Dear Katie,

The plan by the Knowlton School to integrate the GE Reflection into their capstone meets all of the benchmarks we have set for other College of Engineering programs that aim to integrate the ELOs of Reflection into the required capstone. The draft materials that have been share appropriately capture the outcomes expected of the GE. I recommend that it go forward and be made part of the CRP major plan. I understand that its next stop is CAA, where it should probably be just an informational item—this is one of a series of (already approved) changes to the curriculum in the College of Engineering as part of the GEN.

To make bookkeeping easier, the proposal is attached here.

With best regards,
meg

From: Quinzon-Bonello, Rosario <quinzon-bonello.1@osu.edu>
Sent: Monday, December 16, 2024 3:05 PM
To: Daly, Meg <daly.66@osu.edu>
Subject: City and Regional Planning proposal to embed reflection bookend ELOs

Hello Meg,

Attached is a proposal submitted by City and Regional Planning to embed reflection bookend ELOs into a capstone course.
I initially sent it to OAA, but Katie told me it needed to go to you first.

Thanks,

Rosie

THE OHIO STATE UNIVERSITY

Rosario (Rosie) Quinzon-Bonello, M.Ed.
Assistant Dean for Curriculum and Assessment
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quinzon-bonello.1@osu.edu

College of Engineering

Undergraduate Education & Student Services

122 Hitchcock Hall
2070 Neil Avenue
Columbus, OH 43210-1278

614-292-2651 Phone
614-292-9379 Fax

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Memo

To: Randy Smith, Vice Provost for Academic Programs
From: Rosie Quinzon-Bonello, Assistant Dean for Curriculum and Assessment
Date: December 9, 2024
Re: City and Regional Planning – Proposal to embed Reflection Bookend ELOs into CRPPLAN 4950

_____

Attached is a proposal submitted by the City and Regional Planning BS degree program to embed reflection bookend ELOs into CRPLAN 4910, one of a two course capstone experience. This curriculum change proposal, if approved, will result in a reduction of the minimum total credit hours for the degree from 121 to 120.

This proposal was presented to CCAA as an informational item on Thursday, December 5, and there were no questions or concerns. The college supports the program's proposal.

Yours sincerely,

Rosie Quinzon-Bonello

To:	David Tomasko, Associate Dean for Academic Programs and Student Services

Cc:

Jennifer Clark, Section Head of City and Regional Planning (CRP)
Andrew Cruse, Knowlton Academic Affairs Committee, Chair (KAA)
Tijs van Maasakkers, Chair of Undergraduate Studies in City and Regional Planning
Kyle Ezell, Professor of Practice in City and Regional Planning
Rosario Quinzon-Bonello, Assistant Dean, College of Engineering
Mitsu Narui, Director of Institutional Effectiveness and Assessment

From:

Ann Pendleton-Julian, Knowlton School Director

Date: 11/22/2024

Re: General Education Learning Outcomes Assessment
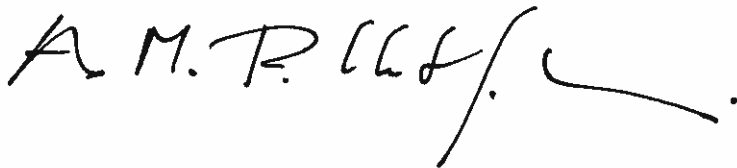

Dear Associate Dean Tomasko, Hello Dave,

I am writing in support of the proposed curriculum change in the Bachelor's of City and Regional Planning, which will embed GE Reflection Seminar Expected Learning Outcomes into CRPLAN 4950: Professional Planning Skills Development.

As part of this curriculum change, I expect the Chair of Undergraduate Studies in City and Regional Planning (Tijs van Maasakkers, cc'd here) and the faculty member currently teaching CRPLAN 4950 (Kyle Ezell, also cc'd here) to ensure that the assessment results related to the GE Expected Learning Outcomes are reported on schedule with the rest of the GE learning outcomes assessment.

Since the exact process and timeline for reporting these assessment results remain in development, I expect Tijs and Kyle will communicate with Mitsu Narui to meet this expectation. Should you have any further questions or concerns about the GE outcomes assessment related to CRP 4950, or any other CRP courses, please don't hesitate to reach out.

All best,

Ann Pendleton-Jullian, Knowlton School Director

BSCRP Curriculum Change - Proposal

To:	David Tomasko, Associate Dean for Academic Programs and Student Services Rosario Quinzon-Bonello, Assistant Dean, College of Engineering
Cc:	Ann Pendleton-Julian, Knowlton School Director Jennifer Clark, Section Head of City and Regional Planning (CRP) Andrew Cruse, Knowlton Academic Affairs Committee, Chair (KAA) Jessica Baer-Graves, Knowlton Academic Program Services Manager Lexi McCartney, Knowlton Academic Program Services Specialist 2
From:	Tijs van Maasakkers, Chair of Undergraduate Studies in City and Regional Planning
Date:	11/14/2024
Re:	Proposed Curriculum Change in BSCRP related to GE Reflection Seminar

Proposal:

To add two learning outcomes and a new pre-requisite to CRPLAN 4950: Professional Planning Skills Development, to meet the requirements of the General Education Reflection Seminar. Proposed additional Expected Learning Outcomes (ELO):

1. *Students consider advocacy, equity and social justice in planning processes and outcomes*
2. *Students consider how global issues have local impact and how local plans can contribute to global problems, like climate change*

Beyond including these ELO, this proposal also adds the General Education Launch Seminar (GENED 1201) as a pre-requisite for CRPLAN 4950.

Goal:

The intent of this proposed curriculum change is to enable students completing the Bachelor's in City and Regional Planning (BSCRP) to fulfill the General Education requirements without taking a separate, 1 credit-hour "bookend" course, the GE Reflection Seminar. This change is to take effect starting in the fall semester of 2025, when CRPLAN 4950 will be offered next.

Context:

In 2022, Ohio State University launched the new General Education requirements (see Appendix A). This structure includes two 1 credit-hour "bookend" seminars. Degree programs in the College of Engineering are allowed to incorporate the Expected Learning Outcomes of the "Reflection Seminar" into an existing "capstone" course.

Key Considerations:

A. The BSCRP Curriculum has a dual "capstone" experience for students, which they (typically) complete in the fall of their 4th year. The first component is a 6 credit-hour senior studio (CRPLAN 4910S: Realizing the Plan) in which students work on a substantial client-driven project. The second "capstone" component is a 3 credit-hour course (CRPLAN 4950: Professional Planning Skills Development) in which students complete their individual "Senior Portfolio." The portfolio requirement allows students to display and reflect on their experiences throughout the BSCRP curriculum. Mapping the existing BSCRP Curriculum against the General Education Reflection Seminar (see Appendix B) suggests that several of the ELO's are achieved currently. Adding the two proposed ELOs to CRP 4950 is the most appropriate way of incorporating these into the curriculum without adding duplication.

B. The Planning Accreditation Board curriculum standards include several elements of relevance to the GE Reflection Seminar. These are included in the curriculum map in Appendix B and listed in full in Appendix C.

C. Ohio State University's BSCRP Curriculum is designed around twelve Core Competencies. These are separate from and in addition to the accreditation standards. Where relevant to the GE Reflection Seminar Expected Learning Outcomes, BSCRP Core competencies are listed in Appendix B. The complete OSU BSCRP Core Competencies are listed in Appendix D.

D. The Core Competencies structure the learning outcomes assessment for the BSCRP. All students in CRPLAN 4910S are assessed on their achievement of the core competencies by their instructors. In addition, all Senior Portfolios are reviewed by the Undergraduate Committee to assess the achievement of the Core Competencies. These (anonymized) assessments are available on the City and Regional Planning website (https://knowlton.osu.edu/sites/default/files/2024-01/Required-Public-Information_BSCRP-2023-24.pdf) and updated annually.

E. The overall credit hour requirement for the BSCRP is currently 121. This minimum number of credit hours is based on the assumption that a student is able to take two 4-credit hour GE courses to meet the requirements for the Citizenship for a Diverse and Just World theme and the student choice theme. In practice, most BSCRP students are taking a total of four 3-credit hour courses to meet these two GE requirements, and therefore graduating with a total credit hour count of 125 or above. However, embedding the learning outcomes for the GE Reflection Seminar into CRPLAN 4950 does create a potential curricular pathway that allows a student to graduate with a minimum of 120 credit hours. An updated curriculum sheet that reflects this possible scenario is attached as Appendix F, with changes highlighted in yellow.

F. Students that transfer into the BSCRP major after having completed the GE Reflection Seminar will continue to be required to complete CRPLAN 4950 as part of the BSCRP sequence, as this course achieves a number of ELOs separate and apart from the GE Reflection Seminar. Vice-versa, students that change to a different major than the BSCRP after completing CRPLAN 4950 will be required to complete the GE Reflection Seminar as part of their new major since CRPLAN 4950 on its own does not achieve all of the ELOs associated with the GE Reflection Seminar, as highlighted in the curriculum mapping in Appendix B.
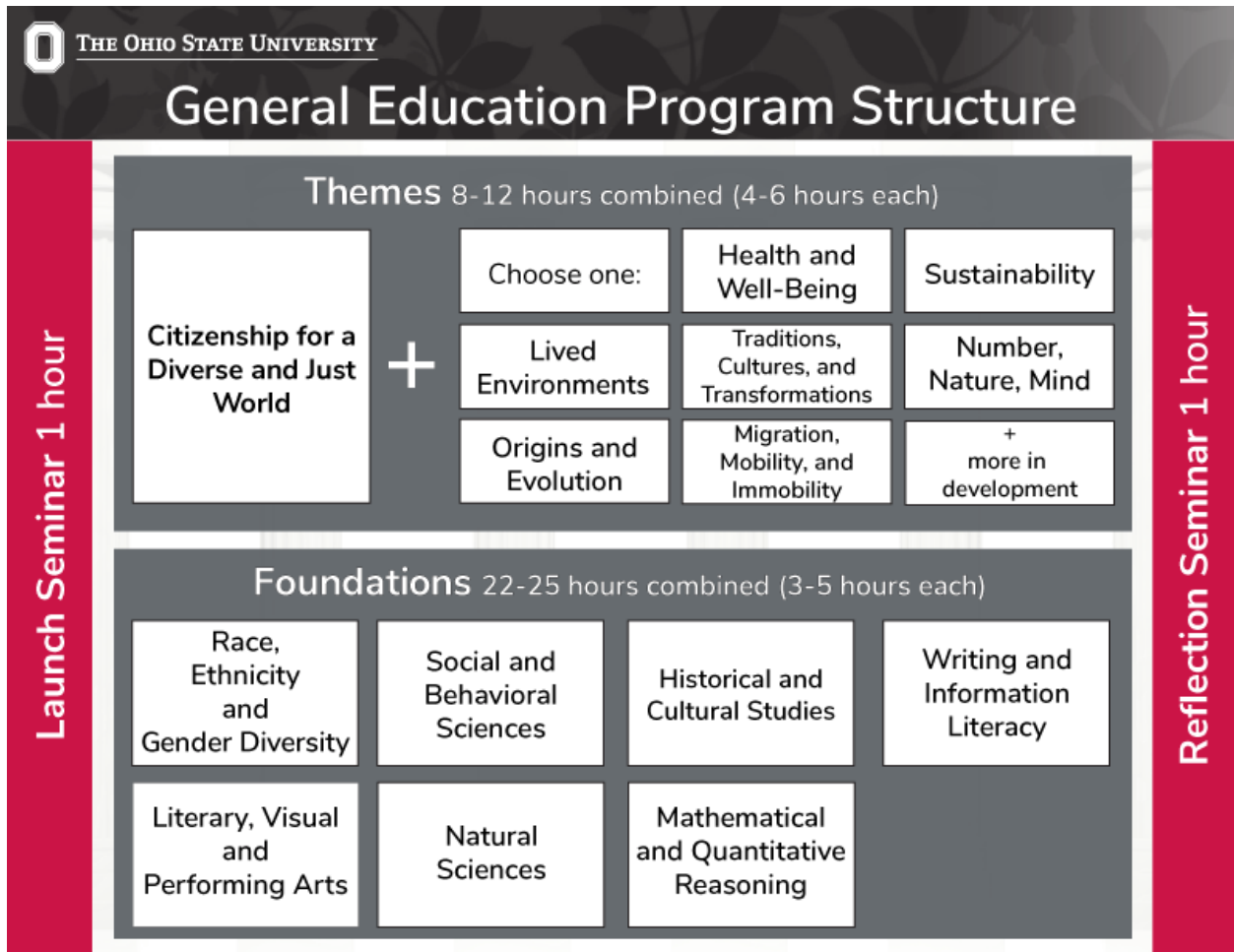
Implementation:

