Student Manual

Master of Science in Urban Planning and Development
School of Social Work
Saint Louis University

Academic Year 2018-2019
**Director of the School of Social Work’s Welcome**

Welcome to the School of Social Work, in the College for Public Health and Social Justice. The School shares the University's mission to educate the whole person and provide leadership in the discovery, dissemination and integration of values, knowledge and skills needed to instill a passion for lifelong learning and transform our society in the Jesuit tradition. Our School pursues this goal by providing learning-teaching environments that nurture, strengthen, and sustain creative intellectual, emotional, social, spiritual and technical abilities and interests. We encourage and support innovative scholarship and research. We actively engage in community service, linking the School and its resources to local, national and international communities to eliminate ignorance, poverty, injustice and hunger, to improve community life and to solve difficult social problems. We invite you to join us as we work together to achieve the University’s mission and to improve the lives of people to which the social work profession is dedicated.

Don Linhorst, PhD, MSW  
Director of the School of Social Work

**Director of the Urban Planning and Development Program’s Welcome**

Welcome to the Urban Planning and Development Program in the School of Social Work. We excited you have chosen to join us! Our intimate classes emphasize skill building, discussion, and debate. Additionally, we provide interdisciplinary instruction drawing core course faculty from the law and business schools. Specialty courses draw from additional disciplines that include Social Work, and Public Health. As a result, our classroom mirrors the workplace with planning students sitting next to law, public health, and social work students among others. We currently have graduates working in the public, private and non-profit sectors and have had former classmates sitting across the table from one another, negotiating development transactions…the early vision of our program come to life! With the UPD program entering its 20th year at SLU, we are looking forward to celebrating our successes and furthering the professional goals of our students and alumni alike.

Sarah L. Coffin, PhD, AICP  
Director of the Urban Planning and Development Program

**The Mission of Saint Louis University** is the pursuit of truth for the greater glory of God and for the service of humanity. The University seeks excellence in the fulfillment of its corporate purposes of teaching, research and community service. It is dedicated to leadership in the continuing quest for understanding of God’s creation, and for the discovery, dissemination and integration of the values, knowledge and skills required to transform society in the spirit of the Gospels. As a Catholic, Jesuit University, the pursuit
is motivated by the inspiration and values of the Judeo-Christian tradition and is guided by the spiritual and intellectual ideals of the Society of Jesus.

The Five Dimensions of the Saint Louis University Experience:

Reflective of its mission, Saint Louis University strives to engage its students in five interrelated dimensions contributing to the development of the whole person:

- Scholarship and knowledge
- Intellectual inquiry and communication
- Community building
- Leadership and service
- Spirituality and values.

Mission of the College of Public Health and Social Justice

Based on our commitment of service to others, we improve health and well-being locally, nationally and internationally through unique interdisciplinary approaches that inspire students, generate knowledge and engage individuals and communities.

College for Public Health and Social Justice Diversity Statement:
The College for Public Health and Social Justice recognizes the importance of diversity in accomplishing its mission. We take a proactive stance in building a diverse and inclusive community by welcoming students, faculty, and staff of all backgrounds. We strive to assure everyone is valued, ideally creating a space for open and respectful dialogue. In the event of bias and discrimination, the College’s Office of Student Services and the University’s Office of Institutional Equity and Diversity offer support and action for incidents. We encourage students to report all bias incidents. The College ultimately hopes to foster a positive and open environment to facilitate learning and spread the message of social justice to the surrounding community.

Mission of the School of Social Work

Saint Louis University School of Social Work prepares students for professional practice with a commitment to social justice and the empowerment of vulnerable and oppressed populations. The School strives for a dynamic community of learning with excellence in teaching, research, and service.

Goals of the School of Social Work
1. To use knowledge, values, and skills in generalist social work practice.
2. To use knowledge, values, and skills in advanced social work and applied behavior analysis practice.
3. To contribute to the advancement of knowledge of the professionals.
4. To use skills, talents, and time in pursuit of social justice in the community

Urban Planning and Development Program Goals and Objectives

The Master of Science in Urban Planning and Development (UPD) is a 48 credit hour program, designed as a two-year, full-time program including the summer session. A part
time option is available requiring a minimum participation of six credit hours per semester. Participation in the program on a part-time basis requires continuous enrollment to allow completion in three-and-a-half years.

Key elements of the program are the studio/workshop courses, Internship (1 credit hour), and concentration. Workshop/studio courses are intended to develop your technological, teamwork, and leadership capacity in handling active planning problems. Building on the previous semester, each workshop/studio introduces a new problem to be resolved and new skills to be commanded.

Graduates of the Urban Planning and Development program are planning professionals who have a clear understanding of and appreciation for urban and regional development as an interdisciplinary and sustainable, public/private partnership. As evidence, the program develops professional competencies related to applications of community and economic development, spatial and quantitative reasoning, and strategic planning and implementation skills. Graduates will find employment opportunities in the public, private, and non-profit sector and bring a broad set of planning and development skills. Graduates will be employable according to the standards of conduct outlined by the American Institute of Certified Planners.

The program offers each student the opportunity to enhance his or her interests by specializing in an area of concentration. To build a specialization, each student selects four courses from the approved elective list after consultation with his or her advisor.

To complete the program, in addition to the required courses, students must complete a Capstone Project that incorporates the following outcomes:

1. Graduates will be able to blend a body of knowledge with continuous learning that will allow them to frame complex community problems drawing on an interdisciplinary set of knowledge.

2. Graduates will be able to utilize financial and other analytical techniques, including spatial reasoning to perform complex analytical tasks.

3. Graduates will be able to demonstrate an understanding of social justice and responsibility in planning and development and how the ethical professional standards outlined by the American Institute of Certified Planners interacts with that duty.

4. Graduates will be able to develop creative strategies to address challenging situations, demonstrating an understanding of the wide range of planning skills needed to develop the wide range of planning programs and implementation strategies they will encounter in the field.
5. Graduates will be able to inform both public and private-sector decision-making, demonstrating strategic decision-making and team-building skills.

6. Graduates will be able to demonstrate conceptual and technical expertise regarding a selected planning specialization.

**Administration, Faculty, and Staff**

**Administration**

Interim Dean, College of Public Health and Social Justice  
Thomas Burroughs, PhD (Washington University in St Louis)

Director, School of Social Work  
Don Linhorst, PhD, MSW (University of Missouri St Louis)

**Faculty**

Sarah L. Coffin, Ph.D, AICP (Georgia Institute of Technology). Associate Professor and Program Director. Research in Brownfields, Green Economic Development, Vacant Properties, and Development Incentives.

