



# Student Handbook- as of Aug. 11/16

## Primer on Planning Course (POP)

Offered through:  **AMCTO**  
THE MUNICIPAL EXPERTS

# Table of Contents

Topic	Page
About OACA	3
Diploma in Municipal Administration	4
Welcome	5
Introduction	6
Roles and Responsibilities of AMCTO	7
Roles and Responsibilities of Students	8
Roles and Responsibilities of Markers	10
Tips for Handling the Assignments	11
Grading Considerations	12
Examinations Tips & Traps	13
Study Hints	15
Citation Guide	19
Refund Policy	22
Education Programs Policy	22
Purpose	22
Policy 1. Scope	22
2. Interpretation/Enforcement of Policy Provisions	23
3. Student Submission of Assignments	23
4. Academic Dishonesty	23
5. Grade Appeals	24
6. Requirement for Examinations and Proctors	25
7. Requirements for Diploma Program Academic Mentors	26
8. Requirements for corporate Course Offerings	28
9. Requirements for Course Markers	29



## *A Little About OACA ...*

OACA is a not for profit volunteer Association whose business is conducted by an elected nine (9) member Board of Directors, governed by a Constitution and By-laws. The membership of the Association consists of Secretary-Treasurers of Committees of Adjustment and Land Division Committees, Appointed Members who sit on these Committees and some associate members who work in the area of consents and minor variances. Members of the Committees can be locally appointed residents, Members of Council or a combination of both who have the responsibility to provide fair and sensitive adjudication on applications for relief from municipal Zoning By-laws or applications for various types of consents. The Secretary-Treasurers are usually municipal staff persons. The combination of having both staff and committee members in one organization makes OACA a unique and dynamic organization that responds to a variety of interests and needs for its membership.

Our mandate is to educate our members and lobby the Provincial Government for changes in Legislation and Regulations to assist in streamlining the Minor Variance and Consent processes, including the reduction of "red tape". This Province-wide Association provides many opportunities for our members to learn and discuss the application and implementation of existing and proposed legislation. We offer an economical one day seminar annually as well as an annual four (4) day conference together with our Annual General Meeting. OACA events are held at different locations throughout the Province, generally in the spring and fall of the year. Both the seminar and conference formats consist of hands-on practical workshops and keynote luncheon speakers on topics of interest for all of our members. These OACA functions offer a great opportunity to exchange ideas, network and help promote a Province-wide consistent approach to interpreting and implementing legislation that affects the day-to-day operations and decisions of Committees of Adjustment and Land Division Committees.

The Association also offers a correspondence course, entitled "Primer on Planning", twice per year. Through one of our partnering initiatives, the Association of Municipal Managers, Clerks and Treasurers of Ontario (AMCTO) delivers the course. The successful completion of this course is one in a number of criteria required to be recognized professionally as an Accredited Committee Secretary-Treasurer - ACST, Accredited Committee Secretary-Treasurer (Associate) - ACST (A), Accredited Committee Member - ACM or Accredited Committee Member (Associate) - ACM (A).

We offer an economical membership in OACA to attract as many municipal staff and Committee members as possible to our Association. A strong, diverse and educated membership with hands-on experience with the Planning Act will assist in providing a consistent approach and better service for Committees of Adjustment and Land Division Committees across Ontario. If you are interested in participating in this highly professional, progressive and dynamic organization, please visit our web site at:

[www.oaca.info](http://www.oaca.info)

## Diploma in Municipal Administration

AMCTO has created a single standard of recognizable academic accomplishment. AMCTO Diploma in Municipal Administration provides municipal professionals in any responsibility-area of a municipality, with a comprehensive grasp of the fundamental components of municipal administrative processes.

The program consists of the following course; Municipal Administration (MAP), Municipal Accounting and Finance (MAFP), Municipal Law (MLP) and Employment Law and Human Resources program.

For more information about the AMCTO Diploma in Municipal Administration including; course, registration details, electives, exemptions, etc. Please visit the Education pages of the AMCTO website at [www.amcto.com](http://www.amcto.com).

### AMCTO DIPLOMA IN ***Municipal Administration***



# Welcome to the Primer on Planning Correspondence Course!

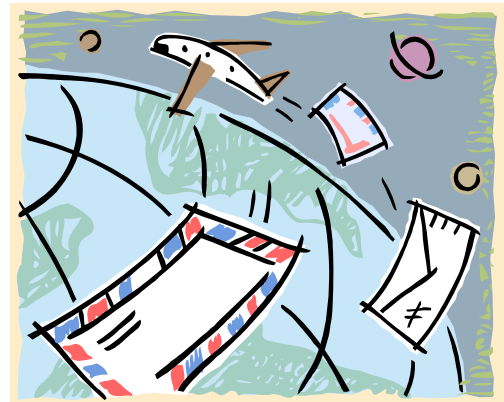
OACA is very pleased to welcome you into the Primer on Planning course and we are certain that you will find your participation in this educational endeavour both informative and fulfilling! You are encouraged to review this handbook thoroughly prior to submitting your assignments.

This handbook is intended to provide you with information to help you better navigate and succeed in this correspondence program offered through AMCTO. ***Please read this handbook very carefully*** – it will familiarize you with important information about Policies, Assignment Schedules, Marking Schemes and Examination Expectations.

Both OACA and AMCTO wish you every success in this program of study and will make every effort to assist you in completion of the course materials. Please do not hesitate to contact AMCTO by email at [education@amcto.com](mailto:education@amcto.com) should you have any questions. AMCTO will be pleased to forward your queries to the appropriate OACA resource person.

