



**DALHOUSIE
UNIVERSITY**

FACULTY OF MANAGEMENT

MGMT 6400

MUNICIPAL

GOVERNMENT

DR. MARK GILBERT

PREVIOUS TERM (subject to revision)

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The Master of Public Administration (Management) MPA (M) program offers public servants an alternative to the regular MPA program. This degree program brings to Dalhousie a specific clientele of mature learners who desire graduate-level studies in public administration for reasons of personal and professional development but currently find it extremely difficult, if not impossible, to take the regular MPA. Potential candidates must already possess a high level of professional experience in public administration. The program reflects the experience and the educational needs of senior-level public servants while maintaining the high academic standards to which the School and Dalhousie are committed.

We are pleased to provide you with information regarding your Municipal Government course. Throughout the MPA (M) program you will be receiving similar information specific to each course. It is important to read through this information, as each course is unique. If you believe there is information that should be included in this manual in addition to the material presented, please contact Morven Fitzgerald at (902) 494-6312 or morven.fitzgerald@dal.ca.

COURSE ASSISTANCE

Throughout the duration of the course, you will frequently find it necessary to contact the course instructor. Please feel free to do so at any time during regular business hours. It would be helpful if prior to your call or online interaction, you would organize your thoughts and make a list of your questions so that the discussion will be guided and on track. Be sure to clearly indicate the purpose of your e-mail message in the subject header to avoid the message being classified as SPAM.

Dr. Mark Gilbert

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COURSE DESCRIPTION

There is a renewed interest in local government in general and urban government in particular as individuals and families continue to migrate to urban areas. This increase in the size and density of the population served, combined with environmental and quality of life issues, results in new challenges in local government administration and governance. The course looks at local government's position in the broader public governance structure, its powers and responsibilities, structure and resources, interaction with the public, and

advocacy role. Once the fundamentals such as structure, governance, roles, and responsibilities are covered; the course focuses on the major issues / topic areas currently facing local governments. The course emphasizes the municipal manager's perspective which is to both understand an issue and develop and promote workable solutions for the municipality.

PREREQUISITES

There are no prerequisite courses once students have been accepted to the MPA(M) program.

COURSE OBJECTIVES

- Provide students with an understanding of Canadian local government and its position within the broader public sector structure; its governance structure, powers, responsibilities, resources, and method of public engagement.
- Identify and explore the issues facing Canadian local governments in the 21st century. Discuss approaches, alternatives, and innovations for dealing with these issues
- Emphasize the municipal manager's perspective and role in managing these issues
- Provide a broader perspective on local government issues by including comparative international material in the READINGS on selected issues.
- An appreciation of the role municipal governments play in major national and global issues and the limitations they encounter.
- Provide an understanding of the municipal environment and issues facing municipal managers for those students with an interest in careers in local government and an appreciation of the role local governments play in the larger public sector arena for those seeking careers with provincial and federal governments or NGOs.

TEXTS

Andrew Sancton; Canadian Local Government: An Urban Perspective. Oxford University Press 2015.

Tindal, Tindal, Steward, Smith. Local government in Canada. 9th edition. Nelson Education Limited, Toronto, 2017

ASSIGNED READINGS

In addition to the textbook chapters, relevant articles in the topic area will be assigned for each class.

GRADING SCALE FOR MASTERS STUDENTS

Grading Scale as per Dalhousie Faculty of Graduate Studies Calendar Regulation 6.6.2 Grading Policy	
Letter Grade	Numerical % equivalent
A+	90 - 100
A	85 - 89
A-	80 - 84
B+	77 - 79
B	73 - 76
B -	70 - 72
F	0 - 69

METHOD OF EVALUATION/ MARKING SCHEME

Participation in 6 of the weekly online discussions	10%	Weekly
Topic summaries 5 @ 5 points each	25%	
Article review <u>or</u> council meeting assignment	10%	Due July 24
Research paper (group)	25%	Due July 31
Research paper presentation at intensives	5%	
Simulation exercise / case study at intensives	10%	
Final exam	15%	
	100%	

CLASS PARTICIPATION AND PERFORMANCE

This component will be based upon participation in six* of the weekly online class discussion which focuses on the class topic and the discussion question for that week. Note that this portion of the grade is based not only the amount that you contribute but also the quality of your contribution.

