



RPD*6250 Foundations in Rural Planning Practice

Fall 2019

Section(s): C01

School of Environmental Design and Rural Development

Credit Weight: 0.50

Version 1.00 - September 03, 2019

1 Course Details

1.1 Calendar Description

This course provides an introduction to rural planning practice. This includes: i) Concepts in Public Administration - The structure, responsibility and functions of public sector administration and government. ii) The workings of local government. iii) Rural Planning Practice - An introduction to planning and development in rural regions and small municipalities.

1.2 Course Description

The overall purpose of the course is to provide an introduction to professional planning practice. This includes a focus on three key areas:

Concepts in Public Administration:The structure, scope of responsibility and functions of public sector administration and government of rural areas and small municipalities

Introduction to Local Government:The workings of local government and the role of the planner in this process.

Introduction to Rural Planning Practice: The course will provide an introduction to planning and development in rural regions and municipalities.

1.3 Timetable

Wednesdays, 2:30 p.m. to 5:30 p.m.

Johnston Hall 006

It is proposed that we reserve 2 days to be held off campus near Goderich (accommodations are tentatively booked at Camp Menesetung for October 17-18 (Thursday/Friday). These will be interactive days focusing on specific case studies, guest speakers and fieldwork. It is recognized that some people may have employment or childcare commitments and we will work to address this. The anticipated cost of accommodation is approximately \$40/ person/night. The camp has cooking and meeting facilities.

Two additional outings are scheduled and students are expected to attend at least 1 conference.

1.4 Final Exam

There is no final exam in this course.

2 Instructional Support

2.1 Instructional Support Team

Instructor:	Wayne Caldwell PhD, FCIP, RPP
Email:	wcaldwel@uoguelph.ca
Telephone:	+1-519-824-4120 x56420
Office:	110A Landscape Architecture
Office Hours:	You are welcome to see me at any time when I am in my office. Before and after class are good and you are also encouraged to schedule an appointment to avoid missing me.

2.2 Wayne J. Caldwell, Ph.D., RPP, FCIP - A Brief Bio

Wayne Caldwell is a Professor in Rural Planning at the University of Guelph and a Fellow with the Canadian Institute of Planners. He has previously served as Director of the School of Environmental Design and Rural Development as well as holding interim positions as Dean of the Ontario Agricultural College and as Associate Vice-President Research. His interests include planning for agriculture and rural communities, community economic development, healthy rural communities, and community-based approaches to economic and environmental issues. Recent books include: Planning for Rural Resilience and Better Decisions Together.

He has served as President of the Ontario Professional Planners Institute as well as Chair or President of a number of local, provincial and national organizations.

3 Learning Resources

3.1 Required Resources

Tindal, C.R., N. Tindal, K. Stewart, P. Smith. Local Government in Canada (8th edition). 2013. (9th edition). 2016. Toronto: McGraw-Hill Ryerson Ltd (Textbook)

The Tindall text is recommended. A copy is on reserve at the library. Earlier editions should also work.

3.2 Recommended Resources

Caldwell, W.J. Rediscovering Thomas Adams. 2011. UBC Press. (Textbook)

3.3 Additional Readings

- See Spring 2019 issue of Plan Canada - Celebrating 100 Years, for diverse perspectives on Planning in Canada
- See November/December, 2018 Issue of Ontario Planning Journal for focus on Rural Planning.
- See Winter 2016 and Summer 2013 issue of Plan Canada for articles re. Indigenous Planning.
- See March/ April 2014 issue of Ontario Planning Journal for articles re. Public Engagement.
- See January/February 2015 issue of Ontario Planning Journal for articles re. Heritage Planning.
- See May/June 2015 issue of Ontario Planning Journal for focus on Rural Planning.

