

ADVANCED PLANNING PRACTICE (RPD6280)
COURSE OUTLINE
 Winter, 2020
 UNIVERSITY OF GUELPH

Course Co-ordinator:

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Personal Meeting Availability:

You are welcome to see me at any time when I am on campus; however, it will be best to schedule a meeting in advance. You are encouraged to pursue questions related to the content of the course project/assignments before or after class. If you need to reach me when I am not on campus I may be reached at 519-835-0170.

Class Time:

Thursday 2:30-5:20 p.m. (a couple of sessions will be scheduled at different times)
 Johnston Hall: Room 006

It is proposed that we reserve 2 days (Thurs.-Fri.) for a field trip to ... (*potentially to Essex County*). The proposed dates are Feb 27-28 (potential departure evening of the 26th) or March 5-6 (potential departure evening of the 4th) (final date and location to be confirmed). (Professors Sarapura and Deacon also have classes on Thursdays and have agreed to work with these dates).

We will also conduct fieldwork within Center Wellington (Elora) and environs.

OVERVIEW:

This course will focus upon planning for rural communities. The course will have regard to the Canadian Institute of Planners definition of planning as “the planning of the scientific, aesthetic and orderly disposition of land, resources, facilities, services, with a view to serving physical, economic and social efficiency, and sound environment, health and well-being.” It will build upon the student’s understanding of the planning process, and will identify issues, techniques and processes that are relevant to rural planning practice. A number of rural planning examples will be presented and specific municipal (local or regional) projects will be examined.

Planning practice is multi-disciplinary. It involves professional planners, but with significant input from other professionals, including engineers, lawyers, architects and landscape architects. The involvement of these individuals is a function of societal demands as reflected in Ontario legislation (the Planning Act (PPS), Greenbelt Legislation and Places to Grow) and the evolution of planning issues, practice, and the profession. Clearly, the successful involvement of these participants in the

planning process is dependent upon an understanding of planning practice, legislation and the relationship between various professionals, the public and elected officials.

The course is generally recommended for students who have first completed Foundations in Planning Practice.

COURSE OBJECTIVE:

The basic objective of this course is to familiarize graduate students with professional planning practice. The course builds on the fall offering of Foundations in Planning Practice. This will include a focus on those planning skills which are ubiquitous and shared by all planners.

LEARNING OUTCOMES

Upon completion of the course, participants will be able to:

- Identify and appreciate when and how to use various planning tools and processes (i.e. the "How To" of municipal planning). This includes Official Plans, Zoning By-laws, consents, subdivisions, various tools under the Planning Act (such as site plan control); related legislation (Municipal Act, Development Charges Act, etc.);
- Have an awareness and practice "planning ethics"
- Understand the role and mandate of various government agencies; the role and mandate of the Local Planning Appeal Tribunal (LPAT) / Ontario Municipal Board and other tribunals
- Discuss the institutional and organizational context of planning and the role of the planner
- Discuss issues related to planning ethics
- Discuss relevant current issues central to Rural Planning Practice
- Draw upon the experience of having produced a professional report for a municipal client

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

COURSE MATERIALS & TEXT BOOKS

Lecture notes and non-text book readings associated with the Course will be posted on CourseLink.

Recommended Textbook

Hodge, G., and Gordon, D. 2014. Planning Canadian Communities: An Introduction to the Principles, Practice and Participants Sixth Edition, Toronto: Nelson. (Copies are available in the bookstore (and on reserve at library) under LARC 2820). An on-line copy of the textbook – with subscription fee – is available from <https://www.vitalsource.com/products/planning-canadian-communities-6th-edition-hodge-gordon-v9780176727604> Used copies are readily available (chapter organization may be different).

Plan Canada Centenary Edition (Volume 59, No. 1). 2019.

The following text (although a little dated is available on-line at no cost) includes useful chapters on working with small groups, public involvement, verbal communications and written communications, among others:

David Witty. 2002. Professional Practice Manual. Canadian Institute of Planners. Ottawa.