Sincerely,

Rosita Bourke  
Coordinator, Programs & Services  
AMCTO – The Municipal Experts  
905-602-4294 ext. 225  
[rbourke@amcto.com](mailto:rbourke@amcto.com)



# Introduction

The main purpose of the *Primer on Planning* course of study is to help you become more effective in your municipal administration and your work with the planning approval process through a Committee of Adjustment, Land Division Committee or a Consent Authority.



Although the majority of the information needed to complete the assignments is included in the course materials, you are encouraged to conduct additional research to further your understanding of the implementation of what you have learned. For example, you may wish to reference planning documents from your local municipality such as the Zoning By-law and Official Plan. Also of importance is the *Planning Act, R.S.O. 1990 c. P. 13*, Planning Act Regulations, the Provincial Policy Statement, 2014, etc. as they relate to the course materials. Further, you are encouraged to provide examples as to how the lessons relate to your day-to-day work. This will enhance your learning experience and provide a “hands-on” approach to the planning function.


Your mental approach to the course materials will have a crucial effect on how well you will do in your lesson assignments. By relating the course materials to your municipal role with a goal to improving your capabilities, skills and knowledge, you will achieve success in this program of study. Should you have any questions regarding the course materials, your assignments and/or comments, please contact your marker to provide a timely response. Enjoy the *Primer on Planning* course and good luck with your studies!

## Roles and Responsibilities of AMCTO

- Coordinate and prepare the schedule for each term (Fall and Winter). Schedules (for assignments and exam) are available on the website during the registration period. Registration is open for 6 weeks starting July 2<sup>nd</sup> for the Fall Term and Dec. 1<sup>st</sup> for the Winter Term.
- Processing registrations that are not completed online by the individual student. This would include any cheque payments.
- AMCTO will assign you to a marker at the beginning of each term. **Your email address** (as provided at time of registration) will be provided to your marker for direct communication with him/her.
- Once your registration has been processed AMCTO will send you **confirmation of your enrollment via email within 24-48 hours**. The email will include a link to access all the course materials from the AMCTO website. This link is for registered students only and includes; Student Handbook (this document), Assignment schedule, Assignment package, Textbook (required reading) and Assignment Template.
- Mail to you receipt of tuition fee after registration closes for each term.
- **Late Assignments or Extensions** - The expectation will be for the student to manage his/her schedules to adhere to the assignment due dates. However, we are aware of the sometimes difficult decisions students may need to make while taking the course and juggling work, family or unforeseen circumstances. The student is responsible to inform his/her marker and indicate the date he/she will be submitting the late assignment. Keep in mind, late assignments will not be accepted beyond 7 days of a due date and deciding to take a zero grade for one assignment may not have an overall impact on the final unit grade. Please refer to the **Marking Scheme (page 12)** and **Education Programs Policy (page 23)**. The information on these pages will assist students to decide what to do in case he/she will be late with submitting an assignment.
- **Change of Exam Date:** under special circumstances AMCTO will grant a change of date for the exam. Please note that the **change of date will not fall before the original scheduled exam date**. Also, the change of date will not be beyond two weeks after the scheduled exam dates. For example, if the scheduled date is Apr. 23<sup>rd</sup>, the change of date you propose, **must** occur after Apr. 23<sup>rd</sup> and on or before May 7<sup>th</sup>. When a student submits a request for a change of exam date, include the reason and proposed new date as outlined above to [rbourke@amcto.com](mailto:rbourke@amcto.com).

## Roles and Responsibilities of Students

- **Visit the AMCTO website** when registration is open (Dec. 1<sup>st</sup> and July 2<sup>nd</sup>) to find and obtain the current; Registration Deadline, Registration Form, Student Handbook and Assignment Schedules (scheduled Exam Date is included in the Assignment Schedule).
- **Register for your course with payment to AMCTO.** If you are making payment by VISA or MASTERCARD (we do not accept any other credit cards), online registration is available. Otherwise, mail in the printed form with cheque made payable to AMCTO: 610-2680 Skymark Ave., Mississauga, Ontario L4W 5L6.
- Your completed registration **will need to include your email address** to communicate directly with your marker. **Please ensure that you use only this email address to communicate with your marker – or with AMCTO.**
- **You will receive confirmation of your enrollment via email within 24-48 hours after your registration has been processed.** The email will include a link to access/print all the course materials from the AMCTO website. This link is for registered students only and includes; Student Handbook (this document), Assignment schedule, Assignment package, Textbook (required reading) and Assignment Template.
- We strongly recommend that you **review the student handbook** as an ongoing reference so you understand the workings of your course. This document contains answers to the many questions you may have about taking a correspondence course.
- **You will submit all your assignments and exam directly to your marker via email.** When e-mailing your marker you must **name your document** and **subject line of your email** by AMCTO ID number, your name, course and assignment number (e.g. 123456 Rosita Bourke POP-1). We ask that your assignments be submitted to your marker in **WORD format**. However, your marker may prefer a different format and he/she will clarify this to you before your first assignment is due. **AMCTO does not require to be copied in emails sent to your marker.**



First Step

**All concerns or questions** you may have relating to the course curriculum, grading of your assignments and marker comments/feedback be **emailed to your Marker for clarification**. This will allow your Marker to directly respond to you with further direction, clarification or adjust your grade if necessary. After you have contacted your Marker and if your concern or question is still not resolved, please notify AMCTO.