This proposal foresees the new pre-requisite and ELO to be added for the Autumn 2025 iteration of CRPLAN 4950. In order to incorporate the ELO into the course, a new element of an existing assignment will be introduced. As part of the Senior Portfolio (which students are currently required to complete as part of CRP 4950) the prompt in Appendix E will be required. The draft syllabus for CRPLAN 4950, including the proposed learning outcomes and a detailed GE Statement is included as Appendix F. The new Curriculum Sheet that is attached in Appendix G will become active in Autumn 2025 as well. Therefore, students graduating immediately following the Autumn 2025 semester can use that curriculum sheet.

Decision-making:

- On Monday, Oct. 21, 2024, the faculty members in the CRP Undergraduate Committee voted in support of incorporating the General Reflection Expected Learning Outcomes into CRPLAN 4950.
- On Monday, Oct. 28, 2024, the CRP faculty voted in support of this curriculum change proposal.
- The Knowlton Academic Affairs Committee voted in support of this proposal on Monday, Oct. 28, 2024.
- This proposal was forwarded to the College of Engineering on Oct. 31, 2024, with additional documentation and clarification following the faculty votes on Oct. 28, 2024.

Appendix A: Ohio State General Education Program Structure

THE OHIO STATE UNIVERSITY

General Education Program Structure

Launch Seminar 1 hour

Themes 8-12 hours combined (4-6 hours each)

Citizenship for a Diverse and Just World

+

Choose one:

	Health and Well-Being	Sustainability
Lived Environments	Traditions, Cultures, and Transformations	Number, Nature, Mind
Origins and Evolution	Migration, Mobility, and Immobility	+ more in development

Foundations 22-25 hours combined (3-5 hours each)

Race, Ethnicity and Gender Diversity	Social and Behavioral Sciences	Historical and Cultural Studies	Writing and Information Literacy
Literary, Visual and Performing Arts	Natural Sciences	Mathematical and Quantitative Reasoning	

Reflection Seminar 1 hour

4

Appendix B: Curriculum map of General Education Reflection Seminar Expected Learning Outcomes against Bachelor's in City and Regional Planning sequence.

GE ELO 1.1		Reflect on their developing academic motivation as well as emerging professional or disciplinary identities.
Relevant PAB Standard(s)		A3 Professional Ethics and Responsbility
		B2c Professional, Communication, and Leadership Skills
Relevant BSCRP Core competencies		<u>Professional Use of Self:</u> Students will have refined their personal skills allowing them to thrive in a professional planning office setting.
		<u>Professional Experience:</u> Be prepared to enter professional practice with a portfolio of real-world experiences. Students will have experience in the central Ohio area, and potentially beyond, through class projects and internships.
Relevant Course Learning outcomes	CRP 4900	Develop coherent solutions to urban and other land management issues, that respect the diverse (and sometimes conflicting) needs of planners, engineers, architects, land developers, elected officials, and citizens
		Develop skills with working in groups, especially with listening, negotiating, and organizing team work
	CRP 4910	Create planning documents such as zoning ordinances based on input from elected officials, administrative staff, and citizens;
		Demonstrate skills with working in groups, especially with listening, negotiating, and organizing team work
	CRP 4950	Develop and publish a professional planning-focused portfolio.
		Determine how you can effectively speak in public situations related to work in planning practice.
New ELO's to be added to meet GE Reflection	NONE	

GE ELO 1.2		**Critically evaluate their experiences as engaged citizens and leaders with significant questions spanning a range of important modes of human thought, inquiry and expression.**
Relevant PAB Standard(s)		A1 Equity, Diversity, Social Justice and Inclusion
Relevant BSCRP Core competencies		<u>Interdisciplinary:</u> Understand and respect the interdisciplinary nature of planning through taking courses both in planning and allied disciplines. Be able to collaborate in interdisciplinary teams.
Relevant Course Learning outcomes	CRP 3300	Be able to describe and utilize methods for participatory planning; Describe key concepts and theories of social dynamics, including culture, power and social relations within households, communities and across societal groups; Be able to map institutional and political partners needed to solve a problem using a participatory planning framework; Development foundational facilitation skills and have the ability to apply participatory methodologies to promote community organization, education and mobilization for the planning projects; Educate citizens and officials on planning constraints, regulations, and opportunities; Demonstrate skills in team building, group dynamics and collaboration
	CRP 4950	Determine how you can effectively speak in public situations related to work in planning practice. Become aware of how professional planners manage conflicts Become aware of the rules and nuances of ethics in planning practice.
New ELO's to be added to meet GE Reflection	NONE	

GE ELO 2.1		Reflect on their developing intercultural competency.
Relevant PAB Standard(s)		A1 Equity, Diversity, Social Justice and Inclusion
		B2a Planning Process and Engagement
Relevant BSCRP Core competencies		<u>Historical and Cultural Contexts</u>: Understand the historical roots of contemporary issues globally and in the United States. Be able to analyze cultural artifacts in response to historical events and trauma.
		<u>Advocacy, Equity, and Social Justice:</u> Be able to comprehend, discern and (help) pursue the goals that an individual, group, community and organization holds when considering the future. Particularly relevant goals include the values of justice, equity, and fairness. Have the ability to productively engage latent or overt conflicts, understand perspectives of diverse stakeholders, and to advocate for and advance one or more interests on behalf of, or with, individuals, community groups and/or organizations.
Relevant Course Learning outcomes	CRP 3300	Be able to describe and utilize methods for participatory planning;
		Describe key concepts and theories of social dynamics, including culture, power and social relations within households, communities and across societal groups;
		Be able to map institutional and political partners needed to solve a problem using a participatory planning framework;
		Development foundational facilitation skills and have the ability to apply participatory methodologies to promote community organization, education and mobilization for the planning projects;
		Educate citizens and officials on planning constraints, regulations, and opportunities;
		Demonstrate skills in team building, group dynamics and collaboration
New ELO's to be added to meet GE Reflection	**CRP 4950**	**Students consider advocacy, equity and social justice in planning processes and outcomes**

GE ELO 2.2		**Critically evaluate one's understanding and awareness of the global context, and recognize opportunities to contribute to and shape the larger world.**
Relevant PAB Standard(s)		B1 General Planning Knowledge in Global Context
Relevant BSCRP Core competencies		Global View: Be able to describe how global issues have local impact. Be able to understand how local plans can contribute to global problems, such as climate change.
Relevant Course Learning outcomes	CRP 2000	Introduce students to the histories and theories of how cities developed in various geographic contexts throughout human history Expose students to writings about global contemporary and future challenges facing cities and city planners
	CRP 2100	Identify key concepts in planning literature (history, theory, and law) and ability to draw upon this knowledge in responding to specific planning issues;
New ELO's to be added to meet GE Reflection	*CRP 4950*	**Students consider how global issues have local impact and how local plans can contribute to global problems, like climate change**

8

GE ELO 3.1		**Reflect on personal development in the areas of curiosity, imagination, adaptability and intentionality to achieve personal and professional goals.**
Relevant PAB Standard(s)		A3 Professional Ethics and Responsbility
		B2c Professional, Communication, and Leadership Skills
Relevant BSCRP Core competencies		<u>Vision:</u> Be able to understand the big picture, while thinking creatively and innovatively to solve micro and macro level planning problems.
		<u>Professional Use of Self:</u> Students will have refined their personal skills allowing them to thrive in a professional planning office setting.
		<u>Professional Experience:</u> Be prepared to enter professional practice with a portfolio of real-world experiences. Students will have experience in the central Ohio area, and potentially beyond, through class projects and internships.
Relevant Course Learning outcomes	CRP 4950	Develop and publish a professional planning-focused portfolio.
		Know what it means to belong to a future BSCRP alum cohort and build relationships.
New ELO's to be added to meet GE Reflection	**NONE**	

GE ELO 3.2		**Critically evaluate skills needed to maintain personal well-being and resiliency.**
Relevant PAB Standard(s)		B2c Professional, Communication, and Leadership Skills
Relevant BSCRP Core competencies		<u>Professional Use of Self:</u> Students will have refined their personal skills allowing them to thrive in a professional planning office setting.
		<u>Professional Experience</u>: Be prepared to enter professional practice with a portfolio of real-world experiences. Students will have experience in the central Ohio area, and potentially beyond, through class projects and internships.
Relevant Course Learning outcomes	CRP 4950	Develop and publish a professional planning-focused portfolio.
		More effectively negotiate in professional employment and work-related planning situations.
		Become aware of how professional planners manage conflicts.
		Become aware of the rules and nuances of ethics in planning practice.
		Know what it means to belong to a future BSCRP alum cohort and build relationships.
New ELO's to be added to meet GE Reflection	**NONE**	

Appendix C: Planning Accreditation Board (PAB) Curriculum Standards (2022)

A. Guiding Values: The Program shall address in its strategic plan its commitment to fundamental ethical and normative principles and ensure that these principles are embedded in a range of required courses, specifically:

  1) *Equity, Diversity, Social Justice, and Inclusion*: key issues of equity, diversity, and social justice, including planners' role in expanding choice and opportunity for all persons; planning for the needs of disadvantaged groups; reducing inequities through critical examination of past and current systems; and promoting racial and economic equity.

  2) *Sustainability, Resilience, and Climate Justice*: environmental, economic, and social/political factors that contribute to sustainable communities, reducing impacts of climate change, and creating equitable and climate-adapted futures.

  3) *Professional Ethics and Responsibility*: key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including the provisions of the AICP Code of Ethics and Professional Conduct, and APA's Ethical Principles in Planning).