Available at: <http://municipalcapacity.ca/+pub/document/resource-materials/planmanual.pdf>

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:
<https://ontarioplanners.ca/oppi/about-oppi/professional-code-of-practice-standards>
- Professional Standards are also important and are available at:
<https://ontarioplanners.ca/become-an-rpp/national-professional-standards>

The following document provides a useful historical context to planning in rural areas with an agrarian land base - James F. Maclaren Limited. 1976. *Countryside Planning*. (available on CourseLink and at: <http://www.waynecaldwell.ca/Students/countrysideplanning.html>)

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.
- Personal websites for Wayne Caldwell – includes research results and related materials
 - www.waynecaldwell.ca
 - <http://www.ruralplanninganddevelopment.ca/>
 - <http://stewardshipmanual.ca>
 - www.ruralhealthycommunities.ca

Useful Texts:

Beesley, Kenneth B. 2010. *The Rural-Urban Fringe in Canada: Conflict and Controversy*. Rural Development Institute. Brandon, Manitoba.

Caldwell, Wayne J., S. Hiltz, B. Wilton. 2017 (2nd edition). *Farmland Preservation: Land for Future Generations*. University of Manitoba Press, Winnipeg, Manitoba.

Caldwell, W.J. *Rediscovering Thomas Adams*. 2011. UBC Press.

Caldwell, W. 2015. *Planning for Rural Resilience – Coping with Climate Change and Energy Futures*. University of Manitoba Press. Winnipeg.

Caldwell, W. J. Ball and K. Procter. 2015. *Better Decision, Together*. Municipal World, St. Thomas, Ontario.

Daniels, Thomas L.; John W. Keller with Mark B. Lapping. 1988. *The Small Town Planning Handbook*. American Planning Association. Chicago.

Douglas, David. 2010. *Rural Planning and Development in Canada*. Nelson Publishing. Toronto.

Grant, Jill. 2008. *A Reader in Canadian Planning: Linking Theory and Practice*. Nelson Publishers.

Harvey, M. Jacobs and Kurt Paulsen. “Property Rights”. *Journal of the American Planning Association*. 75(2). 2009. (Useful to contrast this with Canadian perspectives).

Leung, Hok Lin. 2003. *Land Use Planning Made Plain*. Ronald P Frye and Company, Kingston.

The Spring, 2019 issue of *Plan Canada* provides an overview of planning in Canada, celebrating 100 years. The November/ December, 2018 and the the May/June, 2015 issue issue of the *Ontario Planning Journal* are focused on Rural Planning. The March/April, 2014 issue of the *Ontario Planning Journal* is focused on public engagement. The Summer 2009 issue of *Plan Canada* is devoted to Planning for Food (Vol 49 (2)). The 2009 Special Issue of *Plan Canada* is devoted to Planning for Diverse Populations. The Summer 2013 issue of *Plan Canada* focuses on planning & First Nations.

The following texts provide a useful American perspective:

Arendt, Randall. 2015 (2nd edition). *Rural by Design*. American Planning Association, Chicago.

Cullingworth, Barry and R. Caves. 2009. *Planning in the USA*. Routledge Publishers. London.

Daniels, Tom and Deborah Bowers. 1997. *Holding Our Ground - Protecting America's Farms and Farmland*. Island Press (available in Canada through Broadview Press).

Daniels, Tom. 2014 (2nd edition). *The Environmental Planning Handbook*. American Planning Association. The book has chapters on Agriculture, Forestry, Mining, Federal Lands, and Greenfield Development, and much more.

Daniels, Tom (senior editor). 2007 (3rd edition). *The Small Town Planning Handbook*. American Planning Association.

Daniels, Tom. 1999. *When City and Country Collide*. Island Press. Washington, D.C.

Lapping, Mark B.; Daniels, Thomas L.; John W. Keller. 1989. *Rural Planning and Development in the United States*. The Guildford Press. New York.

SUMMARY OF PROPOSED COURSE REQUIREMENTS

Proposed Evaluation	Weight (%)	Due Date
Planning for Development - Elora		
- Planning context (Local planning in the context of PPS/ P2G) (Individual)	10	Feb. 6
- Connections to OP (Group)	5	Feb 27
- Draft ZBL and Notice (Group)	5	March 12
- Draft Subdvn (Group)	5	March 26
Participation – Field Trip and in class	10	Evaluation end of semester
Shadow a Planner	15	two weeks after shadow visit (no later than April 2)
<i>You will select either Option 1 or Option 2 below:</i>		
Option 1 Independent Term paper (Individual)	5 (Proposal) 45 (Paper) 50- Total	January 30 (Proposal) April 2 (Project Report)
Option 2 Community Planning Project (group) (includes community presentation if feasible)	5 (Proposal) 45 (Report) 50- Total	January 30 (Proposal) April 2 (Project Report) <i>(there can be some flexibility with this date depending on client needs)</i>

COURSE REQUIREMENTS

1 – Planning for Development - Elora

The purpose of this assignment is to give students a detailed hands-on experience in land use planning. This project will last throughout the semester. Working in teams you will select a site from a pre-determined area in Elora. There are 4 components to the project.