3.3 Other Course Resources

The following website from the Ontario Professional Planners Institute goes over the core competencies of a professional planner: <http://ontarioplanners.ca/Knowledge-Centre/Competency-Tree>

The OPPI website also includes: Ontario Professional Planners Institute Professional Code of Practice: <http://ontarioplanners.ca/PDF/Professional-Code-of-Practice>
Standards of Practice are also important and are available at: <http://ontarioplanners.ca//PDF/Standards-of-Practice>

Other useful website links:

- Canadian Institute of Planners - <http://www.cip-icu.ca>
- Ontario Professional Planners Institute - <http://ontarioplanners.ca/>
- CMHC - www.cmhc-schl.gc.ca
- American Planning Association/ Institute of Certified Planners - www.planning.org
- Dr. Wayne Caldwell's resource website – includes research results and related materials from previous year's courses - <http://www.waynecaldwell.ca/index.html>

3.3 Additional Costs

There may be commuting costs relating to attendance at municipal / county meetings if they are located outside of Guelph. There will be some costs connected to the proposed field trip to Goderich. These costs are expected to be minimal (\$40 accommodations + some food).

There will also be costs associated with the OPPI Conference. OPPI has provided a fantastic registration fee (\$70 for 3 days) and associated travel, accommodations. The Program is aiming to provide some assistance with conference expenses.

4 Learning Outcomes

4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1. Understand key aspects of local government and public administration
2. Describe the approach to land use planning commonly pursued in the Canadian context

3. Generally describe key planning tools (Official Plans and Zoning By-laws)
4. Discuss at least one key planning issue in detail
5. Discuss issues related to planning ethics and public interest
6. Discuss relevant & current issues central to Rural Planning Practice

4.2 Ontario Professional Planners Institute Competencies

The Professional Standards Board sets out the required skills and knowledge required for professional planners in Canada. This course directly contributes to the required competencies set out by the Professional Standards Board and the Ontario Professional Planners Institute. The key competencies gained through this course, organized by the functional and enabling competencies, include:

Functional Competencies

- Human settlement
- Plan and policy considerations
- Developments in planning and policy
- Plan and policy making
- Plan and policy implementation
- History and principles community planning
- Government law and policy

Enabling Competencies

- Critical thinking
- Communication
- Leadership
- Professional and ethical behaviour

Further information on the functional and enabling competencies for professional planners can be found at <https://ontarioplanners.ca/become-an-rpp/competency-tree>.

5 Teaching and Learning Activities

Please be familiar with the required reading material. Those items listed under additional reading are for further information. The required readings are in the basic texts or in the course readings.

5.1 Lecture

Week 1

Topics: Introduction / Review of Course Outline (Sept 11)

References: Wolfe, Gordon and Fischler, 2019. Our Common Past A reinterpretation of Canadian Planning Histories. Plan Canada, Volume 59, No 1, p. 16-51.

Caldwell, 2019. Rural Connections, the Evolution of Rural and Small Town Planning In Canada. Plan Canada, Volume 59, No 1, p. 63-68.

Week 2

Topics: Concepts in Public Administration (Sept 18)

References: Tindall 9, 10

May/June 2015 - Ontario Planning Journal focuses on Rural Planning

Caldwell, 2010, "Planning and Management for Rural Development: The Role of Local Government." in Rural Planning and Development in Canada. edited by David Douglas. Nelson Publishing.

Week 3

Topics: Reflections from Practice (guest speakers confirmed: Arthur Churchyard / Julie Welch / Jenn Burns / Taylor Wellings) (Sept 25)

As time permits:
Concepts in Public Administration (continued)

References: Tindall (1, 2, 6)

Week 4

Topics: OPPI Conference – attendance expected/
highly recommended (Oct 1-3)

References: See November/December, 2018 Issue of Ontario
Planning Journal for focus on Rural Planning.

Week 5

Topics: Concepts in Public Administration (continued) (Oct 9)

Introduction to Local Government (as time permits)

References: Grant, 2005. "Rethinking the Public Interest as a
Planning Concept." Plan Canada. 45(2): 48-50.

Arnstein, 1969. "A Ladder of Citizen Participation,"
Journal of American Institute of Planners, 35 (4), p 216-
224.