- **Late Assignments or Extensions** - The expectation will be for the student to manage his/her schedules to adhere to the assignment due dates. However, we are aware of the sometimes difficult decisions students may need to make while taking the course and juggling work, family or unforeseen circumstances. The student is responsible to inform his/her marker and indicate the date he/she will be submitting the late assignment. Keep in mind, late assignments will not be accepted beyond 7 days of a due date and deciding to take a zero grade for one assignment may not have an overall impact on the final unit grade. Please refer to the **Marking Scheme (page 12)** and **Education Programs Policy (page 23)**. The information on these pages will assist students to decide what to do in case he/she will be late with submitting an assignment.
  
- **Change of Exam Date:** under special circumstances AMCTO will grant a change of date for the exam. Please note that the **change of date will not fall before the original scheduled exam date**. Also, the change of date will not be beyond two weeks after the scheduled exam dates. For example, if the scheduled date is Apr. 23<sup>rd</sup>, the change of date you propose, **must** occur after Apr. 23<sup>rd</sup> and on or before May 7<sup>th</sup>. When a student submits a request for a change of exam date, include the reason and proposed new date as outlined above to [rbourke@amcto.com](mailto:rbourke@amcto.com).
  
- If you require AMCTO's support please contact [rbourke@amcto.com](mailto:rbourke@amcto.com). If it is of an urgent matter please call Rosita Bourke at 905-602-4294 ext. 225.

## Roles and Responsibilities of Markers

- Markers **will receive all assignments directly from their assigned group of students via email.** We recommend that students submit assignments in **WORD format.** However, you may prefer a different format and you will need to communicate this to your group before the first assignment due date.
- Markers **will use a tracking list provided by AMCTO** for his/her group of students that will include each student's name, AMCTO ID and the preferred email address that was provide at time of registration. AMCTO will email the tracking list to the marker before the first assignment due date.
- **Markers will provide each student with feedback and marks via return email.** The preference on how this is accomplished is the individual marker's choice; by returning the entire marked paper, by providing a marking sheet or in the body of an email. You will need to let your group of students know how you will be returning the marked papers before the first assignment due date.
- It will be the **markers responsibility** to return the results of the graded assignments directly to their students **via email before the next assignment due date.** The exam results and final grade will also be returned via email to the students before submitting the final tracking list to AMCTO.
- Markers are expected to respond directly via email to student concerns or questions relating to the course curriculum, grading of assignments and feedback. In order to save time and to ensure all students receive the same learning, we suggest that you copy all your students when responding to an individual's curriculum related question or request for clarification. However, in cases where you feel the response may cause more confusion then clarification, it is not necessary to copy your entire group.
- **Late Assignments or Extensions** - The expectation will be for the student to manage his/her schedules to adhere to the assignment due dates. However, we are aware of the sometimes difficult decisions students may need to make while taking the course and juggling work, family or unforeseen circumstances. The student is responsible to inform his/her marker and indicate the date he/she will be submitting the late assignment. Keep in mind, late assignments will not be accepted beyond 7 days of a due date and deciding to take a zero grade for one assignment may not have an overall impact on the final unit grade. Please refer to the **Marking Scheme (page 12)** and **Education Programs Policy (page 23).** The information on these pages will assist students to decide what to do in case he/she will be late with submitting an assignment.

## TIPS FOR HANDLING THE ASSIGNMENTS

- **There is no reason to be discouraged by what you may feel is a low grade on an assignment.** Remember that the Assignments are there to help you understand the material and to prepare you for the examinations in the Program. It is quite common for students, especially if they haven't been taking courses for a while, to receive low grades on some of the initial Assignments. These grades almost always improve steadily as students get used to what is expected of them. Moreover, if you gain an understanding of the material by completing the Assignment and receiving feedback from it, that is the main purpose of the exercise. That understanding will be translated into success in writing the exam in the Course. You are encouraged to pay close attention to the comments provided by your marker as they are intended to aid in your preparation for the examination.
- **When answering, read each question several times,** underlining key words if that helps, until you are sure that you know what is being asked.
- **Begin your answer by paraphrasing the question.** In other words, if a question asks you to "State the 4 considerations a Committee of Adjustment must test a variance request against", begin your answer by stating that "The 4 tests a Committee of Adjustment must use when assessing a variance request are...". This may seem unnecessary, but it is one way of ensuring that you start the question on topic.
- **If you are somewhat uncertain about the interpretation of a question,** begin by stating: "I interpret the question to mean the following, and answer accordingly.
- **Pause periodically as you are writing the answer,** reread the question, and confirm that you are still answering it. One of the main problems with answers is that they wander off topic and fail to address the key issues. Generally, the marking scheme reflects the weight of each question relative to the others within that lesson. For example, if a question is valued at 4 marks, there would likely be 4 key points to discuss. If a question is weighted at 20 marks, a more thorough, detailed explanation is warranted.
- **Write the answer in your own words.** If you plagiarize the Lesson material, your marker will penalize you. Moreover, this approach does nothing to help you understand the material. Our experience indicates that when students simply paraphrase the content of the Lesson, they often do not perform well on exams. Instead, read the Lesson material and make point form notes about the aspects that relate to the questions asked. Then try to answer the questions in your own words, building from the point form notes. This is a somewhat slower, more difficult process at first, but in the long run, such an approach will pay off by helping you to thoroughly understand the material.

Particularly in the case of Assignments, **IT SHOULD BE EMPHASIZED THAT** the student's primary objective should be to obtain a good understanding of the material involved as preparation for the Exam.