- For the first component, you will develop an overview of the context for local planning with a focus on relevant provincial policies (primarily Places to Grow and the Provincial Policy Statement). For this segment *you will work in teams but submit an individual written report* (1000 words maximum). Be sure to provide a critical assessment that addresses questions such as: Why is the province directing local development and how do these policies impact planning and development in Elora? Be sure to do more than simply repeat the policies – it is important that you demonstrate understanding of how these policies have impacted development in Elora.
- For the second component, you will review the Center Wellington Official Plan (Elora) in detail, identify your development scheme and prepare a draft Official Plan Amendment to coincide with your plans. A *single group report* (consisting of a draft amendment and explanation of your proposal) will be submitted. The draft amendment will be in the format of a typical Official Plan Amendment. The explanation of your proposal will be 1200 words maximum. As a minimum, be sure to include an overview of your proposal and justification and analysis of the proposal in the context of the Center Wellington Official Plan (Elora).
- For the third component prepare a draft zoning by-law amendment and notice of public meeting to implement your development scheme (drawing from Elora’s existing parent zoning by-law). A *single group report* (consisting of the draft amendment, Notice of public meeting and identification of any relevant issues) (discussion of relevant issues - 750 words) will be submitted.
- For the final component prepare a draft document (layout/design) for a plan of subdivision (this may apply to all or part of your site) focusing on requirements within the Planning Act and Official Plan (develop the concept to the stage that it is ready to hand over to an OLS for survey purposes). A *single group report* (consisting of a schematic of the proposed plan of subdivision, and discussion of relevant issues) (discussion of relevant issues - 750 words) will be submitted.

Due Dates: Throughout semester (as per chart above)

Weight: 25%

2 – PARTICIPATION – FIELD TRIP AND IN CLASS

Engagement and active listening are key skills. This is particularly important when meeting with others. Hence half of this grade is connected to the field trip. The other half is connected to regular participation and active listening in class. (Participation grades are based on quality and not quantity and active listening is equally important).

Due Dates: Evaluated at end of semester

Weight: 10%

3 – SHADOW A PLANNER

Choose a municipality and shadow a planner for a day (municipal planners are preferred although you can select a provincial planner or planning consultant). A listing of municipal planners who have been contacted in advance concerning potential participation with this assignment will be provided although you may, with the instructor’s approval, contact other planners. Please contact “your planner” early in the semester to arrange for a mutually convenient day (and please step outside of a familiar context).

The goal of this exercise is to directly observe a planner in action and to discuss related planning applications, communications, specific issues and ethics. Think about what you observe from a theoretical perspective. The host planners have been asked to treat this as a normal day. Some of you may spend your day with the planner looking at development proposals, others may be in attendance at meetings and others may be in meetings with the public. If possible, interview him/her at the end of the day about what happened during the day. (a camera and/or a tape recorder may be helpful, but you'll need

permission from the person in order to do this)

In preparation for this assignment please read:

Patsy Healey 'A Planner's Day: Knowledge and Action in Communicative Practice',
Journal of the American Planning Association, 58, 1: 9-20 (1992) – see CourseLink Reading

This is intended as an experiential learning *exercise*. For purposes of evaluation, please prepare a journal (probably 3-5 pages) of reflections on your day. Appropriate content should include, among other considerations, your reflections on related planning applications, communications, specific issues, ethics and theory. More specifically:

- what makes you think this person is a planner...What kind of planner is this person?
- describe this planner's daily work...
- reflect on what skills and theories were drawn on by the planner.
- incorporate references from at least 3 of the assigned readings – as outlined on CourseLink

Results will be discussed towards the end of term.