Caldwell, 2010 (repeated from week 2)

Theory Class Transferred to this time slot (Week 6)

Topics: Theory class will be transferred to this time slot (with
Professor Guyadeen) (Oct 16)

Week 6 - Oct. 17-18 (Dates to be reviewed with class)

Topics: **Week 6 - Field Trip**

Local Government, Local Organizations and Planning Issues (Land Use
CED/ Environment, etc.)

The Planner as Manager – Sandra Weber (confirmed) /
other contacts to be confirmed.

References: Tindall, Ch 4, 5

Handouts

Week 7

Topics: Local Government - Planning Practice (Oct 23)

References: PLANNING BY DESIGN: a healthy communities handbook

<http://www.ontarioplanners.on.ca/content/Publications/innovative>

Week 8

Topics: Municipal Government in Action: (Oct 30)

Field Trip – Wellington County (Aldo Salis Wellington Planning Director invited)

References: Tindall, Chapter 8

Week 9

Topics: Planning Practice (Nov 6)

References: MMAH Citizens Guides: www.mah.gov.on.ca/Page338.aspx

March/April 2014 Issue of Ontario Planning Journal

Week 10

Topics: Planning Practice (Nov 13)

Concepts in Practice (Guelph - Dr. Paul Kraehling - confirmed)

References: MMAH Citizens Guides Website:
www.mah.gov.on.ca/Pag_e338.aspx

Week 11

Topics: Local Government Projects- Facilitated Discussion (Nov 20)

The Policy Making Process and Local Government (as time permits)

References: Tindall, Ch. 11

Week 12

Topics: Term Paper Presentations (Nov 27)

5.2 Approach to the Course

In delivering the course I will attempt to accomplish the following:

- Use appropriate “planning and public administration tools” in leading the course
- Introduce graduate students to principles and practices of planning.
- Focus on relevant current issues.
- Provide the class with varying perspectives
- Consider a number of case studies

Although the course will have an Ontario focus - comments, projects, presentations and examples from other parts of the country, or elsewhere are welcome.

You are encouraged to pursue your own area of interest/research.

5.3 Listing of Seminar Topics

1. Introduction to the Course
 1. What are your Learning Objectives?
 2. Review and discussion of course outline
 3. Review your experience and interests
 4. Identification of alternate/ additional topics
2. Concepts in Public Administration
 1. How rural Canada is set up to administer itself
 2. Why is accountability, efficiency, effectiveness, equality and equity important?
 3. Local Services and Service Delivery
 4. Theories of Public Organization
 5. The Policy Making Process
3. Introduction to Local Government
 1. The Evolution of Local Government in Canada
 2. The Structure of Local Government / Services
 3. Decision Making and Politics
 4. The Provincial-Municipal Relationship
4. Introduction to Rural Planning Practice
 1. Planning and Development for Rural Communities
 2. Current Issues and Case Studies
 3. Planning Tools (Plans, by-laws etc.)
 4. The evolving profession

5.4 Conference Opportunities

- OPPI Conference – Toronto (October 1-3, 2019) (RPD Classes will be suspended this week to accommodate student attendance at the conference)
 - OPPI is looking for student members to run dynamic, engaging sessions based on your area of research. You may showcase your work through an interactive, 15-minute Lightning Talk session, or present your findings through a poster board presentation to be displayed to all delegates in the Planning Knowledge Exchange (PKE) area on the Conference floor! Proposals will be accepted from student members until Sept 20, on a first-come-first-serve basis.
- Latornell Conference – Nov 19-21, 2019 www.latornell.ca/
- Additional seminars/events as they become available

5.5 Field Trips

It is proposed that we reserve 2 days to be held off campus near Goderich (accommodations are tentatively booked at Camp Menesetung for October 17-18 (Theory class has been moved from Oct 17 to Oct 16 to accommodate this). These will be interactive days focusing on specific case studies, guest speakers and fieldwork. It is recognized that some people may have employment or childcare commitments and we will work to address this. The anticipated cost of accommodation is approximately \$40/ person/night. The camp has cooking and meeting facilities.