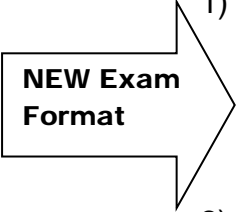
## **GRADING CONSIDERATIONS**

Assignments and Exams will be graded numerically. The overall grade for the Course will reflect 40% of the Exam result and 60% of the results on the various Assignments. Failing grades on some assignments are not fatal, but a student must receive a minimum of 51% on the Exam and an overall average grade of 60% or higher for the entire Unit in order to pass the course.

The Primer on Planning consists of six chapters that are presented in such a way as to provide students with a practical approach to the municipal planning function, with each lesson building on the one before. The overall goal of this course of study is to help you improve your capabilities, skills and knowledge in the municipal field as it relates to matters under the Planning Act legislation. More specifically, the course is designed to assist those individuals involved in the day-to-day work of Committees of Adjustment, Land Division Committees and Consent Authorities and the implementation of the Planning Act. The course will be of interest to members of these quasi-judicial decision-making bodies as well as members of municipal staff who are charged with the administration of this process. Every attempt is made to ensure the information contained in the course materials is up to date and correct. Should you have any questions in this regard, please relay them to the OACA resource person through AMCTO as described on page 5.

Each assignment is worth 50 marks, except for Lesson Six which is valued at 25 marks. Each assignment returned will include comments from the marker to the individual student and are intended to provide important information that will be helpful when preparing for the final examination. Students are encouraged to pay heed to these comments and helpful hints to ensure a full understanding of the marker's expectation in terms of a complete answer and the award of full marks.

## Examinations Tips & Traps



NEW Exam  
Format

- 1) The POP Course ends in a Final Examination. The new format, is now a 24-hour “open-book” exam that will be scheduled at the end of the term. You will not need to secure a proctor for this exam, however, you will need to register for your exam to let AMCTO know the date that you will be writing. Registration for the exam will be emailed to you after the third assignment due date.
- 2) The choice of exam dates are located on the Assignment Schedule. The date you register for will be your exam date.
- 3) AMCTO will email 6 exam questions to you by 8:00am on your scheduled exam date. From those 6 questions, you will choose only 4 to answer, however, number them as they appear on the exam question sheet. If you answer more than 4 questions, the marker will only grade your first four answers.
- 4) Once you complete your exam, you will be emailing your answers directly to the same marker who marked your assignments for this course within 24-hours of receiving the exam questions. All four of your answers are required to be sent as one document and in word.
- 5) Specific instructions will be emailed to you on your exam day.
- 6) Exam study questions are not available prior to your exam date. As long as you have read the required readings and submitted all assignments, you are prepared for the exam.
- 7) You must pass the course by attaining a minimum grade of 51% on the Examination and a final overall course grade of 60%.**
- 8) Students who do not achieve 51% but score at least 35% on the Examination will be given the opportunity for an Examination re-write. This re-write must take place on the date(s) chosen by AMCTO.
- 9) Students who score less than 35% on the initial Examination or under 51% on the Examination re-write will be required to re-register to take the course in its entirety, in order to pursue the certificate of completion.

**The information within this section is intended to reassure Students about the course Exam.** The Exam questions are not unlike those, which Students will already have experienced on assignments during their course work. Most Students do quite well on the Exams; especially if they stay relaxed and apply the knowledge that they have gained during the program.

### **BUILD A SOLID FOUNDATION IN ADVANCE**

Begin preparing for the Exam as you write your lesson assignments. Don't just paraphrase the material; write the answers in your own words to demonstrate your understanding of the material. You'll retain the ideas much better that way.

### **TIME IS ON YOUR SIDE, SO USE IT**

With 24-hours open-book format, you have ample time to answer all required questions. Relax and do not rush yourself. If needed, take breaks on a regular basis. You may also want to consider allowing 10-15 minutes to follow the tips, 20 minutes to draft your answers for each question and another 10-15 minutes at the end for review, making any final changes. You may find that this will assist you with monitoring your progress throughout the Exam.

### **PROCEED FROM STRENGTH**

Number each question as it appears on the Exam paper. Leave your least favourite question until last. This approach usually helps to build confidence. By the time you reach the question you feel least sure about, you should already have earned enough points to pass!

### **STATE WHAT YOU WILL BE ANSWERING**

Begin your answer by paraphrasing the question. In other words, if a question asks for "Five Historical Landmarks," begin by stating, "The five historical landmarks are..." This is one way of ensuring that you start the question correctly and on topic.

### **STAY ON TRACK**

Stay on topic and address the key issues in your answer. Pause periodically, review the question, and reread your answer to ensure that you are still on topic.

### **CHECK EVERYTHING OVER**

Leave time to re-read each answer. Check for missing points, any errors in spelling or grammar before you submit your exam to your marker.

# Study Hints

## Time Commitment

Successful progress for this type of learning requires, on average, six to twelve hours of study per week.

## Study Suggestions

Students in any post-secondary program, generally feel that there is never enough study time, since most participants have full-time commitments. ***The problem can be resolved through effective time management.***

Effective use of time is the key skill in successful studying. It is also necessary for on-the-job success. ***The first step toward effective time management is to find out how you are currently spending your time.*** Keep a time chart of each day for a week, listing the activities you do and how much time they require. Try to be as exact and specific as possible. It might be useful to log your activities for half-hour periods.

At the end of the week, examine your chart to see where your time is going:

- When can you find time to study?
- Can you save time that could be used for studying?
- Are you wasting time on activities that you feel have less value than the course you are taking?