B. Required Knowledge and Skills of the Profession: The Program shall offer a curriculum that teaches students the essential knowledge and skills central to the planning profession. These required components will be taught in such a manner that it is possible to demonstrate that every graduate has studied them. Ordinarily, this means that they are included in courses required of all students, although other approaches are possible. Programs are encouraged to keep their curriculum in tune with emerging trends in the profession and engaged with contemporary issues. Specifically:

1) *General Planning Knowledge in Global Context*: The comprehension, representation, and use of ideas and information in the planning field, in the U.S. (or Canada) and internationally including appropriate perspectives from history, social sciences, design, and other allied fields.

  a) *Planning History and Theory*: The evolution and current practice of planning in communities, cities, regions, and nations; how planning has advanced and hindered the attainment of justice, equity, diversity, and inclusion; expectations about planning outcomes in different local and national contexts; conceptual models about what planning is and how it works; past and present conceptions of the future, including the relationship between planning and the future; the role of planning in responding to the global climate crisis.

  b) *Planning Law and Institutions*: Behaviors and structures available to bring about sound planning outcomes; mechanisms and practices for ensuring equitable and inclusive decision-making; legal and institutional contexts within which planning occurs in the U.S. and/or internationally.

c) *Urban and Regional Development*: Political, economic, social, and environmental explanations of and insights on historical, present, and future development; relationships between the built and natural environments and individual and community health and well-being; planning responses to mitigate climate change, reduce risks, and recover from climate-exacerbated impacts; interactions – flows of people, materials, ideas, and cultures – across world regions.

2) *Skills and Tools for Planning Practice***:** The use and application of knowledge to perform tasks required in the practice of planning.

a) *Planning Process and Engagement*: Planning process and community and stakeholder engagement; plan creation and implementation; methods of design and intervention to understand and influence the future.

b) *Analytical Skills and Tools*: Research and critical analysis skills for preparing and conducting research; quantitative and qualitative methods of data collection, analysis, and forecasting; methods of geo-spatial analysis, mapping and data visualization; data analytics and urban technology.

c) *Professional, Communication, and Leadership Skills*: Ability to work in teams and with professionals in allied fields; professional leadership in the planning context; written, oral, and graphic communication.

Appendix D: Core Competencies for Ohio State University's Bachelor's in City and Regional Planning (AY 24-25)

<u>Advocacy, Equity and Social Justice</u>: Be able to comprehend, discern and (help) pursue the goals that an individual, group, community and organization holds when considering the future. Particularly relevant goals include the values of justice, equity, and fairness. Have the ability to productively engage latent or overt conflicts, understand perspectives of diverse stakeholders, and to advocate for and advance one or more interests on behalf of, or with, individuals, community groups and/or organizations.
<u>Analytical/Technical Skills</u>: Be able to utilize tools and methods to understand and plan for cities and regions to provide more humane, equitable, sustainable, and efficient urban futures.
<u>Collaboration</u>: Understand collaborative methods and be able to apply them in a professional context. Including the ability to work in interdisciplinary teams, collaborate with clients, the public, and work teams, in culturally diverse settings. Have the ability to negotiate conflicts and understand the perspectives of diverse stakeholders. We aim to ensure students understand the need for and the practices of community engagement and inter-professional collaboration.
<u>Communication</u>: Be able to communicate visually, orally, and in writing. Have the ability to prepare plans in print and multimedia format.
<u>Global View</u>: Be able to describe how global issues have local impact. Be able to understand how local plans can contribute to global problems, such as climate change.
<u>Historical and Cultural Contexts</u>: Understand the historical roots of contemporary issues globally and in the United States. Be able to analyze cultural artifacts in response to historical events and trauma.
<u>Interdisciplinary</u>: Understand and respect the interdisciplinary nature of planning through taking courses both in planning and allied disciplines. Be able to collaborate in interdisciplinary teams.
<u>Policy/Law</u>: Have the ability to prepare pragmatic policy analysis and write policies and laws to influence city and regional form and use.
<u>Professional Experience</u>: Be prepared to enter professional practice with a portfolio of real-world experiences. Students will have experience in the central Ohio area as a teaching laboratory through class projects and internships
<u>Professional Use of Self</u>: Students will have refined their personal skills allowing them to thrive in a professional planning office setting.
<u>Tech-Savvy</u>: Be able to use the latest information technology to analyze and solve planning problems.
<u>Vision</u>: Be able to understand the big picture, while thinking creatively and innovatively to solve micro and macro level planning problems.

Appendix E: General Education Reflection Prompt for BSCRP Senior Portfolio

General Education Reflection Bookend Learning Outcomes

1. *Students consider advocacy, equity and social justice in planning processes and outcomes*
2. *Students consider how global issues have local impact and how local plans can contribute to global problems, like climate change*

Purpose of this Assignment

- To reflect on your experiences in the General Education Curriculum at Ohio State
- To reflect on your experiences in the BSCRP Curriculum at Ohio State
- To practice communicating (visually and in writing) in a professional manner

Assignment Instructions

In this assignment, you will create two (2) pages for your Senior Portfolio. Each of these I expected to contain one visual element (image, drawing, table, etc.) and at least 150 words of original writing.

The first portfolio page should represent how you have worked on, and learned about issues of advocacy, equity and social justice, in planning and beyond. You can select specific assignments, projects or readings from a relevant GE course and/or CRP course, but the writing component of this portfolio page has to be new, meaning you should write about how you think that assignment/project/reading now, near the end of your time in the undergraduate program at Ohio State. While it is allowed to focus on a single course or assignment that you found to be especially enlightening, it is encouraged to try to write about multiple courses, as this reflection assignment is focused on reflection across the curriculum.

The second portfolio page should represent how you have worked on, and learned about, one or more global issues and its/their impact on specific communities, cities or regions. You can select specific assignments, projects or readings from a relevant GE course and/or CRP course, but the writing component of this portfolio page has to be new, meaning you should write about how you think that assignment/project/reading now, near the end of your time in the undergraduate program at Ohio State. While it is allowed to focus on a single course or assignment that you found to be especially enlightening, it is encouraged to try to write about multiple courses, as this reflection assignment is focused on reflection across the curriculum.