Two additional outings are scheduled, and students are strongly encouraged to attend at least 1 conference.

6 Assessments

6.1 Marking Schemes & Distributions

Proposed Evaluation	Weight (%)
i) Rural Planning Issues– Goderich Workshop (Group)	20
ii) Local Government (Group)	20
iii) Ten Lessons from Tindal, Tindal et al.	10
iv) Term Paper- Proposal	--
Term Paper- Completion	40
Presentations/poster	10

6.2 Assessment Details

Term paper proposal (0%)

Due: Wed, Oct 9

A one-page proposal for the paper is recommended. Where possible a student should use the course paper to further specific personal research interests.

Ten Lessons from Tindal, Tindal et al. (10%)

Due: Wed, Oct 16

Learning Outcome: 1, 5

Individually identify the 10 key lessons you obtained from the assigned chapters in the

Tindal and Tindal book. There is no right or wrong answer to this – but rather what did you learn or what surprised you the most. This is likely to include certain personal reflections.

Please include one key lesson/reflection for each of the assigned nine chapters. A tenth lesson will relate to your overall perspective on the utility of the book. (I'd suggest completing this weekly as you read the text).

Maximum length – 500 words.

Rural Planning Issues – Goderich Workshop (Group) (20%)

Due: Oct 23 - due week following Goderich Workshop

Learning Outcome: 1, 4, 5, 6

Please work in groups of 3-4. This requirement is designed to complement field work in the Goderich area. You will select a given issue and develop a position paper on this issue. You will be asked to complete a field visit and meet with a planner, member of the public and local politician/municipal representative. You will be asked to identify a broad topic area and then select a relatively narrow issue to focus on. Broad topic areas include: lakeshore development, agriculture, rural settlement, economy, social or environmental issue. Examples of specific issues could include wind turbines, surplus residential severances, protecting the lower Maitland, promoting local food, intensification or main street development among many others. Group formation, broad topic areas and specific issues will be determined prior to the workshop to facilitate setting up meetings etc. in advance of our site visit.

Potential issues: The position paper will address the following: the issue, complexities, existing policy and strategies, key directions, reflections and recommendations. The position paper may be written in the form of a report directed to a municipality or citizen's group. It is anticipated that the research for this report will largely be completed in advance and during the field trip. A separate handout will be provided concerning this assignment.

Length – 5-7 pages

Local Government (Group) (20%)

Due: Wed, Nov 13

Learning Outcome: 1, 2, 4, 6

It is recommended that this be completed in groups of 3-4. This assignment is intended to get you speaking to municipal folks (staff and/or politicians).

1. For a chosen level of local government (township, village, town, city, county, region), prepare a report on i) the structure and ii) the functions of that level of local government, using a specific case example. Include an organizational chart. Note the relationship between elected officials and local administration, and between local administration and other levels of government.
2. Attend at least one meeting of the council at your chosen level of government. Note the relationship between council members; staff, the public and other levels of government. How do these fit with ideas about organizational culture and behaviour? Note some of the issues being addressed and how they are dealt with (this field work should occur no later than the middle of October).
3. Carry out and present research on the administrative components of a significant municipal issue. This may include municipal structure, issues related to deteriorating infrastructure, solid waste services and keeping up to the evolving regulatory regime, etc. Consider process and options your municipality has considered related to the selected issue in the past few years. What has changed and why? What do you find to be short and long term positive and negative effects of these changes on whom and on what? What are the related Public Administration components?
4. Be prepared to discuss your report in class.

(If you have a solid working knowledge of local government you may in consultation with the instructor substitute an alternative (example Ministry, Department or non-governmental agency) and carry out a similar review.)