Due Dates: 2 weeks after Shadow Experience

Weight: 15%

4 – TERM PAPER (INDIVIDUAL) / COMMUNITY PLANNING PROJECT (GROUP)

You are required to complete either option 1 or Option 2 (You will need to decide which Option you propose to pursue no later than week 2 of the course):

Option 1 - (Independent Term Paper)

You will prepare a paper on a relevant topic. This paper may reflect individual areas of interest. The paper shall have a central focus related to planning practice. Personal research/ interviews are encouraged. The topic of the paper shall first be reviewed with the instructor. Students are required to prepare a brief written outline of the proposed paper (weight 5%). (Sample topics include: Greenbelt Planning: The Evolving Nature of the Greenbelt in Ontario; The evolving role of the Local Planning Appeal Tribunal; Affordable Housing - A Small Town Perspective; Planning for Farm Diversification - A Case Study from _____ County; etc.) (Length 15-18 double space pages)

Option 2 - (Community Planning Project)

Working in groups of 3-4 you will complete a Community Planning Project. Potential projects have been identified and the details will be provided as a separate handout. We will review these and select projects to work on in your groups. Examples are available at: <http://www.waynecaldwell.ca/Students/courseprojects.html>.

The Community Planning Project will include 2 primary components: the preparation of a terms of reference and the final report. The following steps are required:

- Preparation of terms of reference: Selection of projects and team members will be confirmed during the 2nd week of classes. A terms of reference for the project will be developed and confirmed with the client no later than the end of January. Meeting with the client is required over this time period to finalize details of work assignment/compile information. To encourage continued progress/dialogue with client, interim deadlines should be set. Research strengths of individual team members should be considered. The project will require field work. The final terms of reference will be due January 30th, and represent 5% of this assignment's overall grade.
- Community Planning project: The final report will be submitted to the client (council or senior staff). A final grade will be given to the group project as a whole. (Length – variable but likely in the 25-30 page range)

Due Date: Option 1: Paper due April 3.

Option 2: Overall project due April 3 with draft/final report(s) (presentations of findings may be made to client in April). Project findings need to be vetted prior to Council and/or community presentations.

Weight: 50 % (Option 2: It is proposed that a single group mark be allocated. Bonus marks may be awarded to deserving recipients (as identified by members of the individual groups)

All written materials are to be deposited in the <Dropbox> on CourseLink. Folders are available for individual as well as group work assignments.

Weekly Schedule of Topics

Week #	Topic	Assigned & Further Readings	Case Studies	Due dates
Jan. 9 Week 1	Introduction / Course Outline <ul style="list-style-type: none"> Approach to the course Review student interests Professional Code of Practice Discuss and select Group Projects Introduction to the course 	<ul style="list-style-type: none"> Hodge and Gordon, Ch. 1 Frank and Reiss. 2014. (see CourseLink <content> folder and <Readings> subfolder for week 1) Code of Practice http://ontarioplanners.ca/Knowledge-Centre/Professional-Code-of-Practice 	<p>Healey article (1992) relates to assignment – Shadow a Planner. (see CourseLink reading under <Readings> subfolder for week 1)</p> <p>Please review as part of the Shadow a Planner exercise</p>	
Jan 16 Week 2	Current Land Use Planning Issues <ul style="list-style-type: none"> What is land use planning? History of Rural Land Use Planning Not just the local planning office What does it mean to be a professional planner? Planning Tools (intro): <ul style="list-style-type: none"> Official plans Zoning bylaws Land division (severances, subdivisions) Project and field trip planning	<ul style="list-style-type: none"> Hodge and Gordon, Ch. 10 Ontario Planning Act (focus on Sections 2,3,16,17,34,50 and 51) Ministry of Municipal Affairs and Housing Citizens' Guide – Planning Act Prov. Policy Statement (PPS) 	<p>Planning Act https://www.ontario.ca/laws/statute/90p13</p> <p>Citizens' Guides available at: http://www.mah.gov.on.ca/Page338.aspx</p> <p>2014 Provincial Policy Statement http://www.mah.gov.on.ca/AssetFactory.aspx?did=10463</p>	
Jan 23 Week 3	Elora – Introduction to the planning site Ontario – The Planning Context Planning process Project and field trip planning	<ul style="list-style-type: none"> Hodge and Gordon, Ch. 6, 7, 8 Places to Grow Plan for GGH http://placestogrow.ca/index.php?lang=eng Greenbelt Plan http://www.mah.gov.on.ca/Page187.aspx Center Wellington OP (consolidation) https://www.centrewellington.ca/en/doing-business/resources/Documents/Planning/Official-Plan-Consolidated-January-2013.pdf 	<p>Elora – Bringing focus to Project 1 (Planning for Development- Elora)</p> <p><i>Elora Field Work (Elora OP and ZBL)</i></p> <p>Additional background information for study area is available on CourseLink</p>	