General Education Reflection Bookend Grading and Rubric

This assignment is intended to encourage reflection and professional communication skills and will be graded on the rubric below. Students are NOT required to include the two Senior Portfolio pages developed in the context of this assignment in their draft or final portfolios.

	Excellent	Acceptable	Does not meet expectations
Consideration of advocacy, equity and social justice (5 points)	Insightful description of relevant learning experiences across multiple courses, both in the GE and BSCRP curricula.	Description of relevant learning experiences in at least one GE or BSCRP course.	Little or no description of relevant learning experiences in at least one GE or BSCRP course.
Consideration of global issues and local impacts, and vice versa. (5 points)	Insightful description of relevant learning experiences across multiple courses, both in the GE and BSCRP curricula.	Description of relevant learning experiences in at least one GE or BSCRP course.	Little or no description of relevant learning experiences in at least one GE or BSCRP course.
Visual and written communication (5 points)	Appealing visual and written summary of experiences in class(es).	Some visual and written summary of experiences in class(es).	Little or no visual or written summary of relevant experiences in class(es).

Appendix F: CRPLAN 4950 Draft Syllabus with new ELO's and GE Statement included

Knowlton —— School City and Regional Planning

CRPLAN 4950

Professional Planning Skills Development

Autumn, 2025, T/Th, 9:35-10:55 am
Knowlton 195

Dr. Kyle Ezell, FAICP, Instructor
Email: Only through Carmen Inbox. Phone (Only during business hours) 614-580-8564
Office Hours: Knowlton 223, Tuesdays 11 am - 12 pm
Name, Teaching Associate, email only through Carmen Inbox.

Description

So far in the program, you have gained valuable experience and find yourself on the cusp of receiving an professional degree accredited by the Planning Accreditation Board, the Bachelor of Science City and Regional Planning. Now the journey begins anew. This course focuses on active and reflective assignments that will provide you with the knowledge and determination to help you move toward realizing your professional goals. You will engage with BSCRP alumni from all professional sectors and career levels. Your assignments and activities that showcase your learning over the program, most notably what you learned related to advocacy, equity and social justice, analytical/technical skills, collaboration, communication, global view, historical and cultural contexts, interdisciplinary collaboration, policy and law, technology, "planner savvy," and professional vision.

Learning Objectives

Upon completing this course students will be able to:

CRPLAN 4950 Learning Outcomes (Advances professional skills specific to the planning profession);
- Develop and publish a professional planning-focused portfolio.
- Understand methods planning professionals use for writing directly, legally, and technically.
- Determine how you can effectively speak in public situations related to work in planning practice.
- More effectively negotiate in professional employment and work-related planning situations.
- Become aware of how professional planners manage conflicts.
- Contracts for work within a firm or agency and private practice contracting of work.
- Become aware of the rules and nuances of ethics in planning practice.
- Realize professional career services resources, mentoring, and organizational resources available to help launch your career.
- Know what it means to belong to a future BSCRP alum cohort and build relationships.

GE Learning Outcomes
- Consider advocacy, equity and social justice in planning processes and outcomes
- Consider how global issues have local impact and how local plans can contribute to global problems (such as climate change)

GE Statement

CRPLAN 4950 meets the General Education Reflection Seminar (Closing Bookend) Goals and associated Expected Learning Outcomes for students in the Bachelor's of Science of City and Regional Planning (BSCRP). The goals and relevant expected learning outcomes are described below:

General Education Goals	General Education Expected Learning Outcomes	Learning Outcomes Assignments and Activities
Successful students will demonstrate the intellectual and cognitive skills that prepare them to be engaged citizens and leaders for life by reflecting on a range of important modes of human thought, inquiry and expression.	1.1 Reflect on their developing academic motivation as well as emerging professional or disciplinary identities.	Course Assignments • Creating a professional portfolio that showcases student learning over the program including advocacy, equity and social justice, analytical/technical skills, collaboration, communication, global view, historical and cultural contexts, interdisciplinary collaboration, policy and law, tech savvy, and vision. • Crafting a personal employment plan for critically evaluating and reflecting on their near-term career launch aspirations within emerging political, environmental trends and opportunities. Course Activities • Meeting with the College of Engineering's Career Services Center Advisor for training on how to craft a marketable resume and how to perform well in an interview • Active in-class learning discussions on the American Planning Associations Code of Ethics and Code of Conduct. The code emphasizes the planner's responsibility to serve the public interest, maintain integrity, and uphold professional standards. It also addresses the importance of social justice, equity, and the need for continuous professional development

	1.2 Critically evaluate their experiences as engaged citizens and leaders with significant questions spanning a range of important modes of human thought, inquiry and expression.	Course Assignments • Completing five essay and peer discussion assignments requiring interacting with and learning from 15-20 BSCRP alum guest professionals whose work involves engaging citizens and leaders across the planning practice's public, private, and non-profit sectors. Required peer conversations on alum experiences in public inquiry and civic expression. Course Activities • Examining the concept of "planning innovation" in a lecture and activity to make meaning of its relevance and implications for citizen engagement and public expression.	
Successful students will be interculturally competent global citizens who can engage with significant aspects of the human condition in local, state, national and global settings.	2.1 Reflect on their developing intercultural competency.	Course Assignments • GE Portfolio Content assignment which asks students to create a portfolio page which directly engages with questions of advocacy, equity and social justice in planning. • Evaluating the civic engagement styles and effectiveness of planning practitioners' public speaking in an assignment that showcases a variety of political public forums and multicultural contexts. Course Activities • Considering advocacy, equity and social justice in planning processes during six alum in-class visits in a variety of intercultural situations. • Learning from and discussing the impacts of 15-20 practicing planner BSCRP alum guests who work in local, state, national, and global agencies, organizations, and private firms.	
	2.2 Critically evaluate one's understanding and awareness of the global context and recognize opportunities to contribute to and shape the larger world.	Course Assignments • GE Portfolio Content assignment which asks students to create a portfolio page which directly engages with global issues and their impacts on communities, cities and regions.	

