Course Description:
Professional planning is all about the future and developing plans, policies and programs to move cities and regions towards specific goals. In Canada professional planners are also meant to serve the public interest. But publics are by definition diverse with varied and even conflicting interests. So planning is also political and professional planners have to make decisions about which goals they will pursue and which public interests they will serve.

This course will provide opportunities to learn about the professional skills of planning alongside the politics, history and ethics of the field. Finally this course will provide opportunities to apply and practice skills and ideas from the course.

To accomplish the learning outcomes students are expected to be active learners, this includes managing and balancing your time to make sure you are prepared, a willingness to take risks and participate as you are able, to listen with openness and care to different perspectives and ways of understanding and interpreting ideas. Asking questions when something is unclear.

Approaching your work with honesty and integrity.

More so than even taking care of yourself and your health will be important this term! You should consult with Health and Counseling Services [carleton.ca/health] for specific physical or mental health support, and for preventative care and health promotion. Awards and Financial Aid provides support for unexpected expenses or economic hardship [carleton.ca/awards/other-assistance-2/]. Your circumstances, and particularly medical diagnosis, are your own stories to share, or not. But letting the teaching team know in general terms about circumstances that might impact your performance means that we can work with you around accommodations, adjustments, and alternatives that meet the requirements and learning goals the course.

The course will be made stronger through the participation of students with a wide range of abilities, disabilities, identities, skills and experiences, and the hope is to make the course as accessible as possible for all students. So please do not hesitate to approach me, if you require particular accommodations or supports including or in addition to those listed below.

Finally just the clear note that this is not a normal term! We’re all experimenting through this, and so one of the major goals of the course design is flexibility to make sure that each of you can get the most out of the course in spite of diverse circumstances.

Preclusions: NA

Learning outcomes:
Participation in this course provides an opportunity to…
1. be exposed to the variety of planning history, theory and practice;
2. explore the relationships between the physical and socio-political aspects of planning;
3. practice goal setting and self-direction in your own work;
4. apply your learning and practice essential urban and regional planning skills;
5. reflect on your own learning in the context of the field of planning broadly.
**Texts:**
There is no textbook for the course, instead all required texts will be available through culLearn.

While not required this text is a strong general introduction to planning in Canada including useful cases.

**Course calendar:**
As one of the goals for the course this term is flexibility we will use the scheduled course time (Tuesdays and Thursdays 11:35-12:55) in a variety of ways including traditional lectures and “in-class” activities, skills workshops, sessions with outside planners, and “desk” critiques.

Synchronous sessions will be recorded and available for review and for students who are unable to meet during the scheduled time.

The detailed schedules will be released during class, an outline of activities is below, and reminders will be sent out during the term. Finally we’re all experimenting a bit this term, and so changes might need to be made to support learning. Students will be informed well in advance of major changes.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activities</th>
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| **introductions** | WK0 September 8-11 | introductory lecture [pre-recorded lecture]  
online discussion [open all week] |
| **history + law** | WK1 September 14-18 |  
**tu:** history of planning [live lecture + recorded]  
**Canadian planning law** [pre-recorded lecture]  
**Indigenous Law** [Community Indigenous Learning Bundle]  
online discussion [open all week]  
**mo 21:** first reflection due [cuLearn 9a] |
| **environmental planning** | WK2 September 21-25 |  
**tu:** environmental planning [live lecture + recorded]  
**th:** skills workshop [live + recorded]  
online discussion [open all week]  
WK3 September 28-October 2  
**tu:** guest planner discussion [live + recorded]  
**th:** desk crits [live]  
**mo 5:** environmental planning portfolio due [cuLearn 9a] |
| **land use** | WK4 October 5-9 |  
**tu:** land use [live lecture + recorded]  
**th:** skills workshop [live + recorded]  
online discussion [open all week]  
WK5 October 13-16  
**tu:** guest planner discussion [live recorded]  
**th:** desk crits [live]  
WK6 October 19-23  
**tu:** guest planner discussion [live recorded]  
**th:** skills workshop [live + recorded]  
FALL BREAK October 26-30  
no new class activities  
WK7 November 2-6  
**tu:** guest planner discussion [live recorded]  
**th:** desk crits [live]  
**mo 9:** land use portfolio due [cuLearn 9a] |
Evaluation:
First reflection 5% Monday, September 21 [on cuLearn by 9a]
Environmental Planning Portfolio 15% Monday, October 5 [on cuLearn by 9a]
Land Use Portfolio 30% Monday, November 9 [on cuLearn by 9a]
  group and individual components
Economic Planning Portfolio 15% Monday, November 23 [on cuLern by 9a]
Social Planning Portfolio 25% Wednesday, December 23 [on cuLearn by 11:59p]
Final self-evaluation 10% Wednesday, December 23 [on cuLearn by 11:59p]

Late assignments will be accepted, but points will be deducted based on the assignment type.
Students must complete all portfolios to receive a passing grade in the course.
Each assignment will be evaluated based on how well they respond to the detailed assignment prompts provided throughout the term.
Comments and evaluation will be returned online.

Also keep in mind:
"Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean.
This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean." (source: Faculty Grading Guidelines)

Academic and professional ethics:
Professional planning requires the highest standards of ethics to maintain the trust and integrity of the work.
Similarly you are expected to maintain high standards of ethics and integrity in your work as a student at Carleton.
Please familiarize yourself with the Academic Regulations of the University and particularly point 1. Responsibilities of Students, and point 10. Academic Integrity and Offenses of Conduct.
[http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/]
Academic accommodations:
(source: FASS Undergraduate Teaching Regulation and Procedures 2020-2021, p19-20)
You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write […] with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details click here.

Religious obligation: write […] with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details click here.

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with [instructor] to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence: As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton’s Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: https://carleton.ca/equity/sexual-assault-support-services

Accommodation for Student Activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Write with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf”