trips outside of class time are required.

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Garcis, A. and M. Lydon	Tactical Urbanism: Short Term Action for Long Term Gain	2015
2. Textbook	Stevens, N. et. al.	Human Factors in Land Use Planning and Urban Design: methods, Practical Guidance, and Applications	2018
3. Textbook	Course Reader		
4. Textbook	Gestalten	The Ideal Cities: Exploring Urban Futures	2021
5. Textbook	Witty, D.	Professional Practice Manual: Code of Professional Conduct; Ethics, Experience, Context, Theory	2002

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)*

Supplies required are specific to research project. If studio is held off-campus, additional fees and materials may be required. A packing list and field manual will be provided if this is the case.

**Course Content and Topics**

Course will include lectures, guest speakers, field experience, online instruction, and seminars.

If this course is held at UFV, the following components will be included:

- Unit 1 (Weeks 1-3): Project preparation
  - Project background: historical context, colonization, and Indigenization
  - Community and equality, diversity, and inclusion (EDI)
  - Devising the planning questions and identifying data collection strategies
  - Ethics review
- Unit 2 (Weeks 4-9): Data collection
  - "Reading" the community and its built landscape
  - Demographic and policy data collection
  - Assessment/stakeholder engagement
  - Identifying stakeholder interests
  - Planning vision
- Unit 3 (Weeks 10-11): Compilation and analysis
- Unit 4 (Weeks 12-14): Project presentation and feedback

If this course is held outside the Fraser Valley, the course could be more condensed but the following components will be still included:

- (Pre-term) Pre-trip orientation and trip preparation
- Unit 1: Project preparation
  - Project background: historical context, colonization, and Indigenization
  - Community and equality, diversity, and inclusion (EDI)
  - Devising the planning questions and identifying data collection strategies
  - Ethics review
- Unit 2: Data collection
  - “Reading” the community and its built landscape
  - Demographic and policy data collection
  - Assessment/Stakeholder engagement
  - Identifying stakeholder interests
  - Planning vision
- Unit 3: Compilation and analysis
- Unit 4: Project presentation and feedback

Examples of themes or planning problems include place making in underutilized public spaces; revitalization of downtown Abbotsford; affordable housing in the Fraser Valley Regional District; child-friendly community assessment; or devising an urban food security strategy for an Interior or First Nations community.