Once you have examined your one-week time chart, draw up a study schedule. This study schedule must be realistic and possible, and the one-week time chart can help to keep you on track.

- Can you study every day?
- For how long?
- Can you study at the same time every day?

It is probably best to do the same task at the same time each day.

## **Once you have a study schedule, it is important to stick to it.**

If you have planned your schedule well, you should be able to fit studying into your life easily, without having to give up a great amount of the time that you normally reserve for family, social life, or recreation. *Let your family and friends know your schedule so that family and social activities can be planned so as not to conflict with studies.* Let them know that when you are studying, you need to do so without interruption. A final word about study schedules and that scarce commodity – time. People with the most to do, seem to be the ones who find it easiest to make a schedule, stick to it, and to get more done.

**It is best to have a definite and dedicated place for study, since such an area can enhance your powers of concentration.** Granted, not everyone will study at home; some may study at the office during coffee or lunch breaks. Recognizing the problems of studying in these conditions is important; you must learn to sharpen your powers of concentration and shut out any distractions.

**Having a dictionary in your study area is very important.** We recommend that you use a dictionary while studying in order to acquire a greater understanding of the lesson material and to increase your vocabulary.

### **More Effective Reading**

One of the key skills for success in any course is the ability to read effectively and efficiently. Like any other skill, **reading must be improved through practice.** Nonetheless, there are some things to keep in mind that will help you to read more effectively.

The skilful reader usually has three main objectives:

- to concentrate on what she or he is reading
- to remember as much as possible
- to be able to fully understand what is read and to then relate it to her or his own experience

Practice, diligence, and an understanding of the different types of reading are necessary in order to achieve these objectives. At least three types of reading are useful in studying:

**Scanning** or scan reading occurs when the reader “spot-checks” by focusing on various parts of a text. Scanning is what most people do when they read a newspaper; they move quickly up, down, and across in search of articles they want to read. People in business often read routine letters by scanning.

**Skimming**, like scanning, is a process in which the reader does not take in every word on the page. It is a “once-over-lightly” approach with the object being to sift or skim off the main ideas or details in the text. In contrast, scanning is usually a search for something more specific, such as the answers to certain questions.

**Study reading** is the slowest, most thorough type of reading. The reader is attempting to understand the main ideas in the piece as well as the relationship between ideas. It usually requires the exercise of judgment in order to make interpretations and draw inferences.

It is recommended that you approach reading assignment material in the following manner:

1. Scan the readings.
2. Read for understanding.
3. Review the readings.



## Study Methods

Some adult-learners worry that they have forgotten how to study or, perhaps, that they never acquired this ability. **Many are surprised to find that the basic techniques for learning are skills used in the workplace.**

All study methods involve three essential tasks:

- finding out what you want to know
- fixing in your mind the information discovered
- applying that knowledge successfully

A commonly recommended study method is the **4S=M** method. It stands for “four steps equal mastery.”

The four steps are as follows.

1. **Survey** your reading assignment by scanning the chapter and section headings, introductions, summarizing sections, and so on to find out what the assignment covers. Try to relate this reading assignment to the material you learned in the last assignment. Ask yourself if there is anything from the previous assignment that will help you understand this one.
2. Read the assigned material very carefully (study reading) to discover the main ideas and their interrelationships. Underline key points, number the main ideas, circle key terms, and cross-reference related ideas by writing their page numbers in the margins. In other words, **read actively**. A good way to discover main ideas is to constantly ask questions as you read. **You can turn a heading into a question and then read to find the answer.** Active reading or reading to find a specific answer is always better than aimless reading.
3. **Review** the reading assignment by skimming over the material. If parts of the assignment do not seem familiar to you, go over those parts again as you did in Step 2.
4. **Summarize** the material in your own words, paying attention to the key ideas and the order in which they are organized. Sometimes it helps to try to summarize the “message” of the reading assignment in a single sentence. If you can do this, it is likely that you have understood the lesson. **The ability to summarize is very useful in writing exams.**

## Writing Tips

Most adult students appreciate the importance of writing well. Unfortunately, in a brief document of this type, we cannot give advice that will quickly make you a better writer. Writing is a skill that is developed through constant practice.

If you feel that your writing skills are less than they should be, you should look on your course work as an opportunity to improve them. Many handbooks on writing skills are available through the library or in the reference section of your local bookstore.

Before writing anything, you should always make an outline of what you want to say, even if the outline is only a list of the key points you want to cover and the order in which you want to cover them. An outline does not have to be detailed; it must, however, provide you with a sense of direction and order.

**Writing a rough draft is also recommended.** Drafts should not take a lot of time. They should be written as quickly as possible and should record ideas about the topic. Then you have something you can shape and revise.

By keeping a few points in mind, you can improve your writing. You might find it helpful to ask yourself these questions:

1. Can I begin the answer by restating the question (in my own words) to make it easier for the instructor to mark?
2. Have I used the fewest possible words to say everything I need to say?
3. Have I avoided generalizations that do not really answer the question?

If you write longer pieces, such as essays, reports, or assignments, you can often improve them by concentrating on improving paragraph structure, since **paragraphs are the building blocks or idea units of writing**. Ask yourself some of these questions:

1. What is the main idea I want the paragraph to convey?
2. Is there a topic sentence that conveys the main idea?
3. Do the other sentences in the paragraph support the main idea?
4. Have I included any irrelevant ideas that do not support the main idea?
5. Have I concluded the paragraph with a strong statement?