*The 6 class topics you select should not be the same ones used for your topic summaries.

TOPIC SUMMARIES

Individual students are required to prepare two summaries, each one page or less, on the issue(s) being discussed for at least five of the class topics. The first summary demonstrates an understanding of the class topic area; the second summarizes a current issue(s) in the topic area. They are to be submitted during the week corresponding to the class.

ARTICLE REVIEW AND CRITIQUE

Students are required to review and critique two assigned lesson (non text) READINGS both related to the same class topic. A link with a current municipal issue should form part of the critique. This assignment involves a written submission not to exceed four pages. (You have the option of doing the council meeting assignment instead)

ATTENDANCE AT COUNCIL MEETING AND ISSUE WRITE-UP

Students will select a council meeting topic that is relevant to the course material and attend (in person) a council meeting when the topic is included on the council agenda. A written submission (not to exceed four pages) will provide both general observations relating to the council meeting and a discussion of the selected topic and how it was dealt with by council and staff. (You have the option of doing a review and critique of two articles instead)

RESEARCH PAPER / PROJECT

Students are encouraged to work in teams of two or three but may work individually. Each team will be responsible for preparing and presenting a 15 page research paper. Students should submit a brief outline (one page) of their topic area and methodology to the instructor for approval before preparing the paper. There are two options for research papers.

Option one: Students select a broader governance, environmental, global or social issue and prepare a paper focused on the municipal / community impact of this particular issue. The first step is a literature review of the issues and its relevance to municipalities. The paper will identify the municipal role in dealing with the issue and provide recommendations for municipal managers when developing policy related to the issue and engaging the community and council. The student may focus on a particular city or municipality.

Option two: Students select a topic currently under consideration by a local government, province, LGE, or professional / municipal association. The first step is to gather information on the background surrounding the issue and follow the decision making or policy making process. A literature review in the topic area will assist in providing context and objectivity. In particular students should pay attention to factors such as relevant laws and authorities, existing policies, past decisions on related topics by the local government, general economic and social conditions, budgetary constraints, and public opinion.

Interviews with participants are encouraged but not required. Students should not consider interviews until they are familiar with the relevant background material as interviews should only be considered to obtain details of the process that are not publicly available.

Research papers will be presented at the intensives. The presentation is worth five marks and the grade will be based on the quality of the presentation and the presenter's response to points raised by the class. Papers are due during the final week of class which is before the intensives begin.

SIMULATION EXERCISE / CASE STUDY

Students will be required to participate in either a simulation exercise or case study analysis during the intensives. Material will be circulated prior to the intensive and students will be asked to prepare either a one page summary of the case or perspective of a simulation participant prior to the intensive.

FINAL EXAM

The final exam will take place during the intensives.

SCHEDULE OF CLASS TOPICS AND READINGS

LESSON 1: MAY 4 - 10
COURSE OVERVIEW AND EVOLUTION OF LOCAL GOVERNMENT IN CANADA
This class follows the evolution of local government in Canada, describes how local governments are structured, and discusses what they must do, may do, and cannot do in the areas of service delivery, revenue generation and regulation.
READINGS
<p>Tindal. Chapter 2 (The legacy of the past)</p> <p>Your guide to municipal institutions in Canada. Federation of Canadian Municipalities March 2007, retrieved from website on September 22, 2015</p> <p>Garcia, Joseph. The Empowerment of Canadian Cities: Classic Canadian Compromise. International Journal of Canadian Studies Volume 49, 2014 pp. 81-104</p>
DISCUSSION QUESTION(S)
What do you see as the two most important factors / issues in the future evolution of local government in Canada?

OR

Is the “services to property,” “services to people” interpretation of the subsidiary principle still appropriate in determining the powers of local government for the 21st century Canada?

T A S K S

- If you are contributing an original post to this week’s discussion as one of your 6 (of 13), your posting is due May 10.
- If you are submitting one of your 5 topic summaries this week, it is due May 10.

LESSON 2: MAY 11 - 17

LOCAL GOVERNMENT FRAMEWORK, GOVERNANCE & MANAGEMENT

This class focuses legislative authorities governing municipalities, responsibilities, governance structures, and the roles of those individuals and entities involved in local government. The role of, and challenges faced by, the Chief Administrative Officer are discussed.

R E A D I N G S

Tindal Chapter 8 (Municipal governing structures) and Sancton Chapter 1 (What is local government) and Chapter 13 (Senior management and labour unions)

Siegel, David The Leadership role of the CAO , Canadian Public Administration. Volume 53, No. 2 June 2010 pp 139-161.

Plunkett, T.J. City management in Canada: Chapter 4 Administration, Policy, and the CAO, Institute of Public Administration of Canada 1994.

Fenn, Michael and Siegel, David. The evolving role of city managers and chief administrative officers. IMFG No. 31, 2017

D I S C U S S I O N Q U E S T I O N (S)

How would you rank Siegel’s three different leadership directions in order of importance to achieving effective local government and why?

T A S K S

- If you are contributing an original post to this week’s discussion as one of your 6 (of 13), your posting is due May 17.
- If you are submitting one of your 5 topic summaries this week, it is due May 17.

LESSON 3: MAY 18 - 24**LOCAL GOVERNMENT FUNCTIONS AND SERVICES**

This class focuses on the four (4) areas of local government responsibility: i.e core municipal services, regulatory services, government services, agency – advocacy role. It discusses the difference between services to property and to people, trends and service impacts resulting from urbanization and globalization, service responsibilities in two versus three tier systems, and service delivery challenges.

READINGS

Tindal Chapter 1 (The promise of local government)

Our Cities Our Future Section Two: Role of Canadian Cities and Section 3 Economics of Cities, Federation of Canadian Municipalities Big City Mayor's Caucus 2006 (includes service responsibility tables)

Pennachetti and Weldon. Toronto's municipal services review: determining service levels. Government Finance Review April 2012

DISCUSSION QUESTION(S)

After learning about municipal services are there additional services you think Canadian municipalities (or at least cities) should offer or service fields they should vacate? Keep in mind the financing challenges municipalities face.

TASKS

- If you are contributing an original post to this week's discussion as one of your 6 (of 13), your posting is due May 24.
- If you are submitting one of your 5 topic summaries this week, it is due May 24.

LESSON 4: MAY 25 - 31**LOCAL GOVERNMENT REVENUES**

Key points covered in this class are the main sources of revenue, municipal dependence on the property tax and a reliable property assessment system. User fees and government grants also contribute to municipal revenues. The lesson material demonstrates that Canadian local governments have fewer revenue options than provincial and federal

governments, presents local government revenue options in other countries, and identifies issues and challenges for Canadian local governments.

READINGS

Tindal Chapter 7 (Local government finances), Sancton Chapter 15 (The property tax)

Kitchen, Harry and Slack, Enid More tax sources for Canada's largest cities: Why? What? And How? IMFG Papers in Municipal Finance and Governance. No. 27, 2016

Slack, Enid. Provincial – local fiscal transfers in Canada: Provincial control trumps local accountability. Sept 2009

Kitchen, Harry. [Ontario's downward trend for fuel revenues: Will road pricing fill the gap?](#) RCCAO. November 2019

DISCUSSION QUESTION(S)

Do you think the property tax should continue to be the major revenue source for Canadian local governments? If not what alternative would you recommend? And why?

OR

Are user fees for more services such as roads, parking and land value capture revenues preferable to grants from federal and provincial governments? Why?

TASKS

- If you are contributing an original post to this week's discussion as one of your 6 (of 13), your posting is due May 31.
- If you are submitting one of your 5 topic summaries this week, it is due May 31.

LESSON 5: JUNE 1 - 7

MUNICIPAL BUDGETS: FOCUS ON EXPENDITURES AND REVENUES

Key points covered in this class are municipal budgeting (operating and capital), the budget process, best practices, revenue constraints, service levels, the link with medium and long term planning, supply chain management, and setting a tax rate.

READINGS

Sancton Chapter 14 (Budgets, grant and user fees)

Kavanagh, S. Zero based budgeting: Modern experiences and current perspectives.
Government Finance Review April 2012

Razaki, K and Lindberg, D. Municipal budgeting: positives, pitfalls and politics. ASBBS Annual Conference Las Vegas, February 2012

Kitchen, H and Slack, E. Trends in public finance in Canada. IMFG, Munk School of Global Affairs, University of Toronto, May 2006 (15 pages with good statistics)

Watch a Budget Video on a city's website

DISCUSSION QUESTION(S)

Would you view a municipal year end budget surplus of more than five percent in a positive or negative light? Why?

OR

Which type of budget approach, outlined in Section 3.0, would you recommend to a mid-size city?

TASKS

- If you are contributing an original post to this week's discussion as one of your 6 (of 13), your posting is due June 7.
- If you are submitting one of your 5 topic summaries this week, it is due June 7.

LESSON 6: JUNE 8 - 14**LOCAL GOVERNMENT INFRASTRUCTURE**

This topic covers local governments' growing share of public infrastructure, the current state of municipal infrastructure, accounting for assets, long term capital planning, long term financing, debt policies, and service provision options. It discusses the limited cost recovery situations for local governments compared to other orders of government.

READINGS

Tindal pp.274-277

CIRC, FCM & Partners, Canadian Infrastructure Report Card 2019. Monitoring the state of Canada's core public infrastructure. Retrieved from <http://canadianinfrastructure.ca>

Government Finance Officers Association (Sugen and Prunty) the top 10 management characteristics of highly rated U.S. public finance issuers. August 2012

Mackenzie, Hugh Canada's infrastructure gap: Where it came from and why it will cost so much to close, Canadian Centre for Policy Alternatives, January 2013

Gilbert, M. and Pike, R. Financing local government debt in Canada: Pooled versus stand-alone issues – an empirical study. Canadian Public Administration Volume 41, No. 4, pp.529-552.

Slack, Enid and Rassinyi, Almos Financing urban infrastructure in Canada: Who should pay? IMFG No. 34 2017

Kavanagh, S. Managing capital assets. Government Finance Review August 2011

DISCUSSION QUESTION(S)

Which is the larger issue with respect to investing in municipal infrastructure, finding ways to raise money (e.g. issuing bonds, P3's) or a municipality's long term fiscal ability to finance infrastructure and maintenance costs.

OR

Should councils or senior staff be held liable when infrastructure is not maintained? (Edmonton CAO dismissal after LRT extension delays)

TASKS

- Midterm Course Evaluation will be available June 11 - 17
- If you are contributing an original post to this week's discussion as one of your 6 (of 13), your posting is due June 14.
- If you are submitting one of your 5 topic summaries this week, it is due June 14.

LESSON 7: JUNE 15 - 21

SERVICE DELIVERY OPTIONS

This class looks at alternative service delivery from a number of perspectives; i.e. financial, service provider options, municipal autonomy. Service delivery options discussed include in-house provision, partnerships with other governments, the establishment of local government enterprises and special purpose bodies, and contracting with NGOs, and the private sector.

READINGS

Sancton Chapter 4 (Special purpose bodies)

Spicer, Z and Found, A. Thinking regionally: How to improve service delivery in Canada's cities. C.D. Howe Institute. No. 458, October 2016

Myall, N. Existing rational for agencies, boards and commissions Chapter 4 in Agencies Boards and Commissions in Canadian Local Government, Institute of Public Administration of Canada. Edited by Dale Richmond and David Siegel 1994.

National League of Cities Guide to successful local government collaboration in America's regions. Oct 2006 (spectrum of collaboration options schematic on page 9)

CUPE (Loxley) Asking the right questions: A guide for municipalities considering P3s. 2012

Gilbert, M and Campbell, B. Canadian local government perspectives on alternative service delivery: Modern municipal ASD practices, preferences, and implications for future use. Presented at the Canadian Association of Programs in Public Administration May 2013 Conference in Toronto

DISCUSSION QUESTION(S)

Which form of ASD has the greatest potential for future use in Canadian local government? Why?

TASKS

- Midterm Course Evaluation closes June 17
- Research Paper proposals due June 21
- If you are contributing an original post to this week's discussion as one of your 6 (of 13), your posting is due June 21.
- If you are submitting one of your 5 topic summaries this week, it is due June 21.

LESSON 8: JUNE 22 - 28**CENTRAL – LOCAL GOVERNMENT RELATIONS**

This class focuses on the dominant role provincial governments play in all aspects of Canadian local government. Similarities and differences among provinces are discussed as are Federal government initiatives in the area of local government relating to regulation and finance. Other topics are provincial attitudes toward federal involvement with municipalities, multi-level governance (Tri level agreements), and evolving relationships. Local government capacity (or lack of) to support broad federal and provincial objectives (such as healthy communities) is discussed.

READINGS

Sancton Chapter 3 (Central governments and local governments); Tindal Chapter 6 (Intergovernmental relations)

Stoney and Graham Federal – municipal relations in Canada; the changing organizational landscape CPA Sept 2009; PP.371-394

Slack, Enid. Provincial – local fiscal transfers in Canada: Provincial control trumps local accountability. Sept 2009 (also on week 4 reading list)

DISCUSSION QUESTION(S)

Should the federal government work more closely with local governments to promote national objectives (such as health and fitness or economic competitiveness) or leave this to the provinces?

OR

Should senior governments provide support to municipalities through grants or through providing additional powers of taxation which are now limited to federal and provincial governments?

TASKS

- If you are contributing an original post to this week's discussion as one of your 6 (of 13), your posting is due June 28.
- If you are submitting one of your 5 topic summaries this week, it is due June 28.

LESSON 9: JUNE 29 – JULY 5**ORGANIZED LOCAL GOVERNMENT**

This class focuses on the local government organizations in Canada, their structure, functions and the current focus of their advocacy issues and strategies. Topics include federal and provincial responses, the use of MOU's and consultative provisions in legislation, provincial association interest in advocating for legislation that is more enabling and provides additional revenues (sources), and a request for constitutional amendment.

READINGS

Sancton Chapter 3 (pp.41-45) on municipal organizations.

FCM Strengthening Canada's Hometowns: a roadmap for strong cities and communities 2015 (election paper)

J Chernier. The evolving role of the Federation of Canadian municipalities. CPA September 2009

Dumaresq, A. and Gilbert, M. Advocacy Strategies of organized Local Government Groups: A comparative study. April 2011 AMA(NS) website

DISCUSSION QUESTION(S)

Should advocacy be limited to elected officials organized local government or should professional municipal associations representing CAOs, CFOs, engineers and planners also advocate for policy change at the political level?

TASKS

- If you are contributing an original post to this week's discussion as one of your 6 (of 13), your posting is due July 5.
- If you are submitting one of your 5 topic summaries this week, it is due July 5.

LESSON 10: JULY 6 - 12**CITIZEN ENGAGEMENT**

This class links citizen issues and methods of engaging the public in the local government planning, finance and policy development processes. It also looks at linking service delivery to community priorities and the municipal electoral process. A number of municipalities have developed open data and open government strategies, including social media, to make more information available to the public.

READINGS

Tindal Chapter 10 (Public participation in local government) and Sancton Chapter 10 (pp. 215-225, Developers, councilors and citizens)

Maria D'Agostino. A study of e-government and e-governance: An empirical examination of municipal websites. Public Administration Quarterly. April 1, 2001

Friskin and Wallace. Governing the multi-cultural city region. Canadian Public Administration, Vol 46. No. 2, 2003

Bernier, Maureen. What constitutes effective citizen participation in local government? Views from city stakeholders. Public Administration Quarterly April 2011

DISCUSSION QUESTION(S)

What types of citizen engagement will be most important to citizens in the future?

OR

What do you see as the biggest barrier to more effective e-governance and what can be done to overcome it?

TASKS

- If you are contributing an original post to this week's discussion as one of your 6 (of 13), your posting is due July 12.
- If you are submitting one of your 5 topic summaries this week, it is due July 12.

LESSON 11: JULY 13 - 19**GOVERNANCE, POLICY AND MONITORING**

The focus this week is on governance and the role of mayors and councillors, committees, the importance of leadership, and relationship between staff and council, as well as codes of conduct and ethical considerations. Council's role in setting policy and adopting plans and best practices, such as long term planning and performance measurement, to establish and monitor the implementation of policy goals are discussed.

READINGS

Tindal Chapter 11 (pp. 347-364 on policy making) and Sancton Chapter 9 (Municipal politics, councils and elections), Chapter 11 (Mayors and political leadership), and Chapter 12 (Policy Making).

Federation of Canadian Municipalities. International experiences in municipal performance measurement 2004.

Taylor, Zack. Good governance at the local level: Meaning and measurement. IMFG1 Papers on Municipal Finance and Government. No. 26, 2016

DISCUSSION QUESTION(S)

What type of balance should councils electoral arrangements maintain between ward representation and councillors elected at large.

OR

Councils periodically reject expert advice from staff, paid consultants, or commissioned studies that result (because of the rejection) in negative financial outcomes for the municipality and its taxpayers. Do you think this is acceptable?

TASKS

- If you are contributing an original post to this week's discussion as one of your 6 (of 13), your posting is due July 19.
- If you are submitting one of your 5 topic summaries this week, it is due July 19.

¹ Institute of Municipal Finance and Governance

LESSON 12: JULY 20 - 26**MUNICIPAL RESTRUCTURING OPTIONS**

This week we look at restructuring options for municipalities in situations where the status quo is not providing affordable and effective local government. The READINGS covers the issues, the pros and cons of amalgamation and other service or governance restructuring options, studies evaluating what's been done to date, provincial motivation and trepidation, supporters and resisters, two tier local government as an option to full amalgamation, and helping the public and councils to make informed decisions.

READINGS

Sancton Chapter 8 (Amalgamations and de-amalgamations); Tindal Chapter 5 (Understanding Local Government Restructuring)

Spicer, Zachary. Too big, yet still too small: the mixed legacy of the Montreal and Toronto Amalgamations. IMFG (Institute of Municipal Finance and Governance) Perspectives No. 5, 2014

Dollery B, Kortt, M and Grant, B Options for rationalizing local government: A policy agenda. International Centre for Public Policy, Andrew Young School of Policy Studies, Georgia State University. Working paper 12-07, January 2012

Milijan, L and Spicer, Z. [Municipal Amalgamation in Ontario](#) (Executive Summary). Fraser Institute. May 2015

DISCUSSION QUESTION(S)

After learning about the alternatives for implementing structural change in municipal governance and service delivery which one do you prefer? Why?

TASKS

- Article review or council meeting assignment is due July 24.
- If you are contributing an original post to this week's discussion as one of your 6 (of 13), your posting is due July 26.
- If you are submitting one of your 5 topic summaries this week, it is due July 26.

LESSON 13: JULY 27 – AUGUST 2**LOCAL GOVERNMENT SUSTAINABILITY ISSUES**

Topic areas include managing urban growth responsibly, financial sustainability, environmental sustainability, long term planning and sustainability, governance, service standards, and the future scope of local government activities – expanding or contracting? The use of long term planning, policies, performance management, performance indicators and financial condition index in promoting good decision making in these areas are discussed.

READINGS

Sancton Chapter 16 (Conclusions)

Stoney and Hilton Sustainable cities: Canadian reality or urban myth? Commonwealth Journal of local governance 2009 pp.66-76

City of Vancouver Greenest City 2020 Action Plan 2014-15 Implementation update (Vancouver website)

E. Slack. The impact of municipal finance and governance on urban sprawl. Conference proceeding from the International symposium on urban impacts. Chicago, Illinois. Sept 25, 2006

Gilbert, M and Leblanc, B. Managing urban growth responsibly. Government Finance Review, February 2012

Graham, Phillips, and Maslove. Chapter 11 (Creating sustainable cities) in Urban Governance in Canada Harcourt Canada, 1998

DISCUSSION QUESTION(S)

Of the issues discussed in this lesson which one do you think is the most urgent and which one do you think is the most important in the long run?

OR

How is the municipal role in facing these issues different from that of the provincial government?

TASKS

- Research paper (group) is due July 31.

- If you are contributing an original post to this week's discussion as one of your 6 (of 13), your posting is due August 2.
- If you are submitting one of your 5 topic summaries this week, it is due August 2.

INTENSIVE SESSIONS

CALGARY: AUGUST 5 – 7

HALIFAX – AUGUST 11 - 13

- Assignment
- Research paper presentation
- Simulation exercise / case study
- Exam
- Calgary Student Rating of Instruction (SRI) will be released August 6 - 12.
- Halifax Student Rating of Instruction (SRI) will be released August 12 – 18
- Access to this course site ends September 30, 2020.

PREVIOUS TERM (subject to revision)

APPENDIX A: CLASS POLICIES

Extended absence from class

- Emergencies
 - Contact the course instructor
- Illness
 - Contact your instructor as soon as possible to inform him or her of your illness.
 - All absences due to illness must be supported by a physician's note to be submitted to the course instructor.

Late penalties for assignments

Assignments must be submitted by the assignment due date. Dalhousie University will only consider documented exceptions to this rule, such as serious medical emergencies or problems of a similar nature. In exceptional circumstances, an extension of up to one week **may** be granted at the professor's discretion, if requested in advance of the due date.

Late submissions will be assessed at a penalty of TEN percent. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.

ACCOMMODATION POLICY FOR STUDENTS

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation – Form A.

A note taker may be required as part of a student's accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to participate in the class.

ACADEMIC INTEGRITY

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through online tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, **please see** <http://plagiarism.dal.ca/Student%20Resources/>

Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct

attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on Intellectual Honesty contained in the Calendar or on the Dalhousie web site at: <http://www.registrar.dal.ca/calendar/ug/UREG.htm#12>

Furthermore, the University's Senate has affirmed the right of any instructor to require that student papers be submitted in both written and computer readable format, and to submit any paper to a check such as that performed by anti-plagiarism software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand.

Finally:

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: managementintegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

CLARIFICATION ON PLAGIARISM VERSUS COLLABORATION

"There are many other opportunities for plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments and copying solutions from others. It is alright to work on assignments with your friends. In fact, working in groups may be beneficial. For best results, you should always attempt to solve the problem alone, prior to meeting with the group. Whenever you collaborate with your colleagues on assignments, **you must always prepare your own submission. Copying is plagiarism!** This includes copying the work of others, making changes, and submitting it as your own work.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student

- Submitting the work of a tutor as your own
- Including your name on a group submission when you have not contributed to that submission

Specific examples of acceptable collaboration include, but are not limited to, the following:

- Discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, in their own words.
- Working on a computer-based exercise collaboratively, and then each of the students creating their own submissions individually, from start to finish.

PREVIOUS TERM (subject to revision)

APPENDIX B: VIRTUAL TEAM GUIDELINES

- **Access your Learning Management System consistently, frequently** to check for updates and news – approach it as part of your social media routine
- **Determine how often team members will check in** with each other and stick to this communication schedule. At this time, determine if there will be any time zone challenges for team meetings and deadlines; discuss solutions.
- **Explore** the architecture of Brightspace. Consider using Brightspace's **e-Portfolio** as a team – This is right beside your Brightspace Calendar and it is a place to record and reflect on your learning experience.
- **Develop and follow a team charter** with your virtual team to establish roles and responsibilities. This is when you want to determine exactly what digital tools the team will be using (Brightspace?/Googledocs?/Facebook?/Office 365?)
- **Appoint and refer to a team records manager.** If you are unable to locate shared work, this person could help you find what you are looking for.
- **Connect during “live office hours”** to communicate with your instructor.
- **Stay present and visible online.** Communicate regularly with your peers via the designated forum.