Week #	Topic	Assigned & Further Readings	Case Studies	Due dates
Jan 30 Week 4 Panel Discussion	<p>Planning Act Tools (continued) Provincial Role in Planning</p> <ul style="list-style-type: none"> Prov. Policy Statement Places to Grow Plan Greenbelt Plan Source Water Protection <p>Property Rights and Planning Tools:</p> <p>Invited Panel Participants:</p> <ul style="list-style-type: none"> Helma Geerts (OMAFRA-confirmed) Nancy Mott (NEC) - Confirmed) Katie Nasswetter (Guelph) - invited Scott Taylor (Grey County- confirmed) 	<ul style="list-style-type: none"> Hodge and Gordon, Ch. 14, 16 Niagara Escarpment Plan https://www.ontario.ca/document/niagara-escarpment-plan MMAH Citizens' Guides – Zoning By-law & Official Plan http://www.mah.gov.on.ca/Pag_e338.aspx <p>Peter Pickfield article “Municipal Planning Rights” (see CourseLink under <content> and readings for week 4)</p>	Terms of Reference (agreed to with partners) are required no later than January 30 th for review and grading. Earlier submissions are encouraged.	Community Planning ‘Terms of Reference’ or Term Paper Proposals due
Feb 6 Week 5 (OMAFRA 1 Stone Road)	<p>OMAFRA- Current Issues, Strategies and Approaches - OMAFRA Land Use Planners</p> <p>Agricultural Impact Assessment</p> <p>(Confirmed – John Turvey and Michele Doncaster)</p>	<ul style="list-style-type: none"> PPS (2014) OMAFRA Guidelines for Permitted Uses on Ag Lands http://www.omafra.gov.on.ca/english/landuse/facts/permitteduseguide.pdf Draft Agricultural Impact Assessment (AIA) Guidelines http://www.omafra.gov.on.ca/english/landuse/aiagd.pdf Minimum Distance Separation (MDS) http://www.omafra.gov.on.ca/english/landuse/mds.htm 		Planning for Development - Elora Planning Context (individual assignment)
Feb. 13 Week 6 It is proposed that this class be held off-campus at Elora (Center Wellington Municipal Office) Is the class available for a 1 p.m. start?	<p>Planning Act Tools- Official Plans</p> <ul style="list-style-type: none"> Official Plan amendment <ul style="list-style-type: none"> What goes into an official plan amendment? Format Level of detail Connections to Planning Act Existing planning document Elora Project Work <p>Bringing focus to Project 1 – <i>The OP component</i></p> <ul style="list-style-type: none"> Application Amendment 	<ul style="list-style-type: none"> Hodge and Gordon, Ch. 14 Center Wellington OP 	<p>Elora – Bringing focus to Project 1 (Planning for Development- Elora)</p> <p><i>Elora Field Work (Elora OP and ZBL)</i></p> <p>Additional background information for study area is available on CourseLink</p>	
Feb. 18-22	Winter Break			
Feb 27 Week 7	<p>Planning Act Tools- Zoning bylaws</p> <ul style="list-style-type: none"> Draft sample zoning bylaw amendment <ul style="list-style-type: none"> What goes into a zoning bylaw amendment? Format Level of detail Connections to Planning Act Existing planning document Elora Project Work <p>Bringing focus to Project 1 – <i>The ZBL component</i></p> <ul style="list-style-type: none"> Application Amendment 	<ul style="list-style-type: none"> MMAH Citizens' Guides Hodge and Gordon Ch. 16 Elora Zoning By-law https://www.centrewellington.ca/en/doing-business/resources/Documents/Planning/Zoning/ZBL-Consolidation_Feb2018_Text-Only.pdf 	<i>Official Plan and Zoning By-law</i>	Planning for Development - Elora Official Plan (group assignment)
Feb 27-28 OPTION 1	Field Trip – Rural Planning in Action (Essex County ?)	<ul style="list-style-type: none"> Field Trip Municipal Website (additional readings TBD) 		<i>Field Trip Participation</i>