**It is important to make a commitment to trying to write well.** In a course, written work is often the measure of what you have learned; in your job, your writing is often the measure of what you know and think.

## Citation Guide

### Legal Citation

Samples are provided at this link - <http://library.queensu.ca/law/lederman/legalcitation>

### Turabian Style

This guide is based on Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations 6th ed.* 1996. Examples are shown for books, articles, and online resources. **Bibliography** items are listed alphabetically at the end of the research paper. Items are referred to in the body of the paper using the **Footnote** or **In-Text** style.

The following are samples of correct citations from various sources:

#### Book

##### (One author)

##### **In the Bibliography:**

Wurman, Richard Saul. *Information Anxiety 2*.  
Indianapolis, IN: QUE, 2001.

##### **As a Footnote:**

Richard Saul Wurman, *Information Anxiety 2*  
(Indianapolis, IN: QUE, 2001), 71.

##### **In-Text:**

(Wurman 2001, 71)

#### Book

##### (Two to three authors)

##### **Bibliography:**

Strunk, William, and E. B. White. *The Elements of Style*.  
New York: Macmillan, 1972.

##### **Footnote:**

William Strunk and E. B. White, *The Elements of Style*  
(New York: Macmillan, 1972), 27.

##### **In-Text:**

(Strunk and White 1972, 27)

#### Book

##### (More than three authors/editors)

##### **Bibliography:**

Russon, Anne, Kim Bard, and Sue Taylor Parker, eds.  
*Reaching Into Thought : The Minds of the Great Apes*.  
New York: Cambridge University Press, 1996.

##### **Footnote:**

Anne Russon and others, eds., *Reaching Into Thought:  
The Minds of the Great Apes* (New York: Cambridge University  
Press, 1996), 134.

##### **In-Text:**

(Russon and others, 1996, 134)

## Published Proceedings

### **Bibliography:**

Summey, Terri Pedersen. "Translating Information Competencies from High School to College." In *First Impressions, Lasting Impact: Proceedings of the Twenty-eighth National LOEX Library Instruction Conference Held in Ypsilanti, Michigan 19-20 May 2000*, edited by Julia K. Nims, 135-138. Ann Arbor, MI: Pierian Press, 2002.

### **Footnote:**

Terri Pedersen Summey, "Translating Information Competencies from High School to College," in *First Impressions, Lasting Impact: Proceedings of the Twenty-eighth National LOEX Library Instruction Conference Held in Ypsilanti, Michigan 19-20 May 2000*, ed. Julia K. Nims, 135-138. (Ann Arbor, MI: Pierian Press, 2002), 136.

### **In-Text:**

(Summey, 2002, 136)

## Journal Article

### **Bibliography**

Davis, Philip. "The Effect of the Web on Undergraduate Citation Behavior: A 2000 Update." *College & Research Libraries* 63 (January 2002): 53-60.

### **Footnote:**

Philip Davis, "The Effect of the Web on Undergraduate Citation Behavior: A 2000 Update," *College & Research Libraries* 63 (January 2002): 57.

### **In-Text:**

(Davis 2002, 57)

## Magazine Article

### **Bibliography:**

Chelminski, Rudy. "Unearthing Athens' Underworld." *Smithsonian* 33, no. 8 (November 2002): 120-125.

### **Footnote:**

Rudy Chelminski, "Unearthing Athens' Underworld," *Smithsonian* 33, no. 8 (November 2002): 122.

### **In-Text:**

(Chelminski 2002, 122)

## Newspaper Article

### **Bibliography**

[rarely listed separately in a bibliography if cited only once or twice.]

### **Footnote:**

William Broad, "For Parts, NASA Boldly Goes... on eBay," *New York Times*, 19 July 2002, 24.

### **In-Text:**

(*New York Times* 19 July 2002)

## **Full-Text Articles**

**(Online)**

### **Bibliography:**

Nussbaum, Bruce. "Maya Lin's World." *Business Week*,  
18 December 2000. Available from Academic Search  
Premier, Item 3848251. [Http://www.lib.ohio-state.edu/  
/redirect.php?dbn=268](http://www.lib.ohio-state.edu/redirect.php?dbn=268). Accessed 13 July, 2002.

### **Footnote:**

Bruce Nussbaum, "Maya Lin's World." *Business Week*,  
18 December 2000. Database on-line. Available from Academic Search  
Premier, Item 3848251. [/redirect.php?dbn=268](http://www.lib.ohio-state.edu/redirect.php?dbn=268).  
Accessed 13 July, 2002.

### **In-Text:**

(Nussbaum, 2002)

## **Websites**

Lynch, Tim. 1996. *DS9 Trials and Tribble-ations Review* [on-line].  
Peoria, IL: Bradley University;  
available from <http://www.bradley.edu/campusorg/psiphi/DS9/ep/503r.html>;  
Internet; accessed on 8 October, 1997.

## **Refund Policy**

A student who cancels from any Unit before the first scheduled assignment due date is entitled to a partial refund of fees less an administration charge of \$56.50 (includes 13% HST). In order to receive the partial refund, you must return the unit materials in the same condition as received to AMCTO and include your written notice of cancelling. Unfortunately, AMCTO cannot accept the materials if they are not in the same condition as you received them. In this case, please keep the materials. You still must send your written notice to AMCTO and the total cancellation fee from the Unit will be \$141.25 (includes 13% HST). No refunds will be granted for cancellations received after the first scheduled assignment due date. A student cannot transfer their registration or payment to a later date.

