

STUDENT HANDBOOK

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DIRECTOR'S MESSAGE

A stimulating and satisfying learning environment requires certain conditions for the free exchange of ideas and critical learning of professional skills. A shared set of values, ideals and purposes should guide our behaviours as individuals. This handbook describes the most common rules, procedures and expectations in the School of Urban and Regional Planning. It is meant to clarify your rights and responsibilities and to provide guidance about the rules of conduct for situations you will encounter during your two years at the School. Please read it carefully and keep it handy for reference. This handbook has answers to most of your questions about courses, report and thesis requirements, registration and norms of mutual relations. The handbook may not cover every situation. If you are unsure of the expectations in a situation, you should not hesitate to ask me or other members of the faculty. We are available for consultation, advice, or simple exchange of news. We welcome the opportunity to hear from you about courses, the program, or any other matter.

David Gordon
Director

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INTRODUCTION

The purpose of this Handbook is to make students aware of the workings of the School of Urban and Regional Planning. It is comprised of a number of distinct sections, each reflecting an area of activity in the School of Urban and Regional Planning (SURP) at Queen's University. The Handbook consists of material that has traditionally been included in memoranda and handouts, which have been given out by the Director, staff and faculty of the School. It was thought that compiling this information in one place would facilitate its use as a coherent statement of the workings of the School. As such, the Handbook, in conjunction with the Graduate Calendar, defines your rights and obligations regarding School governance, use of facilities, financial assistance, etc. This handbook complements the [Calendar of the School of Graduate Studies](#) which describes university regulations. You should acquaint yourself with the procedures and regulations concerning registration, course grades, appeals, thesis/report examinations, and so on, as they appear in the Graduate School's Calendar.

The importance of consulting the Handbook periodically during your stay in the School cannot be over-emphasized. It contains information relevant to every stage of obtaining a planning education at Queen's - from being involved in the governance of the School to participating in resource conservation efforts at SURP. Each of the following sections addresses a particular issue in this regard. You are encouraged to use this Handbook often and give the School your comments as to omissions and other potential shortcomings you may find in its content. Thanks for your help in keeping the Handbook useful and up-to-date!

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THE SCHOOL OF URBAN AND REGIONAL PLANNING

Urban planning has been taught at Queen's since the 1930s, when short courses were offered by the Department of Political Economy. Other planning courses were taught by the Institute of Local Government and the Department of Civil Engineering in the 1950s and 1960s. The School of Urban and Regional Planning (SURP) began in 1970 and was initially located within Ellis Hall at Queen's University. From there, in 1972, it moved to Mackintosh-Corry Hall where it was housed with a number of social sciences departments. In 1988 SURP relocated to the newly constructed Policy Studies Building (since renamed Robert Sutherland Hall). Thus, while the Planning School is a semi-autonomous unit in the School of Graduate Studies, it has been associated with various academic units and these relationships illustrate trends in the substantive nature of the discipline and profession of planning.

The founding Director of SURP was the late Professor Stanley Lash; he was followed by the late Professor Eric Thrift in the capacity of Acting Director. Professor Emeritus Gerald Hodge was Director from 1973 to 1985. Professor Emeritus Mohammad Qadeer directed the activities of the School from 1985 to 1996. Professor Emeritus Hok-Lin Leung was the Director from 1997 to 2009. Professor David Gordon is currently the Director of the School.

As part of the Policy Studies group at Queen's, SURP is joined by the School of Policy Studies, as well as the Institute of Intergovernmental Relations, and the Centres for International Relations, Industrial Relations, and Energy and Environmental Policy.

There are about 67 students pursuing their master's degree in Planning (M.PL.) and a contingent of seven faculty members, as follows.

DIRECTOR

[David L.A. Gordon](#), B.Sc., M.PL. (Queen's), M.B.A., D.Des. (Harvard), M.C.I.P., R.R.P., A.I.C.P., P. Eng. Professor. Capital city planning; waterfront planning, suburban planning, urban redevelopment; urban design; Canadian planning history; public-private partnerships.

FACULTY

[Ajay Agarwal](#), B.Arch. (Lucknow), M.Tech, (CEPT, India), M.PL., Ph.D. (U. Southern California), Assistant Professor. Physical planning; transportation policy and planning; urban economics.

[Patricia A. Collins](#), B.Sc., M.Sc. (McMaster), Ph.D. (Simon Fraser), Assistant Professor. Healthy urban planning and governance; public health and urban planning; health and built environments; healthy communities; health inequities and the determinants of health; population health and community health interventions; health impact assessments.

[John F. Meligrana](#), B.A. (Toronto), M.PL. (Queen's), Ph.D. (Simon Fraser), M.C.I.P., R.P.P., Associate Professor. Urban governance; municipal government restructuring; urban planning in China; sustainable planning and environmental services.

[Andrejs Skaburskis](#), B.Arch. (McGill), M.Arch., M.C.P., Ph.D. (U.C. Berkeley), Professor. Urban structure and settlement patterns; demographic change and housing markets; access to

housing and urban resources; municipal finance and their effect on land development; economic and spatial restructuring.

[Leela Viswanathan](#), B.A. (McGill), M.E.S., Ph.D. (York), M.C.I.P., R.P.P., Assistant Professor. Social planning; healthy communities; diversity and equity; fostering sustainable immigrant settlement; the processes and modalities of immigrant integration in smaller Canadian cities.

[Graham Whitelaw](#), B.A. (Western), M.A., Ph.D. (Waterloo), M.C.I.P., R.P.P., Assistant Professor. Land use planning; environmental impact assessment; First Nations and policy evaluation.

EMERITUS FACULTY

[Hok-Lin Leung](#), B.Arch. (Hong Kong), M.C.P. (M.I.T.), M.Sc. (Cantab), Ph.D. (Reading), R.I.B.A., F.C.I.P., R.P.P., Professor Emeritus. Land use planning; urban design; policy evaluation; comparative studies of planning theory and practice (China); environmental and infrastructure services.

[Gerald Hodge](#), B.A. (British Columbia), M.C.P. (U.C. Berkeley), Ph.D. (M.I.T.), Professor Emeritus. Geography of Aging; Seniors Planning.

[Mohammad A. Qadeer](#), B.Sc., M.A. (Punjab), M.S. (Athens), M.C.P. (Rhode Island), Ph.D. (Columbia), A.I.C.P., F.C.I.P. R.P.P., Professor Emeritus. Multiculturalism and planning.

ADJUNCT FACULTY

[Sukriti Agarwal](#), B.Arch. (Punjab), M.A. (U. Southern California), A.I.C.P., Adjunct Lecturer. Geographic information systems and planning; computer aided design.

[John S. Andrew](#), B.Sc. (Western Ontario), M.Sc.Pl. (Toronto), Ph.D. (Toronto), M.C.I.P., R.P.P., Adjunct Assistant Professor. Conflict management and collaborative planning processes; public consultation; environmental management in commercial real estate (green buildings and brownfields); commercial real estate investment and development; government relations in real estate; environmental issues in planning; managing mining conflicts in developing nations; equitable facility siting processes.

[Carl Bray](#), B.L.A. (Gueph), M.A. (Oxford Brookes), Ph.D. (U.C. London), M.I.C.P., R.P.P., C.S.L.A., O.A.L.A., Adjunct Assistant Professor. Heritage conservation; urban design.

[G. Cameron Burns](#), B.E.S. (Waterloo), B.Arch. (Waterloo), OAA, MRAIC, Adjunct Lecturer. Computer aided design.

[Marni Cappe](#), B.A., M.Sc.Pl. (Toronto), M.I.C.P., R.P.P. Adjunct Lecturer. Urban policy.

[Sue Cumming](#), B.A.A. (Ryerson), M.C.I.P., R.P.P., Adjunct Lecturer. Participation techniques; planning ethics; healthy community planning.

[Preston Schiller](#), B.A. (Oakland), M.A., Ph.D., (Washington), M.L.S. (North Carolina), Adjunct Lecturer. Sustainable transportation; transit planning.

[Patricia Streich](#), B.Sc. (London), M.Sc. (Wisconsin), Ph.D. (Queen's), Adjunct Assistant Professor. Social housing; housing policy; program evaluation.

SUPPORT STAFF:

[Angela Balesdent](#), Administrative Assistant

[Jo-Anne Tinley](#), Departmental Coordinator

[Li Xu](#), China Projects Coordinator

[Connie Brobeck](#), Assistant Convenor, NEFPP

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PLANNING AS A PROFESSION

Planning is a recognized profession in Canada. The national professional organization is the Canadian Institute of Planners (CIP); the provincial affiliate is the Ontario Professional Planners Institute (OPPI). The program offered by SURP has been approved by the OPPI under the provisions of their General By-Laws. This means that our program has been recognized to contain the elements and skills that the planning profession in Ontario currently deems important. These include aspects of the process, content, context and role of planning, as well as skills regarding the conceptual, analytic, evaluative, synthetic, strategic, interactive, management and personal development aspects of the field as characterized by the OPPI.

All students registered in SURP may [apply for student membership](#) in OPPI. Fees in 2012-2013 are \$72.48 (including HST). In return, you become a member of a recognized professional organization, receive the *Ontario Planning Journal* and *Plan Canada*, as well as job and conference/meeting announcements, and may vote on certain issues. Membership in CIP/OPPI, or eligibility thereof, is often requested in job advertisements for planners. There are three tiers of membership: student, provisional and full. Movement from one level to another involves completion of various examinations. Student members who receive a master's degree in planning are exempt (beginning in 2002) from Exam B. This is a significant benefit of student membership. If you do not become a student member and you wish to become a provisional member at some future time, you will be required to take Exam B through OPPI.

For more information about membership in the CIP/OPPI, speak with the Director, David Gordon, either of the two OPPI/CIP student representatives (elected in September each year), or consult the OPPI and CIP websites at: <http://ontarioplanners.on.ca> and <http://www.cip-icu.ca>.

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SURP: AN EXEMPLARY PLANNING COMMUNITY

Planning is a profession which has been established in the public interest. A planning school has many of the obligations of a professional society (e.g. the Canadian Institute of Planners). Further, a school such as SURP strives to exemplify the tenets of its profession. The guidelines in this handbook indicate how a concern for justice and equity work in the context of the performance of a university department.

In addition, the School wishes to reaffirm its commitment to environmental matters and has endorsed practices leading to its becoming a conservator society. Offices in the School have individual windows and climate controls. Please use the blind, and controls to minimize energy use. Students (and staff and faculty) are asked to reduce the amount of materials (e.g. paper) they use, recycle as much as possible (e.g. glass), avoid environmentally-harmful products (e.g.

some styrofoams, aerosols, etc.), and reuse as much paper, in particular, as possible. The School has established mechanisms to facilitate this endeavour. Receptacles are provided for waste paper, glass, aluminum cans and newsprint, and memo writing by staff and faculty has been replaced as much as possible by reminders on whiteboards, e-mail messages, etc. Your participation in this endeavour will be greatly appreciated!

It is also expected that all members of the School will genuinely and sincerely engage in non-discriminatory behaviour. One's race, colour, creed, gender, sexual orientation or ideology should have no bearing on one's relations with other members of the School. All must be accepted to be equal and must be accorded the dignity and respect due to all persons. These norms are the guiding principles of the School.

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SCHOOL DECORUM

The Planning School is small; faculty, staff and students relate on a personal level, and are all generally on a first-name basis. The importance of professional behaviour, however, should not be overlooked. Attendance in classes is important; proper (polite) demeanour is requested. Academic dishonesty and/or plagiarism on exams or assignments/papers will **not** be tolerated. (For further information, see [Academic Integrity Policy](#).) Deadlines (in-class and outside) should be met. Appointments should be made with advisors, faculty, etc. (they normally have designated office hours or have an open door policy).

Electronic devices may be helpful, or even necessary, for a student to take notes, make calculations, etc., but their use must be directly, explicitly and immediately related to the class at hand. Otherwise, their use is prohibited and they are expected to be switched off. Should you be expecting a call or message for an emergency (family illness, etc.) during class hours, please make arrangements for the message to be forwarded to the School Office and we will assist you. Trust, cordiality and integrity should form the basis for mutually rewarding relationships among all of the individuals making up the Planning School.

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Conduct

The School prides itself on being a friendly and open place. You should feel free to discuss any matter concerned with courses, procedures, grades, etc., with the faculty. Ask persons responsible for any information, clarification or response that you may need. Faculty members are readily available. They set aside hours for meeting students. Almost daily, faculty and students mingle informally. Please take advantage of these opportunities. Click [here](#) for the Queen's University Student Code of Conduct.

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Attendance

Attendance in classes is expected. If you are going to be absent from any class or discussion, you should inform the instructor in advance. Attendance is an obligation to the instructor as well as to other students in a class.

Attendance in other extra-curricular academic events (lectures, seminars, etc.) is also an obligation and a courtesy. These events are organized to enrich the program. They can only be effective if you participate in them.

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Religious Observances

It is SURP policy to exempt students from classes or School activities for the observance of any religious holidays. Please inform the instructors in advance of those classes from which you will be absent. [List of religious observances](#) as compiled by the Inter-Faith Council at Queen's.

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Deadlines

Deadlines are taken seriously in the School. They ensure fairness and equity of requirements for those pursuing a common goal. You must meet the deadlines set for various requirements. It is fair that those failing to meet a deadline without a sufficient cause will be penalized by 5% of the assignment value per day. If you have some special reason for not meeting a deadline, you should seek an extension from the person in charge prior to the date. See [Important University dates/deadlines.](#)

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Courses

You have a right to expect courses that are challenging and rigorous and that cover relevant theories and skills. Naturally, each course will have a different focus. Some will be theoretical and others will emphasize methodologies or the practice of professional skills. You are partners in making courses effective and stimulating. Your role is to be an inquisitive and enthusiastic participant. The instructor has the responsibility to clearly define the objectives, requirements and the format of the course. These are mutual rights and obligations. It is necessary that you should provide feedback to the instructor -- positive as well as negative. This is the only way to maintain a smooth flow of communications.

Individually, as a group or through your class representative or your Course Review Coordinator, you should have no hesitation in conveying your reactions to instructors. If there are any difficulties in a course, your instructor is the person with whom they should be discussed. If these difficulties cannot be resolved through discussions with an instructor, they may then be raised with the Director of the School or any other faculty member with whom you are comfortable speaking.

Some course work in the School might involve the use of special materials and/or travel. Normally these expenses are expected to be borne by students. For projects involving the whole class or a group, the School may partially pay for such costs provided a faculty member has authorized the expenditure. Receipts are required for reimbursement of expenditures.

Course readings are generally located on course web sites or in the SURP Photocopier Room, where they may be signed out for three or 24 hours, depending upon the professor's instructions.

All of the courses offered in the School are formally evaluated by the students enrolled in them, using the [University Survey of Student Assessment of Teaching \(USAT\)](#). The Course Review Coordinators are responsible for administering these evaluations, and tabulated results of the surveys are made available to all members of the School.

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[Grades](#)

You should expect to be graded fairly. If you have any questions about your grade in an assignment or a course, discuss it with your instructor. You are entitled to review with your instructor, your exam answer books and any feedback in assignments. You have a right to appeal a grade as per School of Graduate Studies regulations. (Check [here](#) for regulations.) The resort to appeal must be made with full awareness of mutual responsibilities and obligations of an instructor and a student. It must be stressed that grades are assigned with great care and a sense of responsibility. Any dissatisfaction about a grade must be based on solid facts. Marks are released on SOLUS according to University deadlines.

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[Special Needs](#)

The School of Urban and Regional Planning recognizes that not all individuals are the same. Some of your differences are relevant to your education. If you require special consideration for any reason, for example, a learning disability, or difficulty in writing or speaking English, such that your performance in class or your grade in a course may be affected, you should speak to your advisor, your instructors, the Director and/or the Health, Counselling, and Disability Services unit. The faculty is willing to make appropriate accommodation in evaluation procedures subject to the principle of fairness in relation to other students in the course. Such accommodation must be arranged in advance of examinations or deadlines, perhaps in the beginning of a course or a term. Do not wait until the last minute or until after an assignment/test is due. We cannot give you more time on an examination, for example, once you are halfway through writing it. We hope that you will take advantage of our efforts to provide a fair and fully accessible learning environment here in SURP.

SCHOOL FACILITIES

The School is located on the fifth floor of Robert Sutherland Hall, a building designed and built for teaching and research in public policy and planning. Concentrating all the School's facilities on one floor allows for a highly interactive learning environment.

Keys to student offices and outside building doors are given to students in trust. Most of these doors are self-locking so carry your keys with you at all times! We recommend that all SURP students have three keys: a front door key, a key to their office and a multi-purpose key that opens the computer room (545), the photocopy/mail room (535) and the project room (551). A refundable deposit of \$15.00 is required for **each** key issued. Keys must not be duplicated. Lost keys will be replaced only after a \$15.00 charge is paid. Please see the Departmental Coordinator to obtain keys.

Students may use many of the School's facilities such as the photocopier and binding machine in Room 535. It is expected that students will clean up after themselves (e.g. waste paper, etc.) when using these facilities. **Please do not ask for permission to use the computer equipment in the School office.**

Photocopier/Printer/Scanner/Fax Machine

Access-control ID numbers are required to use the School's multifunction device found in Room 535. This machine acts as a photocopier/printer/scanner/fax machine and it has the capability of printing your documents from the computers located in the SURP computer lab as well as your personal computer. Please submit your personal four-digit ID number to the Departmental Coordinator who will also provide you with a UserID number and all necessary links for printer driver; she will then program the photocopier/printer for your use. You will be emailed a bill monthly for photocopies/prints (per page prices noted on the machine). You will be invoiced for long distance charges for long distance faxes. Bills must be paid upon receipt. **After one week, students with unpaid bills will have their ID numbers cancelled.**

Computing Facilities

All student offices are equipped with jacks for connecting personal computers to the University's computer network via high-speed data transmission cabling. To connect to the network, a personal computer must have an Ethernet card. Each student is assigned a personal network access code. The SURP Student Technical Support Coordinator(s) will assist students with connecting to the Network and the multifunction device in Rm. 535. The School has stronger wireless internet access now too.

The School has a computer room for student use, equipped with three desktop computers. The computers are connected to the university network (for e-mail and web access) and installed

with a variety of commonly used software, including specialty packages used in SURP courses. Students are charged for printing to the School's multifunction device. Most students should have a key to the SURP computer room (545), but may also borrow on for evening or weekend access to the computers. Please use care when operating these machines and keep the room tidy. A recycling box is available for waste paper. Always close and lock the door when you leave the room.

In addition, the Geography Department has a well-equipped GIS Laboratory. SURP students can acquire a user account for the GIS Laboratory in order to complete projects requiring the use of GIS or CAD software. Consult with SURP's Departmental Computing Representative for more information on gaining access to the GIS Lab. Please also see [Queen's University Computer User Code of Ethics](#).

Some computer facilities, particularly, may have sign-up sheets posted regarding the scheduling of their use. Users should respect both one another and the equipment.

Other facilities

Other facilities in the School include a small, open lounge area and kitchen galley, a microwave oven, refrigerators, slide projectors, and overhead transparency projectors. A built-in data projector, computer and screen are located in our main classroom. VCR equipment, a portable data projector and a digital camera are available for use by students for seminar/class presentations and may be signed out from the Main Office. These facilities are available primarily for the use of members of SURP and those not enrolled in the program should be discouraged from using them; it is requested that these amenities be used with cooperation and courtesy. Robert Sutherland Hall houses additional facilities; you are encouraged to make use of them.

In accordance with University policy, the Planning School is a **non-smoking** environment. **In the event of a fire alarm**, individuals in the building should turn off room lights, close doors and evacuate the building. The congregation point for SURP is the Northwest corner of the Tindall Field/underground parking lot, near the Union Street entrance. In case of fire on the fifth floor of Robert Sutherland Hall, alarm boxes are positioned by the doors leading to Mackintosh-Corry Hall and by the doors to the main entrance staircase. The only person authorized to allow re-entry to the building after the alarm signal has been sounded is the senior 'on-site' firefighter. Please look at the material posted on the security bulletin board in the School for more information. The fire alarms are tested on a monthly basis; in the case of the Robert Sutherland Hall this is done the first working Monday of each month. Please do not cover the ventilating grids in your offices with any materials; this could cause the motors to burn out. Also, the bottom-ventilating panel should be kept clear of objects so as to allow for air circulation to the unit.

Finally, please use thumbtacks or stick pins, **not tape**, to attach posters, etc. to the walls of your offices or classrooms. Windows should be closed at night so as to prevent water damage from rain or snow.

Reports and most recent theses, which have been completed in the School, are available for short-term loan from the School office. See the Departmental Coordinator.

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LOSS PREVENTION AND DEPARTMENTAL SECURITY

Security is an on-going problem at Queen's and you should be aware of, and take precautions against, theft and vandalism. **The most common crime on campus is theft of personal property and departmental small equipment items.** Such crimes are crimes of opportunity. By removing the opportunities, the risk of theft is greatly reduced. Application of risk management methods can improve the University's loss experience. **Please be alert to the potential for theft.**

Don't leave **money** in insecure office drawers.

- **Wallets, purses, laptop computers and briefcases** should not be left unattended unless locked away.
- **Lock** all doors when not in use.
- **Report** any suspicious persons or activity to [Campus Security](#).
- When **travelling and transporting** University equipment, do not leave equipment unattended or in public view even in locked vehicles.

The bridge to Mackintosh-Corry Hall and to the outside doors of Robert Sutherland Hall are normally locked at 5 pm to increase security in the School on evenings and weekends.

Lone Worker Program

Persons who are working alone at night (and weekends, holidays, etc.) may phone the Emergency Report Centre at Campus Security (613-533-6080) and report where they are working, how long they will be working, their phone number (closest phone to where they are working), and whether they would like a security escort when finished. If they do not call at the end of their work period, security staff will check on them at their work site.

AMS Walk Home Service

The Walk Home Service is an escort service for students provided by the Alma Mater Society. Staffed by students who will walk you from one point to another within Walk Home's boundaries, Walk Home is open between dusk and 2 or 3 a.m. A team of one male and one female will walk or bike with you to your destination. Stop by the Infobank at the John Deutsch University Centre (JDUC) or call 613-533-9255 (613-533-WALK).

Campus Safe Walk Program

Campus Security provides escorted walks from one point on campus to another for staff, faculty and students when Walk Home is off duty. This service is provided at any time day or night all year round. Anyone who wishes to be escorted may phone Security at 613-533-6080 and request an escort. Security Staff will be sent to meet you and will escort you to your destination.

Emergency Phones

Outdoor emergency phones (yellow box under blue light) and indoor assistance phones (blue with five buttons) may be used for any type of emergency or fear or concern. These phones are direct lines to the Emergency Report Centre and may be used in situations where:

- you are being attacked;
- you are being threatened or harassed;
- you see someone lurking;
- you are disoriented and feel anxious;
- an accident has happened and help is needed;
- you wish to be escorted;
- someone is ill or injured;
- your vehicle won't start;
- you witness a crime.

Campus Security urges the university community to use these services.

The University makes every effort to inform students/staff/faculty of sexual assaults on or near campus. Students should read e-mail messages from the School's Safety Officer which relates information including the sites of such assaults.

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GOVERNANCE OF THE SCHOOL

The Planning School is part of the School of Graduate Studies, and other administrative bodies at Queen's. The School of Graduate Studies and Research is responsible for all aspects of graduate study at Queen's. Its mandate is to administer graduate programs and policies and to coordinate funding for research. The School is governed internally by a number of bodies, including the Board of the School, Academic Committee, and numerous more focused groups such as the Personnel Committee. Students are represented on all of these bodies and may vote, except on matters involving decisions regarding particular individuals and circumstances. Student grades and financial awards, for example, are not discussed with student representatives. These restrictions notwithstanding, you have the potential to have a significant voice in the policy-making activities of the School.

It is the intention of the School to commit to equity, diversity and participation by considering every time, openly and seriously, the issue of representation and inclusion in all committees. Given the small size of the School and its committees, it is assumed that sex, "race", ethnicity and position/role will be the usual indication of diversity. We are, therefore, committed to ensuring adequate participation of women and men; students, staff and faculty; and individuals of different racial and ethnic backgrounds, in our committees.

Queen's Graduate Association of Planning Students (QGAPS)

In 2011, graduate students in the School of Urban and Regional Planning at Queen's University established the Queen's Graduate Association of Planning Students (QGAPS) to represent the collective will of students in the Master of Planning program. QGAPS works to facilitate communication of the variety of activities and associations in which students serve and to promote the interests of its members. QGAPS is fully funded by its student members through an annual levy of \$20.

Council is QGAPS' official decision-making body and its voting members are the Executive and Representatives. The Association consists of **5 Executive members** (President, VP Finance, VP Administration, VP Academic and Professional Development, VP Student Life), **7 Representatives** (Upper Year CAPS, First Year CAPS, Upper Year OPPI, First Year OPPI, SGPS, Upper Year Class, First Year Class), **5 Committees** (Promotions and Exhibitions, Academic and Professional Events, Social Events, International Experience Awards, Orientation), and **4 Coordinators** (Course Review, Professional Development, Technical Support, Unit Research Ethics Board). Students are represented on the main governing bodies of the School (such as its Board and Academic Committee) and on numerous more focused groups and therefore have a significant voice in the policy-making activities of the School. [See the current SURP Student Representation on the SURP website.](#)

Events and Projects: QGAPS members help organize a number of activities and events throughout the year including first-year student orientation, trips to conferences (such as OPPI and CAPS), field trips to Ottawa, Toronto, and Montreal, a visiting speakers lecture series, social functions and community events, and professional development activities and planning careers sessions with alumni.

Date and process for election: A meeting is held in September each year to elect the non-executive members of council to their respective positions (a two-year commitment) and in January to elect the executive (a one-year commitment). All QGAPS members may vote. Council is required to meet formally at least once per month between September and April, and informally at least once during May to August. Agenda topics range from internal administrative and financial matters to academic and professional development. Special meetings are held as needed.

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THE SURP CURRICULUM

All references to term numbers and sequencing, and deadlines for academic requirements, are based on the assumption that a student begins in September. Students starting the Program at a different time, e.g. January, should keep this in mind when referring to this document.

Registration

All students register each term and must continue to be registered at Queen's until they graduate. Normally graduate students register as "full"-time. Full-time students take three to four courses per term and/or carry out research for theses/reports from the second term onwards. Full-time status also requires that a student not be employed on-campus for more than ten hours per week. Occasionally, students are accepted into the M.PL. Program on a part-time basis. Part-time students generally take fewer courses and are often employed or engaged in other activities outside of SURP (see the [General Regulations](#) in the Queen's School of Graduate Studies calendar for more information on registration and study status).

You may register initially by listing only required courses and subsequently adding electives. You have approximately one month after term begins to add or drop courses but most of these decisions should be made at the end of the first week of classes. Changes in registration are submitted on an [Academic Change Form](#) and must be approved: **first**, by the course instructor; **second**, by your advisor; and **third**, by the Director of the School. Students with major fellowships (e.g. Queen's Fellowships) must register as active, on campus, full-time. If off-campus registration is necessary, special permission must be requested from the School of Graduate Studies. See your advisor.

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[Programs of Study, Areas of Concentration and the Academic Advisor](#)

A [program of study](#) includes a list of courses to be taken (core, area of concentration and electives), the skills to be acquired through these courses, the area of concentration as chosen by the student, and the sequence and timing of courses in the program. Your choice of a report or thesis option is also indicated.

Students choosing to do a Master's report take fourteen courses (each course representing the equivalent of one term's work) and the report itself (equivalent to 2 courses) for a total of 16 courses. Those choosing to do a Master's thesis take twelve courses and the thesis itself (equivalent to 4 courses) for a total of 16 courses. Courses for remedial skills (e.g. language, writing, mathematics) shall not be counted toward the course requirements of the M.PL. Degree.

The suggested sequencing of courses for a **report** during your first five terms is: 4 / 4 / 0 / 4 / 2. For a **thesis** the sequence is: 4 / 4 / 0 / 3 / 1. Thus, students usually take four courses in each of their first two terms of full-time study. The third, fourth and fifth terms are more variable and may involve one (or none in some cases) to four courses. Students will usually be primarily engaged in their own research in their fifth term, but should consider also taking a course so that their time may be a little more structured.

Students are assigned academic advisors when they begin their studies. The function of the advisor is to act as a liaison between the student and the faculty/University. In this regard, the advisor approves course selection, programs of study and changes in registration. He or she also makes students aware of their progress (positive and negative) in the program and may provide counsel in this area. Your advisor is your administrative link to the rest of the University and should be used as such. The advisor is not necessarily the report/thesis supervisor, although this may sometimes be the case. Frequent consultation with advisors is strongly encouraged. Many faculty members designate certain times for appointments with students for these purposes, in addition to consultation regarding course work.

One role of the academic advisor is to approve your selection of an area of concentration and related courses. Prior to term five (5), it is your responsibility to designate an area of concentration (health and social planning, environmental services, or land use and real estate

development), descriptions for which are found below, or another field related to your interests and for which you can show that there are appropriate and available local resources (i.e. faculty, courses, etc.). The main requirements of a designated area of concentration are: (i) a foundation course (840/870/853), (ii) one additional course from the area of concentration, (iii) a series of three methodology modules, (iv) a project course related to the area of concentration, and (v) a report or thesis. The foundation course should normally be taken prior to the appropriate project course. You must show that any courses you propose to take are relevant in terms of your specific interests in your area of study. These courses may be offered within the School or in other departments at Queen's or even at other universities. Students should normally take a project course designed to serve their declared area of concentration. Students will be surveyed for their preferences in the proposed project courses in August, but the School does not guarantee their first preference.

The [Individual Program of Study Forms](#) are available on the SURP website or in the SURP main office. This form must be completed/updated at the start of each term, in consultation with your advisor. This form represents the 'official plan' of your program, which may be amended as you proceed in your studies.

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[Descriptions of the Areas of Concentration](#)

Health and Social Planning

This area of concentration provides students with theoretical and practice-oriented information and skills in housing, health, social assistance, employment and other services intended to enhance the quality of life of groups and individuals. Methods of analyzing service needs and program effectiveness will be covered. Community-based, public and private modes of service programming, delivery and financing are included. Considerations of processes such as participation, empowerment and self-help will supplement discussions of particular services.

Environmental Services

Within the general realm of environmental planning and its relationship to urban form, this area of concentration focuses on environmental planning and management in the urban and regional context. It will include analyses of institutional and jurisdictional contexts, administrative and organizational models, legal frameworks, regulatory regimes, financing options and impacts of technology on planning and management. It will cover tools and processes such as inventory management, needs assessment, demand management, environmental review, risk assessment and environmental simulation, including examinations of the relationships among environmental services, land use and urban form.

Land Use and Real Estate Development

This area of concentration emphasizes the development and conservation of the built and natural environment through public policies and private initiatives. Topics covered include: planning and development of land, institutional and legal frameworks for guiding land use changes, physical planning and design, land policies, spatial organization, land economics and

real estate development. Students will gain an understanding of the operations of the real estate development process and the factors affecting urban form. They will acquire skills in designing policies and programs for land use.

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Methodological Courses

SURP has adopted a modular format for delivering methodological courses. There are many reasons for our pursuing this way of teaching methodological skills; these include:

1. A distinction needs to be made about these skills. They are methods and skills necessary for professional practice in all fields of planning. They overlap, but do not coincide, with research techniques and methods. Thus, the objective of methodological courses is to teach methods and skills commonly used in planning practice. This objective requires that skills should be sharply defined and clearly linked with applications in practice. We believe that this objective is likely to be better served by packaging specific skills in four-week modules.
2. In preparing for planning as a profession, students should acquire a wide range of methods and skills, including methods of analysis and projections, etc., on the one hand, and skills of managing planning and organizational processes on the other. A student should acquire some skills in each of the two areas, building on past training and personal interests and linking them with career objectives. Thus, students would be better served by having a wide choice of skills and methods available to them. The choice is widened with a number of short modules instead of the conventional term-length courses. To expand the range of choice regarding methodological skills is another objective in organizing methodological courses as a series of modules.
3. Another objective of dividing methods and skills into self-contained modules is to dovetail them with other courses so that their use and applicability can be fully understood. Modules, in comparison to term-length courses, can be more easily integrated with other courses.
4. A student may, with the approval of the academic advisor, choose a term-length course from outside the School to replace one methodological module, in fulfillment of one-third of the methodological course requirement.

All in all, we believe that a modular format of offering methodological material increases students' choice and improves their professional skills.

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Requirements for a Methodological Course Credit

1. Three modules taken over two years and successfully completed make up the credit for the required methodological course.
2. Modules to be credited must be designated with the approval of the faculty advisor. **Ex post facto** designation of a module for course credit will not be allowed.

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[Directed Study Courses](#)

In addition to courses listed in the various calendars, students in the Health and Social Planning area of concentration may make arrangements for a directed study course with individual faculty members both inside and outside the School. Generally, the purpose of undertaking a directed study course in the program of studies is to enable a student either to survey a field of interest or pursue a topic in depth. Proposed directed study courses should contribute to the student's ability to develop new insights in the appraisal of selected reading materials, and should approximate a regularly scheduled elective course in terms of workload and intellectual effort. A student may take up to two directed study courses in their program, with the [approval](#) of the academic advisor and the SURP faculty member who will take responsibility for the particular course. The first one is designated SURP-891; the second SURP-892.

Students are expected to define their topic and prepare a bibliography in advance of registering. The appropriate length of the bibliography depends on the nature of the articles and books to be read but lists with 30 to 40 journal articles or their equivalent might be expected. The student's report could summarize the articles in a way that shows how knowledge of the subject has evolved. The report may identify the main strands of the research that has been carried out on the topic. It could bring together different strands of the literature that are not usually seen as being related to show their commonalities. The literature review may focus on the application of the published research to a specific planning issue. Students doing SURP-891/SURP-892 are strongly encouraged to read several articles in the *Journal of Planning Literature* to see how literature reviews can be done.

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[Guidelines for SURP-875: Community Practicum](#)

The Community Practicum provides students with the opportunity to gain work experience in an organization engaged in planning. SURP approves proposals for Community Practicum courses on a case-by-case basis. This course must contribute significantly to the student's curriculum, and be equivalent in workload, intellectual rigour and credit to a regular SURP course. A student may take up to one SURP-875 course during their M.PL. Program, with the approval of the SURP faculty member designated as that student's Academic Advisor. A third-term internship position is not eligible as a SURP-875 course.

The work performed by the student must be planning-oriented and of tangible benefit to a participating sponsor organization. The organization must be willing to provide adequate supervision to the student, even though the student may carry out a significant number of work hours off-premises. The supervisor must be a planning professional who has been approved by the student's faculty Academic Advisor, who co-supervises the project. The work should not be directly linked to the student's Master's report or thesis. The course is normally completed individually by the student, on an unpaid, part-time basis. The student should maintain a log of his or her hours of work, and submit it to the Academic Advisor on completion of the course. A grade for the course is determined by the Academic Advisor, and is based on the student's work

performance and the quality of any deliverables. The Academic Advisor may consult with the student's supervisor at the sponsor organization in determining the course grade. Expectations for the course, including the number of hours to be worked and deliverables, shall be jointly agreed on in advance, by the student, the Academic Advisor, and the supervisor at the sponsor organization. The work will usually (but not always or exclusively) consist of a combination of gaining "hands on" experience in the operation of the sponsor organization, and the production of a professional-quality report or document pertaining to the planning work done by the organization.

Approval Process

Interested students must find a willing sponsor organization, and submit a two- to three-page proposal for the project to their faculty Academic Advisor, briefly covering the following:

1. How the project fits into and enhances the student's program of study.
2. Experience and skills student hopes to gain.
3. How the project will benefit the organization.
4. Background on the organization.
5. Planning issue(s) and problem(s) to be explored.
6. Deliverables - type, contents, scope, length, key components, etc.
7. Objectives, research questions and methods for any report or document to be produced.
8. Timeframe for the work (i.e. which term and weeks).
9. Name, position and contact information for the organization's supervisor.

The student should attach to the proposal a brief letter of support from the organization, preferably from the person who will supervise the project. This should indicate the organization's willingness to participate and supervise the student for the duration of the project, its ability to provide the student with work space (as required), and the significance of the project to the organization.

Once the course is approved by the student's Academic Advisor, the [SURP-875 form](#) will be completed and signed by the Academic Advisor and the student, and retained in the student's SURP file.

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Course Selection

As indicated above, students take a total of seven core courses (one of which is the SURP-800 module) and one of the compulsory a project courses. Five to seven electives remain, of which at least one must be a methodology course credit, plus two others in a student's area of concentration. Students are encouraged to peruse the university calendar, as well as [lists of pertinent courses](#) prepared by the School, in order to take full advantage of courses offered in Planning in addition to other departments at Queen's. (See [List of Other Courses at Queen's](#)) Undergraduate courses may be designated as electives; however, undergraduate courses in a student's area of undergraduate study are not permissible. Courses outside the School must be designated as primary courses if they are to be counted towards program requirements. See

the [Graduate Studies Calendar](#) for more information about enrolment in undergraduate courses.

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[Primary and Secondary Course Designations](#)

Students are required to maintain an average of 'B' at all times in their programs. All courses offered by the School are to be designated **primary** for which a passing grade is 'B-' (B minus). Only primary courses can be counted towards the minimum program requirement. Courses (graduate and undergraduate) from outside the School may be taken in fulfillment of program requirements, but these have to be approved by the advisor and designated as primary. For students who would like to take courses (graduate or undergraduate) outside the School to enhance their program *over and above the minimum requirements*, they can designate these elective courses as **secondary**. A maximum of two secondary courses is allowed, with the advisor's approval. A secondary course is considered passed with a 'D-' (D minus) grade, and an overall 'B' average must be maintained.

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[Exemptions from Core Courses](#)

Exemptions from core courses are allowed on an individual basis. A student can show evidence of his/her competence in a particular course by one of two ways: (1) having taken two third/fourth-year undergraduate courses in the subject area; or (ii) by taking an examination on the material to be covered in a course. This is the general policy for exemptions.

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[Exemptions for SURP-819 - Quantitative Methods](#)

The core course in quantitative methods is intended to help students learn statistical techniques for possible use in their reports and later practice, to develop an ability to reason in quantitative terms, to provide a sense of the issues involved in developing generalizations and to introduce the main methods used to develop our empirical knowledge about the world. In addition, your future application for membership in the Canadian Institute of Planners and Ontario Professional Planners Institute will require two faculty members' signatures attesting to your having, among other skills, analytical capabilities. The faculty cannot do this without assurance that students have taken courses in quantitative methods. SURP-819 covers about 80 percent of the statistical techniques the American Association of Planners requires of their applicants for membership. It provides the minimum needed by the Canadian institutes. Some students have developed their analytical skills in their undergraduate studies and they can take an exemption exam to 819 in the Fall term of their second year and replace 819 with another course based on the recommendation of the instructor and subject to the approval of the advisor.

[Preparation for Quantitative Methods](#)

Basic numeracy at the secondary (high school level) is required to successfully complete SURP-819. If you have not taken a math course since high school, you may have to refresh these skills prior to taking SURP-819:

1. Mathematical Operations: Numbers, Fractions and Decimals
2. Ratio, Proportion and Percentage
3. Basic Algebra
4. Linear Equations and Graphing
5. Algebraic Factoring and Fractions
6. Progressions and Logarithms
7. Sets and Inequalities
8. Intro to Probability, Data Analysis and Statistics

In previous years, we have found that students with otherwise excellent academic records have struggled with SURP-819, if they have not had a math course in the past five years.

We strongly recommend that students take a diagnostic test in second term such as:

[Mathematics Diagnostic Evaluation](#)

Students who have not taken a math course in five years are strongly recommended to take a refresher course during the third term summer. These courses are often available at local universities or online from [Athabasca University](#). The curriculum for the refresher course should include the items listed above. MATH 100 from Athabasca University meets this requirement, and students may consult Dr. Patricia Collins regarding other potential courses. This recommendation is a requirement beginning in 2012.

[Preparation for Academic Writing at the Graduate Level](#)

Graduate students must be able to prepare a research paper and a research report or thesis in order to complete their M.PL. In addition, the Canadian Institute of Planners requires that professional planners must be able to communicate with the public and decision makers in clear and coherent prose. Incoming students who have not prepared research papers in English at the senior undergraduate level may experience some difficulty preparing graduate research papers.

On-campus help is available to improve writing skills. Students who exhibit difficulty writing in English may be referred to the Writing Centre for assistance. Faculty may require these skills to be improved before second year, to ensure that the Master's report or thesis can be properly prepared. See the [Writing Centre's website](#) for a list of workshops and one on one appointment opportunities.

We have found that the Test of English as a Foreign Language is an imperfect predictor of ability to prepare a graduate research paper in English. A satisfactory TOEFL score does not provide an exemption from requirements to improve skills in this area.

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[Courses in Other Departments and at Other Universities](#)

With regard to courses in other departments at Queen's, those [listed here](#) may or may not be available to you. Check availability with the department concerned and, for upper level undergraduate and graduate courses, check with the instructor to ensure that you have sufficient background in the subject matter. It may be appropriate to use the secondary category on your registration form for up to two courses taken outside the School. (Please note that secondary courses cannot be counted towards the minimum 16-course program requirement). Again, students may not take courses at the undergraduate level in subjects in which they hold a degree.

These courses may be useful to students wishing to concentrate in an area of concentration other than the three offered within the School, or who wish to concentrate in greater depth on particular aspects of an area offered within the School. Some may be appropriate to introduce a student to a topic that will not be pursued further. Care should be taken to ensure that elective courses taken within or outside the School provide a solid basis of expertise in some aspect of planning beyond the generalist approach provided in the core. Your advisor must approve all elective courses at the beginning of each term.

Students may also obtain permission to take courses at other universities. The Visiting Graduate Student Plan allows a graduate student at a university in Ontario to take graduate courses at another Ontario university without completing further admission formalities. For further details please consult your faculty advisor.

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THESES AND REPORTS

Proposals for theses and reports are due in the fall of the second year. The process (check [Guideline](#)) leading up to the completion of an acceptable proposal normally commences with a student informally consulting with faculty members regarding appropriate topics and literature. Students may have a topic of interest in mind and may simply want to find a supervisor with similar interests. Alternatively, students may want suggestions from faculty members as to research topics, methods and literature. Either of these paths is acceptable. By mid-August, each student is expected to submit a one-page 'idea', which will be reviewed by her or his supervisor, and placed on file. The student will also be required to submit a literature review on the proposed topic by September 1. The student will then work closely with the supervisor to complete a proposal according to [the proposal requirements](#). The proposal is reviewed by faculty, revised if necessary, and [approval form](#) signed off. Only when the proposal has been approved is it considered to be acceptable. This must occur by the end of the fourth term (normally Dec. 30) although extensions may be granted at the discretion of the supervisor up to the end of January in the fifth term.

The School prepares a list of faculty interests, as well as some topics they wish to study. Examination of theses and reports are, optimally, to be completed by the spring term of a

student's second year of full-time registration (i.e. end of term 5), and certainly by the end of the summer (term 6).

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Theses

A thesis is roughly equivalent to the work required in four term-length courses; a report is analogous to two courses. A report, however, is not just half of a thesis or a poor thesis. Each must stand on its own and demonstrate to the supervisor and examiners that the student can pursue independent research.

A thesis will normally develop from a body of literature, and either challenge a theoretical construct developed in the literature, or attempt to confirm a theoretical proposition. Because a thesis is normally developed out of a body of literature, it will require a literature review as part of the thesis. A thesis in urban and regional planning should probe theoretical bases of planning policies and professional practices. On average, a thesis is between 100 - 150 pages in length.

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Thesis Structure

There is no recommended formal structure. The following is only an example of what a thesis may look like.

Abstract (one paragraph) and Executive Summary (2-4 pages)

Chapter 1 Introduction: Identifies the precise topic to be addressed and the general approach to be taken. Introduces the topic and presents the thesis structure. The introduction is preceded by a half-page abstract presenting the key findings as well as a two- to four-page executive summary.

Chapter 2 Literature Review: Identifies relevant and recent work and tells how the current effort may contribute to our understanding of the phenomenon or issue raised in the introduction.

Chapter 3 Method: Describes the method to be used, the data to be gathered and the instruments that will gather the data. Anticipated major problems are identified along with ways of resolving them, or, alternatively, the qualifications they will impose on the findings or the qualifications that must accompany them may also be included.

Chapter 4 Findings: Identifies the results of the application of the method and the qualifications that should/must accompany the results.

Chapter 5 Conclusions: Tells about the policies that can resolve the issue, or about the source of a problem or about the nature of the method that should be used to bring about a desired result. The conclusions may be generalized and policy conclusions are developed. The problems needing further investigation are identified.

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Examination

When the student and supervisor feel that the thesis is ready for examination, a thesis committee will be struck. The committee consists of a member from outside the School, usually from a cognate department, the Director of SURP or a delegate, another SURP faculty member, the supervisor and a chairperson. The committee reads the thesis and if they believe it is ready to be orally defended, a defense or oral examination is held. The student is informed immediately about the result of the oral examination. According to the School of Graduate Studies and Research rules, a thesis is assessed in one of the following categories on the basis of the written thesis and the oral defence:

- Passed
- Referred
- Failed

For full descriptions of the examination procedures and requirements, see the [Regulations](#) of the School of Graduate Studies.

After the completion of revisions, one electronic copy of the thesis, in PDF format must be submitted to the Graduate School. Tuition fees will be charged up to the date of receipt of the final approved copy of the thesis.

For more information, refer to [Thesis Formatting & Other Resources](#).

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Reports

A professional report applies known concepts and procedures to a specific situation and limits its conclusions in both time and space. A report may offer logically defensible answers to questions of professional interest or it may propose policy or design solutions to a specific planning problem.

A report might investigate the quality of single parents' housing in a geographical area, with a view to assessing need, and developing policies to fill that need. It might propose recommendations for an optimum size and location of a new shopping centre. The list of topics following this section may assist you in understanding the precise nature of a report.

In summary, a report will demonstrate a student's ability to work independently in applying planning methods to a particular problem in a particular place, and to develop policy proposals or program/project designs to deal with demonstrated needs. A report is expected to be a maximum of 50 double-spaced typewritten pages. Students should print the report double-sided.

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Report Structure

The following is an example of a report outline.

Chapter 1 Introduction: The general problem to be examined is identified and its environment (policy, physical, fiscal, institutional, etc.) is briefly described. The rationale or justification for investigating the problem is explained. The introduction is preceded by a two- to four-page executive summary.

Chapter 2 Method: This chapter may describe the method you propose to use, and locate that within the methods used by others to resolve similar problems. The criteria that will be used to tell when the problem has been resolved should be discussed. The chapter may represent a "terms of reference" for the study.

Chapter 3 Problem Investigation: The problem is described in detail and analyzed with the help of statistics, narratives, or design tools. Ways of resolving the problem are investigated and evaluated.

Chapter 4 Recommendations: The final chapter sets the basis (refer to the criteria in Chapter 2) for your choice of a preferred way of dealing with the problem, and recommends specific courses of action.

After the completion of revisions, one electronic copy of the report, in PDF format must be submitted to the Graduate School. Tuition fees will be charged up to the date of receipt of the final approved copy of the report.

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Examination

The process for examination of a report is the same as for a thesis except that there is normally no oral examination and the committee is smaller. An oral examination may be held for reports prepared jointly by two students. Otherwise, a report committee normally does not meet, and only rarely will invite the student to meet with them.

(a) The examination committee for the Master's Report will consist of two members: an external examiner who is not a member of the School faculty and the SURP faculty member supervising the report. A unanimous decision of the two examiners is required to pass the report (with or without revisions).

(b) The Director of SURP or a delegate shall establish the examination committee, normally when advised by the report supervisor that a report is ready for examination. The committee may be established earlier if requested by both supervisor and student.

- In case the two examiners cannot come to a consensual decision, the Director or a delegate will act as a third examiner. In such cases, the standing of the report will be decided by a majority (two out of three) vote.

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[Joint Preparation of a Master's Report](#)

Occasionally, a project for a master's report may be of such a scale and/or complexity to warrant the participation of two persons in its preparation. The School will consider proposals for master's reports from pairs of students. If, in the opinion of the faculty, the project can reasonably only be carried out by two persons, and assuming it meets all other criteria for such a project, permission will be granted subject to the conditions stated below.

In the case of joint projects for a master's report, each student participating in the project will be expected to demonstrate his/her proficiency in regard to the subject. This may be done in either of two ways:

1. Through attribution of authorship of substantial sections of the report.
- Or
2. Through an oral examination if attribution of authorship is either not possible or not desirable to the authors.

The method chosen should be indicated to the supervisor before the first draft of the report is submitted for examination.

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[Procedure for Oral Examination of Master's Reports](#)

In the case of master's reports that are to be examined orally, the following procedure shall be employed:

1. The examination will consist of an oral presentation of the content of the report by the student(s) lasting up to one-half hour and a one-half hour period available for questioning by a panel of examiners.
2. The student(s) may supplement his/her oral presentation with visual and written materials.
3. The faculty panel will consist of three persons, including the report supervisor who shall act as chairperson, an outside examiner, and one other faculty member of the School.
4. Two copies of the report shall be available at least two weeks before the date set for the examination for the use of the panel.
5. The panel shall render a PASS/FAIL decision upon the conclusion of the one-hour presentation and questioning.

[Timelines for Completion of a Report or Thesis](#)

Faculty will typically return a chapter or draft report with comments and suggested revisions within two weeks. However, during the summer months, students must check with their supervisors to ensure that they are available to complete a review.

Students are responsible for providing hard copies of their draft chapters or reports to their supervisors and examiners for review. The School office cannot print and distribute them, either. Even if individual chapters have been approved over the year, the supervisor may request a hard copy of the entire report for final review before the draft report is sent to the examiner.

Examiners are either senior professional planners (reports) or external academics (theses). They review manuscripts on a voluntary, unpaid basis as a professional service. They are given one month to complete the review and make recommendations for improvement of the draft manuscript. Students must schedule a month for review and at least a week for revision of a Master's report. A Master's thesis typically requires six weeks to allow for a review and scheduling of an oral defense with an external examiner, especially in the summer months. The final corrections to a master's report or thesis are reviewed and approved by the supervisor before the final hard copies of the manuscript are handed in for binding. The school will file the form for completion of the M.PL. degree requirements when:

- The external examiner and supervisor have signed the examination report.
- The hard copies of the final approved manuscript are in the hand for binding.
- The digital copy is uploaded to the library.
- The digital copy of the executive summary is provided to the Departmental Coordinator.
- All other course requirements are satisfactorily completed.
- All outstanding debts to the School (photocopy, printing, etc.) are paid.

Filing the completion form signals the completion of all degree requirements and ends future invoices for tuition.

The M.PL. completion form must be filed before the School of Graduate Studies' deadline in late April for Spring Convocation or late September for Fall Convocation. Students must check these dates well in advance and schedule the completion of their draft manuscript for faculty review approximately two months before (re: early March for Spring, late July for Fall). The degree list date is a firm deadline of the School of Graduate Studies relating to University Senate approval of degrees.

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[The Difference between a Thesis and a Report](#)

The following examples of topics illustrate the difference between a thesis and a report.