Week #	Topic	Assigned & Further Readings	Case Studies	Due dates
March 5- March 6 OPTION 2	Field Trip – Rural Planning in Action (Essex County?)	<ul style="list-style-type: none"> Field Trip Municipal Website (additional readings TBD) 		<i>Field Trip Participation</i>
March 5 Week 8	Planning Act Tools- Subdivisions/Consents (severances) <ul style="list-style-type: none"> Draft sample subdivision review <ul style="list-style-type: none"> Subdivisions vs. severances (severances' connection to PPS and Official Plan) What goes into a subdivision application? Format Level of detail Elora Project Work Bringing focus to Project 1 – <i>The subdivn component</i> Application – review draft subdivision application	<ul style="list-style-type: none"> MMAH Citizens' Guides Understanding the Subdivision and Condominium Application Process http://www.mah.gov.on.ca/AssctFactory.aspx?did=10268 		
March 12 Week 9	Depending on the field trip week – the class from the 27 th or 5 th will get bumped into this space			Planning for Development – Elora Zoning By-law (group assignment)
Mar. 19 Week 10 (note: visit by PSB this week) - A Panel Discussion / workshop	Panel Discussion: <i>Plans, By-laws and Subdivisions a Rural Perspective</i> Preparing a planning report / review actual planning report) Invited: <ul style="list-style-type: none"> - Sarah Wilhelm (invited) - Pam Duesling (invited) - Sandra Weber (invited) 			
Mar.26 Week 11 (OFT Farmland Trust meeting happens this day)	Discuss Shadow a Planner – Observations and Lessons Learned Other Loose Ends / Group Project			Planning for Development – Elora Subdivision Report (group assignment)
April 2 Week 12	Group Project / Individual Paper Presentations			Individual or Community Planning Project

ADDITIONAL ITEMS FOR CONSIDERATION:

E-mail Communication:

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

Field Trips:

A field trip to Essex County is tentatively planned for Feb 27-28 or March 5-6. We are planning to visit several locations throughout the County and will choose accommodations depending on availability and quality of lodging. Students will be required to cover the cost of lodging and food for the two days. Transportation will be provided. If any students have

concerns relating to these costs please contact the instructor as it is my wish that all students are able to attend.

Additional Costs:

There will be travel costs relating to the major project if meetings with the project partner are outside of Guelph. Likewise, there may be travel and related costs associated with the Shadow a Planner assignment and the fieldtrip. While costs are expected to be minimal students should be aware of this potential.

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 Graduate Calendar.

Graduate Calendar - Grounds for Academic Consideration

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

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.

Graduate Calendar - Registration Changes

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

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.

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>

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.

Graduate Calendar - Academic Misconduct

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

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.

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>

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>

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.

University Policies

Academic Consideration:

The University of Guelph is committed to supporting students in their learning experiences and responding to their individual needs and is aware that a variety of situations or events beyond the student's control may affect academic performance. Support is provided to accommodate academic needs in the face of personal difficulties or unforeseen events in the form of Academic Consideration. Information on regulations and procedures for Academic Consideration, Appeals and Petitions, including categories, grounds, timelines and appeals can be found in Section II of the Graduate Calendar
<https://www.uoguelph.ca/registrar/calendars/graduate/current/pdffiles/calendar.pdf>

Further Reading Materials (A selection of articles that provide a historical perspective on Rural Planning in Canada and beyond):

- Abbott, Carl and J. Margheim. 2008. "Imagining Portland's Urban Growth Boundary." *Journal of the American Planning Association*. 74(2) pp. 196-208.
- Adams, T. 1917. *Rural Planning and Development*. Ottawa: Queen's Printer.
- Alterman, Rachelle. 1997. "The challenge of farmland preservation." *Journal of the American Planning Association*. 63. 2: pages 220-244.
- American Planning Association Planning Journal Articles
- Andrew, John. 2001. "Examining the Claims of Environmental ADR: Waste Management Conflicts in Ontario and Massachusetts". *Journal of Planning Education and Research*. 21(2): 166-183.
- Arnstein, S. 1969. "A Ladder of Citizen Participation." *Journal of the American Planning Association*. Volume 35, Number 4. pp. 216-224.
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