## **Education Programs Policy**

Approved November 28<sup>th</sup> 2014

### Purpose:

As a Certified Education Institution, AMCTO is a leading provider of education for Ontario's municipal professionals with courses that provide a solid foundation for those pursuing a career in municipal government

In order to maintain its reputation for offering exceptional quality education and programs which are:

- Focused on the learning needs of adults;
- Pertinent, current and continuous;
- Relevant to demographic, geographic and organizational needs;
- and
- Integrated within a Career Cycle Learning Framework.

it is necessary for the Association to establish, implement and enforce an education programs policy that govern the activities of students and others associated with the delivery of these programs.

### Policy:

#### 1. Scope

This Policy applies to all students enrolled in any of the Association's individual educational programs or diploma programs and to any instructors, academic mentors, proctors or markers associated with these programs.

## 2. Interpretation/Enforcement of Policy Provisions

Unless otherwise noted in a specific section of the Policy, the responsibility for interpreting and/or enforcing the provisions of this Policy rests with the Director – Programs & Services. The decisions of the Director – Programs & Services are final.

The Director – Programs & Services may, at their discretion, delegate responsibility for the interpretation/enforcement of Policy provisions to another AMCTO Staff member. In the event of disagreement, decisions made by these delegated individuals can be appealed to the Director – Programs & Services.

## 3. Student Submission of Assignments

- i) All assignments are due by 11:59 p.m. on the stated due date. Any assignments received by the course marker after this time will be considered late.
- ii) Assignments submitted late to the course marker will automatically receive a mark deduction of 10%.
- iii) Assignments submitted thereafter will receive a 5% mark deduction for each additional day of lateness.
- iv) Assignments not received by the course marker within 7 calendar days (inclusive) of the due date will receive an automatic mark of zero.
- v) AMCTO does not guarantee the return of late assignments by the course marker to students, in the requisite time stipulated for on-time assignments in the AMCTO Student Handbook.
- vi) AMCTO will not guarantee the return of late assignments by the course marker to students before the writing of the Final Examination.
- vii) Students can request waiver of the above stated consequences by submitting documented proof of exceptional circumstances. AMCTO may waive the consequences of a late submission of an assignment upon review of the student's request for a waiver.

## 4. Academic Dishonesty

- i) Academic dishonesty is defined as the misrepresentation of any element of academic work, including (but not restricted to):
  - a) Plagiarizing or copying from any source;

- b) Unauthorized use of any aids in assignments, and examinations;
  - c) Submission of work that is not one's own;
  - d) Submission of work for which credit has already been obtained;
  - e) Aiding and abetting the academic dishonesty of another student;
  - f) Absent or inadequate notation of secondary sources. Students are expected to be competent in the treatment and citing of secondary materials or to seek advice from the Association with respect to appropriate citing of materials;
  - g) Falsifying information for the purpose of gaining admission or credit to a program;
  - h) Forging or falsifying AMCTO transcripts, certificates, diplomas, or documents.
- ii) Students are responsible for being informed about the definitions and consequences of academic dishonesty. Ignorance of what academic dishonesty is or what its consequences will be is not an adequate defense.
  - iii) AMCTO instructors, staff, and markers are obligated to report suspected incidents of academic dishonesty immediately.
  - iv) Academic dishonesty found on a submitted assignment or examination will result in a mark of zero on the entire assignment or examination.
  - v) Academic dishonesty discovered after an assignment or examination has been graded will result in a rescinding of the original mark.
  - vi) Academic dishonesty discovered after a Certificate or Diploma has been awarded will result in the immediate rescinding of the Certificate or Diploma.
  - vii) Repeated instances of academic dishonesty may result in a student being expelled from the course or program.
  - viii) A student may appeal an academic dishonesty finding to the Director – Programs & Services.

## 5. Grade Appeals

- i) Students who wish to raise questions regarding the assessment of their academic performance, and allege error in the academic judgment of their work on the part of a marker, must first speak informally with the marker to clarify the reason for the assigned grade. In the case of anonymous markers, the Association will solicit clarification from the marker and present it to the student.



- ii) Students must raise concerns regarding grade appeals no more than 30 days after the date of return of the work in question. The date of return is defined as the date on which the student received the material either electronically or by regular mail. After this period, no grade appeal requests will be entertained.
- iii) If dissatisfaction continues, the student may submit an AMCTO Request for Re-Marking Form and the related administrative fee. The Request must include a written, reasoned rationale for the appeal of the grade.
- iv) Upon receipt of a Request for Re-Marking Form, the Association will arrange for a review and remarking of the work in question by someone other than the original marker.
- v) The result of the re-marking will be final.
- vi) If a student alleges injustice on grounds other than academic judgment, such as discrimination, conflict of interest, or harassment, the provisions of the Association's Respect in the Workplace Policy will apply.

## 6. Requirements for Examinations and Proctors

- i) Suitable proctors are individuals currently employed as municipal Managers, Clerks, Treasurers, CAO's or the Deputy of these positions. In addition, the Head of Council, principals, teachers, priests, ministers, officials at recognized post-secondary educational institutions, or other community professionals can also be considered as proctors. Proctors must be approved by AMCTO in advance of writing the exam.
- ii) Under no circumstances can a member of a student's family or another student enrolled in the same course act as a proctor.
- iii) Despite the provisions of this Section, an individual may not act as an exam proctor for a student where the student has managerial or supervisory responsibilities that directly affect the individual proposed to serve as proctor.
- iv) It is the student's responsibility to make the initial contact with the proctor and to confirm the exam arrangements, including the location and time for writing the exam, with the proctor once they have been confirmed to the student by AMCTO. Students are also responsible for paying any exam supervision fee that may be charged by the proctor or exam facilities.
- v) AMCTO is responsible for forwarding, to the proctor, the exam and detailed instructions on how to administer the exam at least one week prior to the exam.