Thesis: The Changing Housing Needs of Single-Parent Households in Medium-Size Cities in Ontario

Report: The Number of Additional Housing Units Currently Needed by Single-Parent Households Living in a Small Particular Community

Thesis: Methods for Estimating the Housing Needs of Single-Parent Households with More Than Two Children

Report: Estimates of the Housing Needs of Single-Parent Households with More Than Two Children in a Particular Community

Thesis: Urban Land Policies of Third World Countries and the World Bank

Report: The Development of a Sites and Services Project Proposed for Jamaica

Thesis: An Evaluation of a Job Training Program for Unemployed Youth

Report: The Job Requirements of Unemployed Youth in a City

Thesis: The Factors Affecting Demand for School Services
Report: The Demand for a Neighbourhood School in an Inner City Neighbourhood

Thesis: The Homeless Problem
Report: A Proposed Design of a Meals on Wheels Delivery Service for the Homeless

Thesis: Urban Design Guidelines for Waterfronts
Report: The Layout of an Energy-Efficient Subdivision

[List of recent Master's theses and reports](#) illustrating the range of subjects covered in the School.

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[Executive Summary for Theses and Reports](#)

Master's theses/reports contain a wealth of information that largely remains untapped. On completion, theses/reports are filed away and their findings are seldom reported publicly or applied in planning decisions. Often they have useful data and suggestions which communities as well as planners and researchers can use to their advantage. To ensure a wider dissemination of information generated in reports and theses, a two- to four-page executive summary, in plain language, should be included as a requirement for completion. The executive summary may, with appropriate editing, be reproduced in an annual research bulletin to be published by the School and placed on the School's website. A digital copy of the executive summary, in .PDF format, should be provided to the School's Departmental Coordinator to place on the School's website. Furthermore, and in appreciation of their cooperation, copies of executive summaries could be sent to communities/groups or organizations that may have participated in the research.

An executive summary should present a description of the thesis or report. It should identify the questions addressed by the project and, very briefly, discuss the method and data sources used to answer the questions. The findings of the thesis or report should be highlighted in more detail along with proposals or recommendations. An executive summary should contain approximately two pages of text and the key summary tables, maps or graphics from the report.

The executive summary differs from the abstract that is normally placed in front of a thesis (not a report) by briefly discussing the method used to obtain the results and by presenting the results and planning implications in more detail.

A digital copy of the Executive Summary must be submitted to the Departmental Coordinator at the time the final copy of the thesis or report is submitted. This executive summary will be placed on the School's website.

Should you have any more questions about the executive summary, please see your supervisor.

M.PL. THIRD TERM ACTIVITIES

In the Planning School, students are normally required to maintain full-time status in the third term (spring/summer) of their M.PL. Program. Essentially, this term is to be used for professional related research under faculty supervision. These activities may include: All students *must* complete a substantial literature review relating to their proposed research topic.

Preparation in April

Get a reading list together for your summer on the topic you are interested in, and then assemble the books and articles you want to read, if they are not available in the city you will be spending the summer at.

You can check the other library catalogues remotely before you lug books across the country: <http://library.queensu.ca/research/catalogues>

Check previous SURP Masters reports and theses (located in the SURP office) on the topics you might be interested in. <http://www.queensu.ca/surp/research-projects/student-reports>

Pay particular attention to the research methods sections of the reports. This is the most important part for the proposal you will do in September.

After you have started your library research, you may consult faculty for suggestions about reading materials on specific topics, methods or reports. A good place to start is to look at our course outlines-the key references are often there as recommended readings: <http://www.queensu.ca/surp/current-students/courses>

You can now download most journal articles for free over the internet via our libraries proxy server: <https://login.proxy.queensu.ca/login>

So the journal article searches can be done anywhere in the world: <http://library.queensu.ca/research/articles>

Over half your bibliography should be books and refereed journal articles. Some methods references should also be included.

Writing the Literature Review

A literature review is an essay that discusses the key books, research reports and academic articles associated with a research topic.

It has an extensive bibliography of what you have read over the summer (and in the past) that relate to the topic.

The review essays from the *Journal of Planning Literature* are good examples. These JPL reviews are about twice as long as you need for this assignment (they are typically from good doctoral dissertations), but they give you an idea about format and discussion. You may review JPL topics and download essays from the QCAT proxy server.

The best literature reviews discuss both a general overview of the topic and how the topic is researched. It is also helpful to collect evaluation criteria that might be used in your analysis.

The essay should be a maximum of 8-10 pages, including the bibliography (Single-spaced, 12 point text font, 1" margin).

If you are not in Kingston on the deadline date (August 31), please submit the literature review as an attachment to an e-mail message to your assigned supervisor, with a cc: to the SURP office.

If you are in Kingston, please consult your assigned supervisor, who may prefer a hard copy.

- In mid-August, the student must submit a one-paragraph statement ([SURP 800 Idea Form & Literature Review](#)) of the general idea to be investigated in the Master's thesis or report to the SURP office. These idea statements will be used to assign research supervisors prior to the first week of term.
- Many students also take an internship for some or all of the summer. Students taking an internship should register in SURP-893 Internship, a non-credit course, and file a two-page report ([internship report form](#)) at the end of the summer.

Note that the dates cited above apply to students registered as full-time in the M.PL. Program.

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INTERNSHIP PROGRAM

In today's rapidly changing urban environment, public and private organizations are faced with many issues that require professionals with a variety of sophisticated skills and knowledge. The Queen's University School of Urban and Regional Planning prepares Master of Urban and Regional Planning students to address these issues in a systematic and interdisciplinary manner. The SURP Internship Program offers public and private organizations an invaluable opportunity to utilize student residents to work on innovative projects and ongoing organizational assessments to improve the quality of their services. The experience allows students to gain valuable skills and apply newly emerging theories and analytic techniques to problems encountered in the "real world" of planning. We appreciate the contribution that a sponsor can make to professional education, and expect that the interns will provide valuable assistance to the organization.

In the summer after their first or second year of graduate study, students have the opportunity for a three- or four-month long professional internship with agencies throughout Southern Ontario and other selected Canadian locations. There is also a limited number of placements

available in China most years. The internship is designed to expose students to their area of interest and to people with a high level of expertise and experience. Internships may be located in community-based organizations, corporations, government agencies, consulting firms, public interest groups, district health units, and planning departments of all levels of government. An [Internship Report](#) is submitted to the SURP Main Office at the completion of internship.

The student should expect to function as a professional and to produce high-quality work. This is reflected in projects and activities performed by the student and in relationships developed with administrators and other staff.

Students taking an internship position must register in SURP-893* Internship. This non-credit course allows students to combine their formal academic studies with on-the-job experience. Although the School cannot guarantee every student an internship placement, the School is committed to working with public sector and other employers to place students in appropriate learning environments.

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GRADES AND ACADEMIC STANDING

Grades are recorded in the form of both letters (A, B, etc.) and grade points. Graduate students must maintain a 'B' average during their stay at Queen's. Further, you must receive a minimum of 'B-'(B minus) in each primary course and (D minus) in each secondary course, irrespective of your overall average. Grades of 'Incomplete' are rarely given; they are used only in the case of medical/personal difficulties and must be approved by the instructor of a given course. Academic progress by each student is reviewed semi-annually; those students not conforming to these guidelines may be asked to withdraw from the program.

Academic progress includes reference to things other than failures or grades. You are expected to make significant progress on your report or thesis, as well as avoid dishonourable conduct such as cheating and plagiarism. Failure to adequately address any of these requirements may be cause for a request for withdrawal. See also the [Calendar of the School of Graduate Studies](#) for further information.

It should be noted that courses are conducted in English and all oral/written work submitted by students must be prepared in English and conform to accepted academic standards.

The Grading System at Queen's changed in May 2011. A 'B' grade will now be 73-76.9% rather than 65-79%. All SURP students are expected to attain a grade of 'B' (73-76.9%) in all SURP courses since May 2011.

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APPEALS OF GRADES AND GRIEVANCES

Grades can be appealed by students. School and University procedures allow, and provide guidelines, for these occurrences. There are also procedures to deal with such things as sexual harassment and other grievances. Student/faculty committees and your advisor may be helpful to you in these matters. See [Appeals Against Academic Decisions](#) and [Harassment/Discrimination Complaint Policy](#) for more information.

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FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Under the Queen's [Freedom of Information and Protection of Privacy Guidelines](#), Queen's University "affirms the importance of the principle of freedom of information and the obligation to conduct its operation as far as possible in ways that are open to public scrutiny." The Guidelines "create policies governing access to information and protection of privacy which reflect the underlying principles of the Ontario Freedom of Information and Protection of Privacy Act." The University is not allowed to disclose personal information recorded in student files unless the student consents to access of this information. As a result of the implementation of these Guidelines, the School of Urban and Regional Planning has prepared a [Release of Information Form](#). This form, when signed by the student, gives faculty member(s) permission to access information from his/her student record when preparing references for the student. The student may stipulate that only certain information be accessed; the form allows for this condition to be expressed.