Bob Lewis, AICP, CEcD (Southern Illinois Edwardsville) Assistant Professor, Retired Principal at Development Strategies. Teaching Specializations: Economic Development

Dean Burns, MCP (Southern Illinois Edwardsville) Adjunct Faculty, Commercial Real Estate Broker, Gundaker Commercial. Teaching Specialization: Real Estate and Community Development Finance

John Langa, MCP (Southern Illinois Edwardsville) Adjunct Faculty, Vice President for Economic Development, Bi State Development Agency/Metro. Teaching Specializations: Real Estate and Economic Development, Real Estate Finance

Onésimo Sandoval, PhD (University of California Berkeley) Associate Professor in Sociology – Teaching Specializations: Spatial demography and planning, spatial hierarchy of cities, racial equity and spatial inequality, participatory action research, and information systems in planning.

John Wagner, Ph.D. (Saint Louis University, Public Policy) Adjunct Faculty. Director, Bi-State Development Research Institute. Teaching Specializations: Sustainability and Environmental Planning.

**Staff**

Ahmar Ursani, Program Coordinator (ahmar.ursani@slu.edu)  
Karen Bolinger, Administrative Assistant (karen.bolinger@slu.edu)  
Kristi Richter, Director of Graduate Recruitment (kristi.richter@slu.edu)  
Rebecca Hyde, Library Liaison (rebecca.hyde@slu.edu)
Registration

All students will have an advising meeting with their Faculty Advisor prior to registering. Students are required to register online in the SLU Banner Self-Service system after checking their Degree Evaluation for their remaining course requirements. Registration for the spring semester generally takes place in November. Registration for both Summer and Fall semesters usually takes place in April. For each registration period, students receive registration information on the UPD Program Blackboard site or on Banner Self-Service. Students are urged to register early in order to secure the classes they need; decisions about cancelling low-enrolled courses are made by the second week of open registration.

The UPD Program course schedule and semester time frames do not always follow Saint Louis University’s graduate school calendar as the program offers 1-week intercession courses, 5-day Saturday courses that run from 9:00-4:00 for 5 weeks, a 10-week summer session and some hybrid and online courses.

Advising

Following acceptance to the UPD Program, every new student attends one of several pre-registration Orientations (RPO’s), where the Program Coordinator and the Program Director provide general information to students about the University and get them registered for their first semester. Shortly after the beginning of the student's first semester, he/she will be assigned to a faculty advisor who is teaching in the student’s choice of concentration and/or area of interest. Advisors seek to understand the educational and career goals of students and provide assistance and mentoring in course planning, registration, and with other academic and career concerns. The School embraces an adult-learner model of advising, with advising meetings often scheduled as requested by the student. However, the student must meet with her/his advisor prior to the time of each registration (typically every March and every October). The Director of the UPD Program notifies students and faculty advisors of the dates during which registration is to occur. Students then contact their advisors to arrange mutually convenient times to meet. Any later changes in registration (e.g., adding, dropping, or changing courses) must also begin by consulting with one's advisor. At any time during the progression through the program, students may request a change of advisor. Requests are submitted in writing to the Director of the UPD Program.

Graduation

Students planning to graduate must apply online to graduate and submit their information to the Candidacy Advisor for Graduate Education. This is early in the semester in which they plan to graduate. A degree audit will be generated and sent to the student electronically by that office. Student’s should review it for accuracy and correct any discrepancies, then sign it and give it to the UPD Program Director. Notices regarding the availability of applications and their due dates will be announced on the School of Social Work’s Google Site and in emails to students. This application is required and provides your address for where the diploma should be sent.
**Pre-commencement and Commencement Ceremonies**

There are pre-commencement and commencement ceremonies held every year in December and in May. The pre-commencement ceremonies are held with the College for Public Health and Social Justice prior to the university-wide commencements. Students completing the degree in May or August are invited to the pre-commencement and commencement ceremonies in May or December. Students completing the degree in August and December will also be invited to the December and following May graduation ceremonies. All graduating UPD students who participate in pre-commencement and/or commencement ceremonies are required to buy a cap, gown, and hood. At the pre-commencement ceremonies, student’s names will be individually read and they will be “hooded” as is the custom for master’s graduates. Graduation regalia can be obtained at the annual Graduation Fair at the SLU Barnes and Noble bookstore in advance.

**Grading Policy**

There no uniform grading scale related to letter grades in the Urban Planning and Development. Faculty members have academic freedom to determine grading scales for each class.

- The grading system in the UPD Program for academic courses consists of the following letter grade system: A, A-, B+, B, B-, C+, C, C-, and F.
- The grading system for practicum courses consist of the grades of S (Satisfactory) and U (Unsatisfactory).
- The grades of S and U carry no grade point equivalents and are not calculated in a student's overall grade point average (GPA).
- A grade of I (Incomplete) is given only in unusual circumstances and at the discretion of the instructor. The student must complete and sign a Petition for Course Extension which states the reason for the incomplete work and specifies the date by which the incomplete coursework will be completed. A grade of I must be replaced by the date specified by the instructor, but no later than the end of the following semester, or an F or U grade will be recorded for the course. (Semesters are considered as regular (Fall and Spring) semesters under this provision.)
- A student with three or more outstanding incompletes may not register for additional academic or practicum courses.
- A student may withdraw from an academic course with a grade of W before or on the date of the "Last day to withdraw" as specified in the Saint Louis University Schedule of Classes by completing and submitting a Change of Registration form. The deadline for withdrawing from an academic course during the semester is usually the Friday of the sixth week of classes; consult the SLU Academic Calendar online in the semester a withdrawal is being sought to find the exact deadline.
- A student who withdraws may be entitled to a partial refund according to the University's established refund policies. Students should consult the Tuition and Refund Schedule published online by the University for each semester.
• Cancellation of registration that entitles the student to a tuition refund will be approved by the Director of the UPD Program only in rare and extraordinary circumstances such as a serious illness or death in the family.

• A student receiving a grade of F or U in any required course must retake the failed course. A student who earns two failing grades will be dismissed from the program.

• A student who fails an elective will consult with his/her advisor to select a replacement course. This may be either the same course or an appropriate substitute.

• A student must maintain a cumulative GPA of 3.0 and do minimally acceptable work (C or better) in all courses in order to be in good academic standing in the UPD Program in the School of Social Work. A grade of C- does not constitute a satisfactory grade.

• A student whose cumulative GPA falls below 3.0 or who receives a grade of F in an academic course or a grade of U in a practicum course will automatically be placed on academic probation.

• A student on academic probation must remove the probation by raising his/her GPA to a minimum of 3.0 or replace an F or U grade according to the procedures specified above within the next 15 hours of course enrollments or the student will automatically be dismissed from the School.

• A student who at any point has received any combination of two F or U grades shall be dismissed from the UPD Program. This includes any F or U grade which, for the purpose of computing the grade point average, has been replaced by a subsequent grade as specified in points 8 through 11 above. A student dismissed for any of the reasons enumerated in this section may file a written appeal with the Director of the School. The appeal should specify the extenuating circumstances that would account for the student's previous performance and provide evidence that the student currently has the ability to complete the program successfully. The appeal must be filed within 15 days of the issuance of the letter of dismissal. The decision of the Director will be final.

• A student must have at least a 3.0 cumulative GPA in order to graduate.

Grievances

Any student enrolled in a School of Social Work course and/or degree program may submit a written grievance to the Director of the School of Social Work. The Director will forward the grievance for review to the UPD Program Director or the Student Affairs Committee. A “grievance” is defined as a formal inquiry or complaint requesting a review related to a school policy or procedure or a situation where the student feels that they were treated unfairly or unprofessionally by a faculty or staff member. Students are first encouraged to resolve any conflicts with the specific faculty or staff member and any overall program policies with the Director of the UPD program. For graduate students, any concerns related to grades, harassment, discrimination may be considered for a written grievance but should also be reported as soon as possible to the UPD Program Director.

The UPD Program Director or the Chairperson of Student Affairs will meet with student
to discuss possible ways to address the situation and/or to inform on the need for a written grievance. Once the Director or Chairperson receives and reviews the written grievance, a meeting will be convened within 5 working days with the student and the Director or with the full Student Affairs Committee, depending on who initially met with the student. Advocates will not be allowed for graduate grievance meetings. Following consideration and review, the Director or the Committee shall forward a written recommendation on action to the Director of the School of Social Work or the Director of the UPD Program for action. Within an additional five working days, the student shall have a response to their grievance.

When a graduate student has reason to question the decision of the UPD Program Director or the Student Affairs Committee in an academic matter, the following steps are available to the student. The student should convey the complaint to the School of Social Work Director either in writing or by personal visit. If the student and the School of Social Work Director cannot reach a satisfactory solution, the student should convey the complaint to CPHSJ Associate Dean for Academic Affairs, either in writing or by personal visit. The Associate Dean for Academic Affairs thereafter will research the matter, making whatever inquiries are appropriate, and then inform the student of her findings. The student may appeal to the Dean who has the final decision. If a satisfactory solution is not reached, then the student may convey the complaint to the Vice President for Graduate Education in writing or in person. The matter will be reviewed for adherence to process(es), and the student of will be informed of the findings.

**Professional Competence**

“Professional competence” refers to expected behaviors that are required of Saint Louis University School of Social Work students who are also developing as professionals. Students are expected to maintain positive and constructive interpersonal communications and relationships with faculty, students, staff, and persons in practicum agencies.

Students are expected to positively contribute to the academic learning environment within the classroom, school, and in practicum placements. This includes respecting diversity and not participating in any form of discriminatory actions. As a student in a professional school, emotional stability is necessary for practice.

Conducting oneself with integrity and resolving conflict in a respectful manner are also demonstrations of professional competence. In addition, a policy on Professional Expectations is included on every Urban Planning and Development course syllabus. The policy is as follows:

**Professional Expectations**

Students are expected to demonstrate professionalism and contribute to the class. Expectations include:

1. Arriving promptly to class and leaving at the scheduled ending time.
2. Preparing thoroughly for each session.
3. Participating fully in all classroom activities and discussions.
4. Displaying respect for others’ ideas and different styles while offering own points of view.
5. Turning off all electronic devices (i.e., cell phones and others) during class.

In the event that a student is not demonstrating behaviors reflecting professional competence, then a faculty member, student, staff person, or practicum instructor can request a professional review with the Chair of the Student Affairs committee. The Chair of the Student Affairs committee will then convene a small group of appropriate faculty to meet with the student. The outcome of the meeting would include any of the following: a discussion with documentation for the student’s file only, professional probation with a contract, or a professional competence dismissal from the program. The overall focus will be strengths and educationally based in order to assist the student in continuing with and achieving success in the program. The student is able to bring one person as an “advocate” to the meeting if they desire. Students who are placed on professional probation may not plan or complete a practicum until they are no longer on probation. The Student Affairs committee then submits a report with recommendations to the Director of the UPD Program. The Director of the UPD Program will then meet with the student and discuss the final decision and provide a written letter or contract. If the student desires to appeal the decision, then a written appeal must be presented to the Director of the School within 10 days of the notice of the outcome of the review meeting.

**Professional Writing & Presentations:**

All written work is expected to be polished and professional. Clarity of expression, organization of materials, absence of typographical errors, correctness of grammar and spelling, and other communication skills are considered in evaluating written assignments. Additionally, all work must be fully referenced with source material following proper citation format according the American Psychological Association or the Chicago Manual of Style. All oral presentations are expected to be well organized, practiced, professional, and with appropriate graphical or visual aids.

**University Writing Services:**

We encourage you to take advantage of university writing services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, call the Student Success Center at 314-977-3484.

**Disability Services Academic Accommodations:**

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services, located within the Student Success Center, at Disability_services@slu.edu or 314.977.3484 to schedule an appointment.
Confidentiality will be observed in all inquiries. Once approved, information about the student’s eligibility for academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor’s course roster.

**Note:** Students who do not have a documented disability but who think they may have one are encouraged to contact to Disability Services.

**Title IX Statement**

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU’s Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; akratky@slu.edu; 314-977-3886) and share the basic facts of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU’s sexual misconduct policy and for resources, please visit the following web addresses:

- [www.slu.edu/here4you](http://www.slu.edu/here4you).

**Academic Integrity**

Master of Science in Urban Planning and Development (UPD) Program expects all students to adhere to Saint Louis University’s academic integrity policy (approved June 26, 2015). Key portions of this policy are excerpted here; the policy, in its entirety, may be found on the University’s Academic Affairs webpage:

- [http://www.slu.edu/here4you](http://www.slu.edu/here4you).

Saint Louis University is a community of learning in which integrity and mutual trust are vital. Since the mission of the University is "the pursuit of truth for the greater glory of God and for the service of humanity," acts of falsehood violate its very reason for existence. They also demean and compromise the activities of teaching, research, health care and community service that are its primary mission. Since the University seeks to prepare students and faculty for lives of integrity and occupations of trust, it regards all acts of academic dishonesty as matters of serious concern. Such dishonesty also undermines the academic assessment process, which in turn impairs the ability of the University to certify to the outside world the skills and attainments of its graduates. Such dishonesty allows those who engage in it to take unfair advantage of their peers and undermines moral character and self-respect. Academic integrity is honest, truthful and responsible conduct in all academic endeavors. Students are responsible for adhering to University standards of academic integrity, helping to create an environment in which academic integrity is respected, and reporting violations of the policy to instructors,
department chairs, or administrators, as appropriate.

Violations of Academic Integrity

Falsification entails misrepresentations of fact for academic gain. Instances include: Lying to or deceiving an instructor about academic work; Fabricating or misrepresenting documentation or the data involved in carrying out assignments; Fabricating, misrepresenting, or altering in unauthorized ways information in academic records belonging to an instructor or to any academic department or administrative unit in the University.

Plagiarism involves the representation of someone else’s thoughts, words, and/or data as if they were one’s own or “self-plagiarism” which is the use of material prepared for one class and submitted to another without proper citation and without the permission of the instructor. Instances include: Quoting directly from someone else’s written, artistic or spoken work without using quotation marks or indented quotations and without giving proper credit to the author or artist; for example, cutting and pasting text from the internet and making it appear to be your own work; Paraphrasing or incorporating someone else’s ideas, concepts, arguments, observations, images, objects, music, or statements without giving proper credit; Submitting as one’s own work a paper or other assignment/project that has been prepared, either wholly or in part, by another person, group, or commercial firm without citation or acknowledgment.

Cheating involves the use of unauthorized assistance to gain an advantage over others. Instances include: Copying from another student’s examination or using unauthorized assistance, aids, technological resources such as cell phones, calculators, translation software or Internet based applications in taking quizzes or examinations; Using resources beyond those authorized by the instructor to complete assignments such as writing papers, preparing reports, giving oral presentations, making models, multi-media projects, sound recordings, creating visual materials such as drawings, videos, or photographs or presenting material on the internet; Acquiring, disseminating, or using tests or any other academic forms of assessment belonging to an instructor or a member of the staff through any means (including social media) without prior approval; Influencing, or attempting to influence, any University employee in order to affect a grade or evaluation; Hiring or otherwise engaging someone to impersonate another person in taking a quiz or examination or in fulfilling other academic requirements.

Sabotage entails disrupting or seeking to prevent the academic pursuits of others. It includes: Interfering with work or undermining the academic success of others in the University community in an intentional way for the purpose of negatively impacting that person’s academic performance; Modifying, stealing, or destroying intellectual property such as computer files, library materials, artwork, personal books or papers; Performing any action that would impact research outcomes such as lab tampering, falsification of data, or destruction of research resources.

Collusion involves unauthorized collaboration with another person or persons for the purpose of giving or gaining an academic advantage in such activities as completion of assignments or examinations without explicit permission of the instructor. Collusion may include any or all of the other violations of academic integrity as defined above. For
example, if two students developed a plan that enabled them to improve their performance on an assignment that was supposed to be completed independently, they would be guilty of collusion.

Concealment entails failing to call to the attention of a faculty member or administrator violations of academic integrity that an academic unit requires be reported.

**Reporting and Adjudicating Violations of Academic Integrity**

Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigation of violations will be conducted in accord with standards and procedures of the school or College through which the course or research is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or College in which the student is enrolled. Sanctions will be imposed according to the policy standards of the academic unit with jurisdiction of the faculty member teaching the course or supervising the academic experience or leading the academic program in which the violation occurred. Academic unit with jurisdiction as defined as the unit of the faculty member teaching the course or leading the academic program in which the violation occurs. Formal charges of violations of academic integrity do not preclude other disciplinary action that the University may take if circumstances warrant additional sanctions. Sanctions are to be commensurate with the nature of the offense and with the record of the student regarding any previous infractions. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University. In extraordinary circumstances, the University reserves the right to withhold or revoke a degree in consultation with the academic unit as appropriate. There is no statute of limitations for degree revocation.

**Policy on Style for Citation and Plagiarism**

The two key purposes of citation are to 1) give appropriate credit to the authors of information, research findings, and/or ideas (and avoid plagiarism) and 2) facilitate access by your readers to the sources you use in your research. Quotations: When directly quoting an outside source, the borrowed text, regardless of the amount, must be surrounded by quotation marks or block quoted. Quoted text over two lines in length should be single-spaced and indented beyond the normal margins. Every quote must include a source—the author, title, volume, page numbers, etc.—whether an internal reference, footnote, or endnote is used in conjunction with a bibliography page.

Paraphrasing or Citing an Idea: When summarizing an outside source in your own words or citing another person’s ideas, quotation marks are not necessary, but the source must be included.

Plagiarism is a serious violation of the academic honesty policy. If a student plagiarizes others’ material or ideas, he or she may receive an “F” in the course. The faculty member may also recommend further sanctions to the School Director or Dean, per the School of Social Work and the College’s disciplinary action policies. Generally
Speaking, the three keys of acceptable citation practice are: 1) thoroughness, 2) accuracy, and 3) consistency. In other words, be sure to fully cite all sources used (thoroughness), be accurate in the citation information provided, and be consistent in the citation style you adopt. All references should include the following elements: 1) last names along with first and middle initials; 2) full title of reference; 3) name of journal or book; 4) publication city, publisher, volume, and date; and 5) page numbers referenced. When citing information from the Internet, include the WWW address at the end, with the “access date” (i.e., when you obtained the information), just as you would list the document number and date for all public documents. When citing ideas or words from an individual that are not published, write “personal communication” along with the person’s name and date of communication.

**Admission Probation**

Students may be admitted on admission probation status if they do not meet or exceed admission criteria considered by the UPD Admissions Committee. These criteria include:

- Minimal cumulative GPA of 3.0
- Strength of undergraduate/previous graduate preparation
- Three strong academic and/or professional references
- A thoughtful and well-written professional statement
- Employment/volunteer/practicum experiences in planning and/or development
- Personal and professional maturity

The Admission Probation determination is made by the Student Affairs Committee faculty upon referral from the Director of Graduate Recruitment and Admissions. Students are informed of the admission decision through a letter from the Director of Graduate Recruitment and Admissions. Included in the letter is a contract outlining the student’s requirements to fulfill while on admission probation. Typically, probationary students will not exceed registering for six credit hours in one semester and must maintain a 3.0 cumulative GPA at all times. The probationary period is over two (2) semesters for a total of 12 credit hours. Failure to meet a 3.0 GPA and any other requirement of probation may result in the dismissal from the program. While on Probation students can plan for practicum but will not be able to register for practicum until they are off probation. The determination is made by the Student Affairs Committee after review of the student’s academic performance and consultation with their advisor or instructors at the end of each semester. The student will receive a letter of removal from admission probation or other action from the Director of Graduate Recruitment and Admissions. The student can appeal the decision within 10 days with a written appeal to the Director of the School of Social Work.

**Academic Probation**

If a student’s cumulative GPA falls below a 3.0, then the Program Director shall send a letter of academic probation. Within the next 15 credit hours of coursework, the student needs to show an improvement in grades and raise the GPA to 3.0. While students are on academic probation, they are not eligible to be in practicum.
**Academic Dismissal**

Students will have an automatic dismissal from the UPD program for any of the following reasons:

- If, at any time during the course of study, the student receives two grades of “F”. This includes any F or U grade which, for the purpose of computing the grade point average, has been replaced by a subsequent grade.
- If the student fails to move off of academic probation within 15 credit hours.

Dismissal decisions and notification are handled by the School of Social Work. A student may appeal the decision within 10 days by submitting a written letter to the Director of the School of Social Work.

**Withdrawal from Course**

After the semester’s final drop period ends (usually in the 4th week of the semester), students have 3-4 additional weeks to withdraw from a course with a grade of W for Withdrawal on the transcript. If a student withdraws from a required course, she/he still needs to take it, and the course will be listed twice on the student transcript, once with a grade of W and again with the grade the student earned in the course. Consult the SLU academic calendar for the exact Withdrawal from Course deadline in a specific semester and year:

**Leave of Absence**

A leave of absence means the student is remaining in the degree program and intends to finish the UPD at SLU, but seeks a semester away from coursework to take care of other issues in his or her life. Students are urged to be extremely cautious in requesting a leave of absence. During the leave period, students do not have enrollment status for purposes of health insurance, loan deferment or access to campus libraries and computer services. The time taken during an approved leave of absence will, for graduate and professional students like UPD students, not be included as part of the time students have to complete their degree (4 years total for UPD students). However, if students have received loans that are being deferred, they will lose their deferment status while on leave. There is no guarantee that a Leave of Absence request will be granted. If students want to be considered for tuition scholarship upon their return from Leave of Absence, it is their responsibility to apply for financial aid by the appropriate deadline. Complete the Leave of Absence Form at the link below and give the signed form to the UPD Program Director: [http://www.slu.edu/Documents/eas/Leave_of_Absence.pdf](http://www.slu.edu/Documents/eas/Leave_of_Absence.pdf)

**Withdrawal from Degree Program**

A withdrawal from the degree program means the student is not remaining in the UPD program and does not intend to finish at SLU. Complete the Intent to Withdraw Form at the link below and give the signed form to the Director of the UPD Program: [http://www.slu.edu/Documents/enrollment/registrar/forms/Intent_to_Withdraw%20f](http://www.slu.edu/Documents/enrollment/registrar/forms/Intent_to_Withdraw%20f)
Financial Aid

The School of Social Work assists students in obtaining financial assistance to help pay for the cost of graduate education. The two most immediate sources of financial aid are the School of Social Work through the Director of Graduate Recruitment and Admissions (314-977-2752) and the University's Office of Student Financial Services, located in Room 121 of DuBourg Hall (314-977-2350).

The School's funds for financial aid are primarily in the form of merit-based scholarships. The School attempts to provide support to as many students as possible. This means that the awards are small but a greater number of students are helped than would be the case if large awards were made to a few. Partial scholarships are awarded, as funds allow, to students who can demonstrate academic and or community service merit. In addition, the School has Full and Partial Graduate and Research Assistantships which provide opportunities to work closely with faculty and receive tuition remission. The Full Graduate Assistantships also provide a stipend and student health insurance. Faculty often receive other funding for evaluation projects where students are notified of additional financial support opportunities. Students interested in further information regarding financial aid administered by the School of Social Work are encouraged to consult with the Director of Graduate Recruitment and Admissions, Room 212, Tegeler Hall, Phone: 314-977-2752.

In addition, there are a few programs for loan forgiveness for social workers. Loan forgiveness requires working in underserved areas or agencies or in the case of the Public Service Loan program, releasing all further debt after 10 years of working in the field and paying on your loans.

National Health Service Corp Loan Forgiveness: http://nhsc.hrsa.gov/loanrepayment/

Public Service Loan Forgiveness: http://www.finaid.org/loans/publicservice.phtml

Program Requirements

The UPRED curriculum consists of 6 core courses, 4 methods course, 1 studio course, 1 capstone course, and 4 elective courses. The program is 48 credit hours, including a 1 credit professional development course. All core courses must be completed unless formally waived due to previous coursework. Core courses are designed to provide students with the necessary skills and background for more advanced work.

Core Courses
UPD 5000 Foundations of Planning (3)
UPD 5010 Planning and Development Theory (3)
LAW 7700 Land Use Control (3)
UPD 5020 Land Use Planning and Analysis (3)
UPD 5200 Local Economic Development Policy and Practice (3)
UPD 5220 Infrastructure Planning and Processes (3)

**Methods Courses**
- UPD 5100 Research Methods
- UPD 5500 Real Estate Finance
- PUBH 5600 GIS and Public Health (3) (or an approved equivalent)
- UPD 5110 Planning Statistics

**Studio and Capstone Project**
- UPD 5900 Planning and Development Studio
- UPD 5960: Capstone Project

**Elective Courses** - Students select 12 credit hours in consultation with their advisor. Students are encouraged to use electives to pursue one of the specializations listed below (course prerequisites are noted in brackets). *Note, not all electives are offered each semester or every year. Students should check Banner for course scheduling and availability.*