		• Reading, discussing, and implementing the American Planning Association's Trend Report into their Personal Employment Plan assignment to assess how planning jobs meet global needs including global dynamics, worldwide polycrises, global climate action, political polarization, AI, and planning for a hybrid world.
Successful students will demonstrate skills and abilities needed for engaged citizenship and personal and professional growth.	3.1 Reflect on personal development in the areas of curiosity, imagination, adaptability and intentionality to achieve personal and professional goals. 3.2 Critically evaluate skills needed to maintain personal well-being and resiliency.	Course Assignments • Designing a Vision Board/Poster that integrates students' professional goals and disciplinary identities into short- and long- term horizons. Course Activities • Sharing their professional goals, skills, and abilities in a Vision Board/Poster pin-up event in the Knowlton Main Space. • In-class work-life balance scenario discussions on the definition of balance and the range of implementations.

Prerequisites

CRPLAN 3300, and acceptance into BSCRP; or permission of instructor. The BSCRP program strongly recommends 2600, 3100, 3150, 3200, 3300, 3600, and have completed at least one studio project before taking this course.

Course Technology

Baseline Technical Skills
Graphic design software of your choice. Formally, BSCRP relied on Adobe Creative Suite software, but please choose any software you enjoy using that will produce professionally formatted job-hunting portfolios.
Basic computer and web-browsing skills
Navigating Carmen: for questions about specific functionality, see the Canvas Student Guide.
Required software/technologies for this course
CarmenZoom virtual meetings (free)

Required Equipment
Computer: Access to a computer with internet connection that can support CarmenZoom

Webcam: built-in or external webcam, fully installed and tested
Microphone: built-in laptop or tablet mic or external microphone
Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

Carmen Access

You will need to use BuckeyePass multi-factor authentication to access your courses in Carmen.

To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:
1. Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions.
2. Request passcodes to keep as a backup authentication option. When you see the Duo Mobile login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.
3. Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk.

Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.
Self-Service and Chat support: it.osu.edu/help
Phone: 614-688-4357(HELP)
Email: servicedesk@osu.edu
TDD: 614-688-8743

Assignments

All assignments are located in modules in the main page of 4950's Carmen Canvas.

Professional Portfolio..……………….................... **35/100 points**

The BSCRP program portfolio requirement serves two purposes. First, it sets Ohio State's BSCRP planning program from others in the U.S. and benefits your employment search. Second, it contributes to the GE Reflection bookend course requirement.

BSCRP Portfolio Content Requirements: Visual and written artifacts from your BSCRP courses, professional internships, relevant personal/extracurricular sources, and a narrative of your story reflecting on the core competencies developed during your BSCRP program experience. This assignment enhances your career launch and provides one of the BSCRP program's essential capstone reflection artifacts for the program's Planning Accreditation Board evaluation and for making continuous improvements. BSCRP-specific portfolio content will be expected to showcase the following BSCRP program expectations: advocacy, equity and social justice, analytical/technical skills, collaboration, communication, global view, historical and cultural contexts, interdisciplinary collaboration, policy and law, tech savvy, and vision.

GE Reflection Portfolio Content Requirements: In your GE Launch seminar you completed during your first three semesters, you defined your academic and career goals, learned the paths through the GE for developing your interests, and gained foundational skills in intercultural competence that will set you up for success in the GE and beyond. In "Launch," you were directed to continually add artifacts and reflections to your OSU e-portfolio based on your personal and professional experiences throughout your time in college. While it is highly likely that content collected since your GE Launch seminar strongly overlaps with your BSCRP content, please prepare two pages for your BSCRP portfolio that show your reflection on specific elements of your time at Ohio State:

1. The first portfolio page should represent how you have worked on, and learned about issues of advocacy, equity and social justice, in planning and beyond. You can select specific assignments, projects or readings from a relevant GE course and/or CRP course, but the writing component of this portfolio page has to be new, meaning you should write about how you think that assignment/project/reading now, near the end of your time in the undergraduate program at Ohio State.
2. The second portfolio page should represent how you have worked on, and learned about, one or more global issues and its/their impact on specific communities, cities or regions. You can select specific assignments, projects or readings from a relevant GE course and/or CRP course, but the writing component of this portfolio page has to be new, meaning you should write about how you think that assignment/project/reading now, near the end of your time in the undergraduate program at Ohio State.

ASSIGNMENT OUTCOME: Please strive to achieve an "exceptional" grade for your portfolio to be as competitive as possible in the job market and as a citizen.

GRADED ASSIGNMENTS AND POINTS: Five drafts with due dates and points assigned as follows (all due by 9:35 am when class starts):

- 9/XX participation points: *Initial Portfolio Draft. S*ubmit to assigned Discussion Board on Carmen for peer input. (An early formatting and strategic content plan.)
- 9/XX 5/100 points: *2nd Draft*. Submit to assigned Discussion Board on Carmen for peer input. (
- 10/XX 10/100 points: *Midterm Draft*. Tape up hard copy in CRP Lab windows for live peer review (This is a "good draft" with no missing/filler images of text, or the "pre- Pin-Up Event" version.)
- 10/XX 10/100 points*: 4th Draft*. Main Space pinup for BSCRP Committee input (Consider this the near-final draft but expect substantial revisions based on reviewers' suggestions.)
- 11/XX 5/100 points: *Final Draft.* Upload to Carmen portal

GRADED ASSIGNMENTS AND POINTS: Five drafts with due dates and points assigned as follows (all due by 9:35 am when class starts):

Discussion Board Assignments
....…………..................... **30/100 points**

Alum Guests Share Their Work and Insights

The Bachelor of Science in City and Regional Planning (BSCRP) program at The Ohio State University equips students with the skills and knowledge necessary to excel in various planning and related fields. In September, the program features 15-20 alumni guest speakers from entry-level to senior positions across the public, private, and non-profit sectors. These professionals work in areas such as transportation planning, urban design, community development, environmental planning, land development, technology, and public policy locally, regionally, nationally, and globally.