SURP faculty are often asked to supply student references. Therefore, students wishing references from faculty members will have to sign a completed [Release of Information Form](#) which will then be put on file.

The School makes images of students to aid in connecting faces to names. These images will be provided to faculty and staff and posted in the mail room for student use. The School also takes graduates/class photos and occasionally makes images of classes and fields trips to illustrate in its newsletters and web site. Should you wish for your image not to be included in these publications, please indicate by marking the appropriate box in the personal information form distributed by the Departmental Coordinator.

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FINANCIAL ASSISTANCE AND AWARDS

Students are strongly urged to apply for [external awards](#). The following is a list of some of the major sources of [internal](#)/external financial assistance that are available. Others may be announced at various times of the year; information regarding such awards will be posted in the School or is available in the School of Graduate Studies and Research.

Other awards offered by SURP include:

(i) The **Stanley Lash Award** is given to the student who writes what is deemed by two outside readers to be the best term paper* in a SURP course during a calendar year.

(ii) The **Ida Mmari Memorial Award** is given to the student with the highest grade point average who finishes his/her degree requirements in two years.

(iii) **CIP Award** - The Canadian Institute of Planners Student Awards for Academic Excellence recognize a student in each of the CIP recognized planning programs (undergraduate and graduate) across Canada who has achieved academic excellence.

(iv) **Gerald Carrothers Graduate Scholarship** is administered by the OPPI. Applicants must be student members of OPPI and must be enrolled full-time in a graduate program recognized by OPPI. Criteria are: extent of current and past service and commitment to the community; career objectives of the applicant; and academic performance.

(v) **Toronto Commercial Real Estate Women Real Estate Scholarship** - SURP's M.PL. Program is one of several real estate programs in Canada whose students are eligible to apply to a variable number of \$3,000 scholarship(s) each year. Applications are usually due to Toronto CREW on the last day of February. Female SURP students in their first year of the program and in, or intending to be in, the *Land Use and Real Estate Development* area of concentration are eligible to apply. The award is applicable to second year tuition, and is conditional on remaining in this area of concentration.

See files in the SURP main office for more information on these awards.

Since the School has no undergraduate courses, teaching assistantships are rare but may occur from time to time. However, teaching assistantships may be available in other departments. In addition, students may be employed by faculty members who are conducting research. In addition to notices of awards, job announcements are posted outside the SURP main office. Students have found these notices helpful in securing both summer and full-time positions in planning.

The Planning School also has an Internship Program that offers agencies opportunities to utilize student residents to work on innovative projects and ongoing organizational assessments to improve the quality of their services. The experience allows students to gain valuable skills and to apply newly emerging theories and analytic techniques to problems encountered in planning practice.

*Copies of winning papers from previous years are available in the main office.

(vi) **International Experience Awards**

After wide consultation with the student body, the School instituted an "International Experience Award" program in 1999-2000. Funding for the International Experience Awards has been generously provided by the China Projects Office, the Eastern Ontario District of the Ontario Professional Planners Institute, the SURP Trust and anonymous donors.

The following rules apply.

- Title

The award is called the “International Experience Award”. Each award is worth up to a maximum of \$1,700.

2. Selection Criteria and Submission Format

A maximum of three awards is provided per school year to full-time students (at the time of application) in the School of Urban and Regional Planning at Queen’s University.

The award is intended to provide students with a unique and new international experience. For this reason we strongly discourage students from selecting countries in which they have previously resided.

A proposal shall be judged on its feasibility, practicality and innovation. It will also be judged based upon the potential for the international experience to provide valuable lessons to the SURP community.

The topic must be planning related but it may not be tied to any course requirements or professors’ research interests.

It may not be used to support travel associated with the SURP-827 International Planning Project course, SURP’s China Internships, or a graduate exchange program with our partner institutions.

Locations within Canada and the continental United States will not be considered as possible destinations.

No student may receive the award more than once.

Students interested in applying for an award must prepare a one-page proposal (formatting requirement: 1” margins top, bottom, and sides, using Times New Roman 12 point font size. In order to ensure fairness to all applicants, any writing over this one-page limit will not be read by the Selection Panel. The budget for the travel may be attached as a separate page). The proposal must indicate the student’s area of interest and preparedness and must include the following:

- where he/she would like to travel (Applicants must disclose if they have travelled or resided in the proposed location for longer than one month. The Selection Panel reserves the right to disqualify applications where excess prior travel has occurred.)
- what he/she plans to study
- what he/she plans to get out of this opportunity
- what SURP can get out of this opportunity
- reason for making the choice of location and study topic
- a simple but realistic and researched budget breakdown (Identify how you arrived at your cost estimates. Your budget may exceed the \$1,700 maximum value of the award; however, award recipients are expected to find alternative funding for the remainder of their expenses.)
- a rough travel and presentation timeline

3. Selection Panel

A maximum of three awards will be given out each year. Members of the Selection Panel may decide to award fewer than three awards if, in their opinion, the above criteria have not been met. The funds will be withheld and added to future awards.

The Panel is comprised of four second-year students and four first-year students who are elected in the fall at the beginning of the school term.

A Panel member may apply for an International Experience Award but he/she may not rank his/her own application. Such an application will be pro-rated when its score is tallied.

4. Procedures

All proposals must be handed in to the General Office by the stated deadline. Each proposal will be given a random number to ensure confidentiality during the evaluation process.

Students may not submit more than one proposal per competition.

Each member of the Selection Panel will receive and review each proposal but is not required to evaluate a proposal that he/she feels does not meet the selection criteria.

Each member of the Selection Panel will independently judge each of the proposals and rank each according to the selection criteria. However, although a panel member may apply for an International Experience Award, he/she may not rank his/her own application. Such an application will be pro-rated when its score is tallied.

5. Deadline

The proposals must be submitted by the second Monday of January in the winter term. The exact date will be clearly stated on a notice that will be posted at the School in the late fall inviting SURP students to submit proposals for the International Experience Awards.

6. Obligation of Award Recipient to the School

A student who receives the award must give a 15-minute presentation to students and faculty before and after returning from the trip. These presentations must be given in the fall or winter terms. As well, the student must prepare a one-to-two page summary, including photos, of the student's international experiences, which may be added to the School's Web page and used in other School communications material.

7. Award Expiry

The award will normally expire at the end of the summer term of the year it is granted. First-year students may apply to the School's Director for an extension of the award to December 31st. Unused awards will be returned to the fund and used to support future awards.

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EXTRACURRICULAR ACTIVITIES

The School provides students with numerous opportunities to learn outside of the classroom. Occasional visiting speakers add excitement and interest to our curriculum. Other opportunities for intellectual interaction include student conferences, meetings and informal discussion groups. Brown bag lunches are often held as a means of disseminating information as well as casual conversation, slide shows, etc. While not mandatory, it is strongly recommended that students make use of such opportunities in order to make the most of their educational experience at SURP.

Social events and sporting activities are also part of your stay in the School. Squash and hockey are popular as are curling, softball and broomball. Members of the School usually also take part in two major social gatherings, in addition to informal get-togethers, etc. A fall term party is normally organized in November or December by a group of second-year students, often with the help of staff. A year-end party is organized by first-year students as a tribute to the accomplishments of the graduating second-year class. The School contributes to the success of these endeavours.

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[Society of Graduate and Professional Students](#)

The [Society of Graduate and Professional Students](#) (SGPS) promotes the interests, and represents the views, of graduate students and students in many professional programs at Queen's University. SGPS Council meets monthly. An Annual General Meeting is held every March to which students are invited. The SGPS has an executive as well as a number of committees. The SGPS Council is an autonomous student organization and enjoys representation on many university bodies such as the Senate, the School of Graduate Studies Executive Council and the Board of Trustees (observer status). As well, the SGPS is a full member of the Canadian Federation of Students and the Ontario Federation of Students. The SGPS provides various services for the benefit of member students. Through a cost-sharing agreement with the AMS, the SGPS buys into a variety of programs and services at Queen's, and as a result graduate students and students in professional programs have full access to these and other programs and services on campus. Through the SURP representative of the SGPS, a newsletter as well as other information is distributed to all SURP students.

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[Student Participation at Conferences](#)

We encourage students to seriously consider presenting papers at conferences. Such papers could be based on term papers or research projects. Full-time graduate students are eligible to apply for a Conference Travel Award each fiscal year if an authored/coauthored paper is being presented at a conference. Requests will be considered at any time of the year. Please see Departmental Coordinator for application procedure.

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