**Real Estate Development**
- FIN 6000 Finance for Managers
- FIN 6090 Advanced Real Estate Finance
- UPD 5450 Community Development Finance
- Elective to be selected in consultation with advisor

**Community Development**
- SWRK 5721 Community Devel. Theory and Practice
- UPD 5450 Community Development Finance
- 2 Electives to be selected in consultation with advisor

**Economic Development**
- UPD 5250 Planning and Development in St. Louis
- UPD 5260 Real Estate and Economic Development
- UPD 5450 Community Development Finance
- Elective to be selected in consultation with advisor

**Environmental/Sustainability Planning**
- UPD 5350 Environmental Planning
- UPD 5360 Sustainability and the Built Environment 2
- Electives to be selected in consultation with advisor

**Public Health Planning**
- PUBH 5030 - Methodological Approaches to Understanding Population Health
- PUBH 5060 - Environmental and Biological Determinants of Health
PUBH 5070 - Translating Evidence and Theory for Community Practice
Elective to be selected in consultation with advisor

Students will also be required to take PUBH 5600 – GIS and Public Health for their GIS core and PUBH 5040 –Generating Evidence from Public Health Data in place of UPD 5110.

**Professional Development credit**

Students come to the UPD program with varied backgrounds. Some arrive with no formal planning experience (work and/or undergraduate education) while others have many years in the profession and/or have an undergraduate degree in planning. For those with no planning background, a professional internship is required. This provides opportunities for students to gain practical experience in the field prior to graduation. The internship should be at least 3 months of full-time work or the equivalent (minimum of 400 hours). Most students take a full-time job over the summer; others choose to work part-time for 6 months or more during the school year. Payment varies, but the range is usually $10.00 and $15.00 an hour. The student and the organization draw up a letter of agreement at the beginning of the internship with an evaluation of the experience at the end. After the project/internship is completed, students work with a faculty member to produce an analytical paper related to the internship project. Students with work or prior planning experience will develop a professional development paper in consultation with their academic advisor.

**Course Descriptions**

**Required:**

**UPD 5000 Foundations of Planning (Fall)**

**Course Description:** This course is designed to provide the incoming planning students with the foundational concepts important to planning education and practice. It will explore the historical underpinnings of cities and city life that reveal why and how modern planning practice came into play. In doing so, students will also examine land use, transportation, economic analysis, housing, the role of government in planning, community-based plans, citizen-led planning and how contemporary planning can be shaped by poverty, race, and social class. Students will learn firsthand how to do field work within a community and additionally experience the role that consensus building plays in group decision making through a semester-long neighborhood-based group project.

**UPD 5010 Planning and Development Theory (Fall)**

**Course Description:** This course explores the literature on planning and development theories. We will examine several themes: 1) theoretical foundations and justifications of urban planning; 2) values and normative frameworks in planning; 3) the factors that contribute to the growth or decline of city-focused regions. Readings pull from planning, economic geography, sociology, and urban studies to explain the spatial, industrial, and people-focused patterns of development in cities, suburbs, and regions.
UPD 5100 Research Methods (Fall, Spring, or Summer)

Course Description: This course explores the basic methods used in planning and policy analysis. Whether as an urban planner or private developer/consultant we all encounter policy reports and documents and are required to decipher them at some point in our careers. Many of us will also write these reports or use them as source material for grant proposals or funding requests, thus understanding the methods is essential to our work. This course provides the foundation for planning and policy analysis, examining the basic methods used in addressing planning and development problems.

UPD 5110 Planning Statistics (Fall, Spring, or Summer)

This is a cross-listed class with PUBH 5040 – Generating Evidence from Public Health Data. Planning students will gain valuable knowledge on how to incorporate qualitative and quantitative analytic methods to describe and compare a variety of policy contexts. The course has three primary focus areas: data collection, data analysis, and interpretation and communication of results. Course topics include study design and sampling, questionnaire development, data visualization, and statistical inference and modeling. Students will use software to analyze data and will learn how to appropriately report on findings in both written and verbal form.

UPD 5200 Local Economic Development Policy and Practice (Spring)

This course is designed to provide an introduction to the context, theory, process and practice of local economic development planning. Topics covered include: theoretical and conceptual explanations of the economic development process; international, national, and regional factors affecting local economic development; federal, state, and local roles; contrasting economic development approaches and methods for planning and practice; equity, participation, and partnerships in economic development; and financing tools for local economic development.

UPD 5220 Infrastructure and Plan Implementation (Spring)

Course Description: This course is designed to explore various systems and services that support a city and region and how function. These systems include transportation, water, sewer, schools, all of the systems and services that engage in some planning function. The course aims to investigate how infrastructure is defined, delivered, and financed. The first part of the course deals with theoretical foundations of infrastructure systems including social and economic underpinnings of the demand for infrastructure. The second part reviews the range and types of infrastructure systems that serve urban development. The third part explores how infrastructure systems can be implemented -- to either serve existing development patterns more efficiently or can be planned to provide service to new development more sustainably.

UPD 5310 Land Use Planning and Analysis (Spring)

Course Description: This course is designed to provide the student with an overview of how land use decisions are made and how the activities that comprise land use
planning are determined. Starting with the history and theory of land use planning, this course develops a conceptual framework for how land use decisions are made, exploring these issues from the perspective of both the public and the private sector. Students examine values and objectives behind the different approaches to land management and the role that the local government plays in establishing a land use program. Students additionally consider the necessary information required to develop a land use plan, examining the different types of data and how they might be used. In the class students ultimately examine land use practices at the site level exploring development issues for a series of specific land uses. Following this class, the student will have the necessary analytical skills to examine a series of land use development issues.

UPD 5500 Real Estate Finance (Spring)

Course Description: The course provides practical working knowledge and capabilities in the methods and techniques used in the financial analysis of real estate development projects. As a result, we will spend the majority of our time understanding, practicing and applying present value mathematics, the concept of return, discounted cash flow analysis, project cost and benefits, and a complete financial analysis of a real estate development project. We will develop Excel spreadsheet capabilities and use them in all the analysis steps. Finally, we will also review the loan process for commercial real estate projects. This course provides a hands-on approach to real estate finance. It emphasizes the knowledge and analysis required for direct investment in real estate projects. This course will provide the skills necessary to evaluate potential opportunities in real estate.

PUBH 5600 GIS and Public Health (Fall)

Course Description: This is an introductory course in Geographic Information Systems (GIS) and its application in the Public Health arena. Historically, the public health system has relied on three components to accomplish its vital role in the community of mankind. These three components are comprised of public health workforce, the structure that supports and maintains these dedicated workers and the information and communication systems used by these organizations in collecting and disseminating accurate data for the decision-makers and the public. This course will explore portions of the last component of this mix. It will delve into the basic structure of geographic information systems (GIS), define GIS as a technology - a computer-based system for integrating and analyzing geographic data - and explore the concept that geographic patterns are inherent in data and relationships between features.

UPD 5900 Planning and Development Studio (Fall)

Course Description: Developing hands-on planning experience is an essential component of the UPRED program at Saint Louis University. Through application, students understand the connections between the theoretical concepts and practice. This course is designed to be a project-focused application of the concepts students learn in their respective courses. More importantly, however, students will develop real world project experience, working with an actual client. At the end of the semester students
will have a product that they can add to their portfolio and claim as work experience on their resume.

**LWL 7700 Land Use Control (Fall)**

**Course Description:** This course will focus on the legal and planning problems of allocating and developing land, primarily in metropolitan areas. Special attention will be paid to the tension between the values of free enterprise and private property on the one hand and demands for public open space, control of urban sprawl, and free choice in the location of residence on the other hand. Specific topics to be covered include the extent of and limitations on governmental power to regulate the use of land; traditional planning, zoning and subdivision regulations; special techniques including use of “wait and see” regulatory devices, development exactions, historic preservation districts, transfer of development rights and “new urbanism” planning; impact of environmental protection legislation; growth of state-wide statutory regulation, including “smart growth” legislation; neighborhood collaborative planning, and non-adversarial dispute resolution techniques.

**UPD 5910 Internship (Variable)**

**Course Description:** Both pre-students and in-service students are required to complete an internship during their course of study. The internship must be approved by their program advisor and must involve at least 6 weeks of full time work involving a planning or development related project. The faculty advisor will provide a handbook to the student the semester before they plan to sign up for internship credits, which outlines the requirements for the course.

**UPD 5960 Capstone (Spring or Fall)**

**Course Description:** This class is the culminating experience for the program and should reflect the portfolio of work students have created over the entire course of study. Students will need to demonstrate a set of core competencies that will be examined at the end of the semester as students turn in their final capstone projects. The class meets for the first 6 weeks of the semester and the students learn how to prepare the final capstone project. The students will then spend the remainder of the semester working independently on their projects. At the end of the semester students are expected to turn in and present a final project. Satisfactory completion is required for degree conferral.

**Electives:**

**UPD 5250 Planning and Development in St Louis (variable)**

**Course Description:** This course is designed to provide students with a broad understanding of both formal city planning and the real life, political context of development decisions in the St. Louis Metropolitan Region. Most planning practitioners concur that urban planning is a process and that almost all development decisions involve politics. Consequently, this course focuses on both the preparation of plans and the
political process through which plans gain acceptance and are implemented. Students who successfully master the course content should be able to accurately describe the historic contexts of major planning and development decisions and actions in the St. Louis Metro Region during the past century. They should also be able to distinguish and articulate the differences between planning theory, practice, various styles of planning, feasibility studies, project engineering, project financing, construction management and plan implementation. More generally, in regard to the various case examples presented, they should be able to distinguish and describe the creative planning phase and the dynamic political phase of major projects.

UPD 5260 Real Estate and Economic Development (Spring)

Course Description: The purpose of this elective course is to teach students the basics of development planning, with a focus on the public sector planner/economic development role. The desired result is to provide the students an overview of both subjects so that those going into either the related public or private sector fields have a broad background of how development projects and public economic development initiatives work within the context of the public process.

UPD 5350 Environmental Planning (variable)

Course Description: This course is designed to present the concepts and frameworks used for environmental planning. This course will present both the contexts within which environmental planning takes place and the frameworks, tools and substantive knowledge with which environmental planners plan. The course uses examples from urban, metropolitan and regional environmental settings.

UPD 5360 Sustainability and the Built Environment (Fall)

Course Description: In 1983 the World Commission on Environment and Development (aka the Bruntland Commission) was convened to address the growing concerns about environmental degradation in light of escalating human development. From that came the call to switch the world policy focus toward a more sustainable future. Sustainable development is most commonly defined as meeting the needs of our present generation while taking the needs of the future generation into consideration. The concept appears simple. Yet, the challenge lies in how we get there. What does it mean to meet the needs of our present generation? How do we define those needs? And what does it mean to take the needs of a future generation into consideration at the same time? What does all of that look like at the community scale? There in lies the policy challenge. How do we think globally and act locally? In this course we will explore the applications of sustainability on the built environment, both at the very specific site level and how one might implement site improvements at the community level, exploring how a community plans for sustainability.

UPD 5370 Sustainable Site Planning (Variable)

Course Description: This course covers fundamental sustainable site issues such as planning and policy strategies for sustainable communities; site planning with nature –
using site analysis to design with nature, not against it; urban agriculture – growing food for sustainable cities and healthy people; soils – protecting - enriching, and valuing soils and the life within them; hydrology and the water cycle - design for water cycling and water conservation; vegetation and landscaping - nutrient cycling, food, wildlife habitat, climate mediation

**UPD 5450 Community Development Finance (variable)**

**Course Description:** This elective course provides students with conceptual and practical tools needed to participate in the decision-making for and financing of projects, including commercial real estate, that relate to community development goals. The course introduces students to the policy and practice of community development finance, with an emphasis on the resources available to assist for-profit and not-for-profit private sector developers to undertake community development projects in markets and with populations outside of the financial mainstream. The course will include the fundamentals of decision-making about the financing of community development (i.e., real estate loan/investment underwriting), as well as a survey of public and private sector resources available to finance a variety of community development goals, such as the building of affordable housing, community facilities, charter schools and commercial real estate development). Topics covered will include Community Development Block Grant, HOME Investment Partnership funding, Low Income Housing Tax Credits, Tax-Exempt Bond Financing, New Markets Tax Credits, and others.
Sample Schedules
Full Time

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<td>UPD 5220 Infrastructure Planning and Processes</td>
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**Capstone Project**

The capstone is a professional document required by the program in lieu of comprehensive examinations. Additionally, the electronic portfolio is a collection of the work you completed during your graduate program. It represents a deeper presentation of your skills. The Capstone and Electronic Portfolio are designed to demonstrate your individual mastery of the following professional competencies and contribute to your overall Student Outcome Assessment.