Length: 5-7 pages

Term Paper - Completion (40%)

Due: Wed, Nov 27

Learning Outcome: 4, 5, 6

The term paper will be completed using either Format 1 or Format 2

Format 1 - (Independent Term Paper)

You are asked to prepare a paper on a relevant topic. Relevant topics may relate to the role of government, public administration or some aspect of the planning system or issue that you wish to look at in detail. This paper may reflect individual areas of interest. Personal research/ interviews are encouraged. The topic of the paper shall first be reviewed with the instructor.

The paper may take the form of a traditional term paper (Option 1) or it may take the form of a "diary" (Option 2) in which you select a given theme and explore this using interviews and appropriate readings. The paper (Option 2) will focus on personal reflections, outcomes and perhaps recommendations (as opposed to the traditional referenced paper).

The length of the paper is a maximum of 12 pages double spaced (not including diagrams, the reference page or appendices).

Format 2 - (Group Term Paper)

You may work in groups of 2-3 and prepare a paper on a relevant topic. Personal research/ interviews are encouraged. In comparison to individual term papers the group paper should tackle a more specific practical issue and involve a stronger emphasis on field work. The topic of the paper shall first be approved by the instructor. The maximum length of the group paper option is 20 pages double spaced (not including diagrams, the reference page or appendices).

(There is the potential to turn the Issues Paper from the Goderich Workshop into a much more engaged, detailed and professional report.)

Presentations/poster (10%)

Due: Tue, Nov 27

Presentations/Poster sessions will reflect either individual or group term papers. You will be given the option of a presentation or a poster session. Diverse approaches to presenting the material is encouraged. The grade will be awarded one-third communication style; one-

third content and one-third effectiveness (including time management). You will be asked to evaluate the presentations of fellow students.

6.3 Individual Learning Contracts

If you wish to pursue course requirements different from those above, there is the opportunity to develop and

7 Course Statements

7.1 Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

7.2 Grading Policies

All late submissions will be penalized at 5% per day unless otherwise discussed with the instructor in advance of the assignment due date. All written materials are to be submitted using course link.

Grading follows the Senate approved guideline listed in the Graduate Calendar, Section II, General Regulations, Academic Standings: [Graduate Grading Interpretation](#)

Percentage Grade	Letter Grade	Description
90-100	A+	Outstanding. The student demonstrated a mastery of the course material at a level of performance exceeding that of most scholarship students and warranting consideration for a graduation award.
80-89	A- to A	Very Good to Excellent. The student demonstrated a very good understanding of the material at a level of performance warranting scholarship consideration.
70-79	B	Acceptable to Good. The student demonstrated an adequate to good understanding of the course material at a level of performance sufficient to complete the program of study.
65-69	C	Minimally Acceptable. The student demonstrated an

		understanding of the material sufficient to pass the course but at a level of performance lower than expected from continuing graduate students.
0-64	F	An inadequate performance.

7.3 Student Learning Focused

The University is committed to promoting a learning environment that has the following outcomes – students well versed in creative and critical thinking, literacy, global understanding, communication, professional and ethical behavior. See Chapter XIII of the Graduate Calendar 2019-2020. In addition, this course is guided by materials within the overall University Secretariat dealing with matters such as Academic Appeals and Non-Academic Misconduct. Reference can be found on this at:
<https://www.uoguelph.ca/secretariat/office-services/student-judicial-services>

7.4 Course Policy on Group Work

Please refer to the Academic Misconduct Policy or speak with the course instructor if you have any questions or concerns relating to group work policy. The intent is to provide a single grade to the group (although the Instructor reserves the right to alter this where appropriate).

7.5 Cell Phones and Computers

We aim for a professional, respectful environment in class. There will be much interaction and dialogue. In general, computers and phones should only be used for course related activity during class. If others are speaking or presenting (including the instructor :-)) your priority should be on them (especially critical when we have guests in class). While other activities (such as checking for a job interview) can be priorities please keep these diversions to a minimum.

8 University Statements

8.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

8.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals
<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

8.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

8.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

8.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website

<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website
<https://www.ridgetownc.com/services/accessibilityservices.cfm>

8.6 Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community-faculty, staff, and students-to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

8.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

8.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>