- vi) The exam must be written in an appropriate exam setting on the specific examination date determined by the Association. The proctor will be responsible for ensuring that the exam location and related facilities are sufficient to accommodate any special needs that the student may have.
- vii) The exam will be closed book and it is the responsibility of the proctor and student to ensure this. The maximum time will be given to complete any exam as determined by the AMCTO. The proctor must supervise the exam and be available to the student during the exam time.
- viii) If the student is handwriting the exam, he/she will only be permitted to have in his/her possession during the exam, pens, blank lined paper and a calculator, where appropriate.
- ix) A student may use a computer to write the exam provided that the computer is disconnected from internet access and the student is not able to access his/her assignments or other resource material. The student is not permitted to have access to the computer after the exam time has expired until the exam materials including the question sheets and the student's answers have been deleted from that computer.
- x) At the conclusion of the exam, the proctor will collect all exam materials, including the question sheets and the student's answers. This material will be returned to AMCTO in the manner outlined in the detailed instructions included with the exam.
- xi) The proctor must keep a copy of the entire exam until the student receives the final grade, in case any of the exam materials become lost.
- xii) Under no circumstances is the student permitted to have in their possession an electronic or paper copy of their exam questions or their responses once the exam time has expired. The student will receive their exam back once it has been marked and this will be their only copy.

## 7. Requirements for Diploma Program Academic Mentors

- i) Suitable academic mentors are Municipal Managers, Clerks, Treasurers, CAO's or the Deputy of these positions. Retired professionals who once held these positions are also acceptable mentors. In addition, the principals and teachers of recognized post-secondary educational institutions can also be considered as academic mentors. AMCTO approval of the student's selected mentor will be necessary.
- ii) Under no circumstances can a member of a student's family or another student enrolled in the same course act as an academic mentor.

- iii) Despite the provisions of this Section, an individual may not act as an academic mentor for a student, where the student has managerial or supervisory responsibilities that directly affect the individual proposed to serve as academic mentor
- iv) The academic mentor, as a representative of AMCTO, is responsible for upholding the standards of education and professional development held by AMCTO.
- v) The academic mentor will negotiate his or her fee directly with the requesting student and report the outcome of those negotiations to AMCTO.
- vi) The academic mentor will guide the student develop their research topic, thesis question in order to submit a successful Research Application that ensures an appropriate and achievable level of difficulty, focus, and relevance.
- vii) The academic mentor will guide the student in creating and adhering to a Progress Schedule for their research.
- viii) The academic mentor will actively guide the student through the course of academic research and study by engaging the student in one-to-one conversation. The frequency of these meetings is to be determined by a consensus between the mentor and the student.
- ix) The academic mentor is responsible for further guiding the student's progress by recommending additional secondary source research materials that would help the student reach his or her goals. All of these additional resources are to be appropriately referenced.
- x) The academic mentor will review all drafts produced by the student, and critique the work on the basis of factual accuracy, clarity of thought, relevancy to stated thesis, grammatical correctness and insight.
- xi) The academic mentor will act as coach, encourager, and academic counsellor to the student throughout the period of their agreement.
- xii) Upon completion of the course, the academic mentor must not keep any of the student's work (in whatever form that work has taken) in his or her possession.
- xiii) Should the need arise, the academic mentor will have recourse to support and advice from AMCTO with regard to the mentor's duties and responsibilities.

## 8. Requirements for Corporate Course Offerings

- i) The provisions of this Section apply only to courses that are not operated directly through post-secondary institutions.
- ii) Persons who wish to act as an instructor for one of the Association's education programs must be approved by the Director – Programs & Services. This approval must be obtained prior to a person offering instruction for any course.

### Minimum Qualifications:

- Minimum of five years experience in municipal administration at the management level or equivalent professional expertise;
  - Excellent written, verbal, interpersonal and communication skills;
  - Demonstrated experience in adult education;
  - Demonstrated knowledge of the subject matter.
- iii) The instructor must provide the Association with updates regarding the status/progress of the course on an ongoing basis.
  - iv) Course materials used must be those provided by the AMCTO. From time to time, instructors may bring supplementary material such as sample by-laws, for visual examples only.
  - v) Course materials for units of a particular program should be acquired Unit by Unit to ensure that the most current material is provided to the students.
  - vi) The municipality or organization offering the course will be invoiced for each Unit by AMCTO and AMCTO, at its discretion, may require payment prior to the material being supplied.
  - vii) The instructor must provide a copy of the course schedule at the time the request for purchase of materials is submitted.
  - viii) Unit exams are to be written closed book under supervision of the instructor.

9. Requirements for Course Markers

- i) AMCTO Course Marker Qualifications are as follows:
- Must have a minimum of 5 years recent working and/or consulting experience in the municipal sector in an area that relates to the specific materials to be marked;
  - Must have excellent written, verbal, interpersonal and communication skills;
  - Should have familiarity with the grading of adult-learner assignments/exams;
- ii) Preference will be given to individuals who are currently AMCTO members in good standing.
- iii) No individual serving as a Course Marker as of the date on which this Policy is approved by the Board of Directors will be excluded from the opportunity to continue serving as a Course Marker if they do not meet the municipal experience qualifications set out in this Section.