**A. Competencies**

1. Blend a body of professional knowledge with continuous learning
2. Develop the ability to utilize financial and other analytical techniques.
3. Demonstrate an understanding of social responsibility in planning and real estate development.
4. Develop creative strategies to address challenging situations.
5. Utilize technology, particularly GIS.
6. Demonstrate conceptual and technical expertise regarding your selected Planning Concentration area.
7. Use data to inform both public and private-sector decision-making.

**B. Approximate Timeline and Other Information**

This is a very general guideline. Your advisor will provide you with more precise guidelines when you are ready to start your capstone.
Semester prior to Graduation:

- Select faculty advisor
- Discuss capstone ideas with faculty advisor
- Register for UPD 5100 Research Methods

Graduating Semester:

- Register for UPD 5960 Capstone
- Complete candidacy procedures and application for degree – within first 3 weeks of the semester
- Submit capstone proposal – roughly 4 weeks into the semester. This will be an updated version of the proposal you developed for UPD 5100
- Submit rough draft of your Capstone Project – Roughly 10 weeks into the semester
- Make revisions – You will be given 4 weeks to finalize the document
- Submit final Capstone and Electronic Portfolio (bound and edited) – This will be due the week of finals.

C. Final Product: Content and Organization

The final product should be organized as follows:

1. Executive Summary
2. Table of Contents
   - List of figures
   - List of maps
3. Introduction
   - Problem Statement, research question (i.e. purpose)
   - Summary of Context (location)
   - Summary of Methods
   - Overview of document
4. Literature Review (detailed context of planning problem)
   - How the issue is framed in the literature
   - Detailed description of study and planning problem
5. Methodology
   - How are you framing the problem?
   - How did you arrive at your question?
   - What methods and data are you going to use to address the problem and answer the research question?
6. Findings
   - What did you discover?
   - Describe, in detail, what you learned in your investigation
7. Policy Recommendations/Implementations for Planning
   - Based on your findings, what sorts of policy recommendations do you feel need to be developed?
Based on your findings and policy recommendations, what sorts of implications do you foresee for your study area? For the larger community?

8. Bibliography

9. Appendices - a copy of the database is required along with other supporting materials you wish to include.

D. Evaluation Criteria

1. Substance
   · Clear Statement of purpose (problem statement) and focus
   · Link to the larger purpose, as demonstrated in the literature
   · Appropriate methodology and one in which you have experience
   · Demonstrates understanding of methods, link to concepts and the nature of data
   · Clear statement of findings

2. Presentation and Language Style
   · Grammatically correct
   · Appropriate and consistent research citation and documentation
   · Maps, appropriately generated and designed
   · Appropriate graphics to display data and the results of analysis
   · Visual materials to support presentation of the context of your problem

Please contact Dr. Sarah Coffin with any questions you may have and to get this semester's deadlines at sarah.coffin@slu.edu.

STUDENT LIFE AND SERVICES

A. Graduate Student Association

The Graduate Student Association (GSA) represents all fulltime and part-time students enrolled in Graduate Education at Saint Louis University. The GSA is governed by elected officers, and its General Assembly consists of one representative from each graduate degree program. In this way, the GSA is able to recognize interests and concerns across the wide spectrum of graduate disciplines and serve as the focal point for the Graduate Program's student concerns. The GSA also sponsors the annual Graduate Student Research Symposium which showcases graduate student research, in both paper and poster formats. Graduate students depend upon the GSA for help with funding for conference travel, to meet publication expenses, and for poster presentation materials. Symposium which showcases graduate student research, in both paper and poster formats, throughout the University. The GSA is affiliated with the National Association of Graduate and Professional Students (NAGPS) and is also a chartered member of the national graduate and professional student honor society, Alpha Epsilon Lambda. The Associate Vice President for Graduate Education communicates regularly with the GSA.
B. Bookstores

Bookstores serving the University are located in the Busch Student Center on the Frost Campus. The bookstore stocks required and recommended textbooks, general reading materials, study aids, school supplies, emblematic clothing, gift items, and snacks.

C. Recreational Facilities

The Simon Recreational Center features a wide range of sport and recreation facilities, services, and programs. The Center’s facilities include five racquetball courts, a squash court, six multipurpose courts (for basketball, volleyball, tennis, etc.), a fully equipped, modern, weight and cardiovascular area, a fitness testing lab, a 40-meter swimming pool, saunas, whirlpool, spinning studio and two multipurpose rooms, and an indoor running track. Recent expansions include more than 150 new pieces of fitness equipment, a juice bar and lounge, additional locker rooms, several multi-purpose rooms, full wellness suite, climbing wall, gaming area, additional locker space and an event room. In addition, there is another weight and cardiovascular room located on the lower level of Salus Center. Outdoor recreational facilities include a softball field, a sand volleyball court, three swimming pools, and a multipurpose intramural field. The park area at Compton and Laclede features a gazebo, walking path, and a lake for the enjoyment of the SLU community.

In addition to club sports and intramural programs, fitness/wellness programs, and aerobics classes, informal, drop-in opportunities are offered at the Center on a year-round basis. All currently enrolled students are automatically members.

E. SLU Urban Planning Association (SLUUPA)

Initially formed in 2007, SLUUPA is an organization for Saint Louis University students interested in urban planning and urban affairs. Membership is open to anyone across the campus with an interest in urban planning and built environment issues. Meetings are held monthly and commonly feature a variety of guest speakers. Additionally, activities include community service and social events. Some of the main goals of the group include:

1. Promoting and sponsoring educational events to further members’ knowledge of urban planning and urban issues
2. Promoting and sponsoring social events to encourage unity and cohesiveness within the student body
3. Encouraging attendance at professional conferences and workshops
4. Acting as a forum for exchange of ideas and information
5. Helping raise awareness of urban issues in the St. Louis metropolitan area
6. Providing opportunities for community service
F. Parking and Inter-Campus Travel

Parking facilities are provided at both campuses for a fee. Running when classes are in session, the Billiken Bus Line provides transportation within and between the Frost and Health Sciences Campuses. Vans and buses are available for private charter to student and faculty organizations.

G. Public Safety and Security Services

The department of Public Safety and Security Services is dedicated to providing a safe campus for Saint Louis University students, faculty, staff and visitors. The Department of Public Safety (DPS) is staffed with well-trained and dedicated officers who patrol the campus twenty-four hours a day, seven days a week.

DPS works to enhance safety through a community-based approach that focuses on education, communication and prevention.