OSU Planning Alums Reflections. 5 assignments worth 3/100 each. You will interact with and learn from 15-20 BSCRP alum guest professionals whose work involves engaging citizens and leaders across the planning practice's public, private, and non-profit sectors. Guest speaker alums work in local, state, national, and global agencies, organizations, and private firms. Required reflections and peer conversations on our alum's professional and life experiences will be due frequently throughout the first part of the term. You will utilize the knowledge acquired to inform your academic and professional development plans, aligning your educational experiences with your known or revealed career aspirations.

Professional Skills Assignments. 3 assignments worth 5/100 each. You will complete three planning practice essential skills assignments including technical writing, public speaking, and negotiation. Through practical application, reflection, and conversation with your peers, these

assignments raise your knowledge and ability to become effective, valued city and regional planning professionals.

Your Personal Employment Plan...…………............... **15/100 points**

Planning students at the end of the BSCRP sometimes struggle with understanding the full context of job searching and determining their fit and interests within the planning profession. Transitioning from academic studies to a professional setting can be complex and intimidating, with many students needing to fully grasp the nuances of aligning their skills and interests with market demands. This assignment integrates the learning outcomes of this course—outcomes that savvy planners should possess—into a practical framework. It also encourages students to critically evaluate their career aspirations against emerging trends and opportunities. Through this exercise, you will develop a strategic approach to their professional development, making you well-prepared to navigate the evolving job market effectively.

Your Vision Board/Poster and Pin-Up Presentation...……………......**10/100 points**

You will create and share a vision board that defines your goals and aspirations offers a valuable opportunity to creatively and critically envision your career trajectory (and personal, where it appropriately ties). Though you may not hold a clear idea (or may be completely uncertain) graphically illustrating your potential future can help you map the connections between your initial post-graduate roles and your long-term aspirations. This assignment requires you to (as best you can) clarify your professional with personal goals using creative methods to showcase milestones. Your board or poster must present your ideas and aspiration into a coherent visual format. The Main Space event where you will present your board/poster to your peers will enhance your ability to convey complex ideas about how you see your future succinctly.

*College of Engineering's Career Service Advising Meeting......………………………………………………………….. **5/100**

A required meeting with Engineering Career Services and an associated reflection assignment provides flexibility on either resume critiques or mock interview sessions. You will identify actionable steps you took for increasing the quality of your professional skills preparedness.

*Participation
....………..…………….
rolling

Please consider the participation grade as one big major assignment; it requires attending every course, participating fully in class activities, and completing all assignments on time throughout the term.

(you'll also prove it in the classroom); others involve uploading files or inputting in a Carmen Canvas text

box or join in an informal discussion board. See Canvas modules for details, released as the term progresses. Participation assignments will be graded as S/NP (satisfactory/no pass). If you do the work and show up, you will be in good standing. We will be closely monitoring how much you attend class and your levels of participation in all activities, exactly how your boss will do with new hires. Come to class and fully participate to avoid

deductions that will be taken at my discretion to be fair to all students. and based on fairness in grading

Criteria for Evaluation or Grading

For an "A", the student must satisfy the course objectives excellently; for a "B", meet expectations very well; for a "C" meet expectations; for a "D" meet expectations in the lowest acceptable manner. An "E" is considered a failing grade and denotes that the student has not satisfied the course objectives. An "EN" is a failing grade due to non-attendance. An "I" indicates that the student has completed a major portion of the work in the course in a satisfactory manner, but for reasons judged by the instructor to be legitimate, a portion of the course requirements remains to be completed. In this event the student and instructor must agree upon a plan and deadline for the student to complete the course. This course is not amenable to Incomplete ("I") grades due to the many assignments and deadlines. In extreme or easily justified circumstances, a student may potentially be allowed to make up work by an agreed-upon due date, where I will change the "I" mark to an alternate grade reported at the time the "I" was assigned.

{-- There is no Ohio State standard grading scheme. Instructors are free to create a fitting grading scheme for their courses. Knowlton professor typically use the following. --}

Letter grades are assigned based on the following scheme:

A 93%–100%

A- 90%–92%

B+ 87%–89%

B 83%–86%

B- 80%–82%

C+ 77%–79%

C 73%–76%

C- 70%–72%

D+ 67%–69%

D 60%–66%

E < 60% (failing grade)

EN Failing grade for non-attendance

I Incomplete

IMPORTANT: Opportunities and detours are common in every course, so instead of updating and republishing this static document's schedule (with new dates), efficincies improve with your understanding that **continously updated Carmen Modules represent the official schedule.**

Part 1: Jump-Starting Your Professional Portfolio Assignment

8/XX: (195) - Mentor Program & Support Staff, Intro to the Course, APA national and APA Ohio

8/XX: Introducing The BSCRP Chair and the Portfolio Requirement, Class Portfolio Research Activity

8/XX: Portfolio Lab Setup: Decide on your graphics design software and explore formats

8/XX: Portfolio Lab Setup2: Collect your content, get started on your initial draft

Assignments by class meeting on 9/3: Bring a link to an exemplary example of a professional planning portfolio to class (participation grade)

9/XX, Initial Portfolio Draft. Submit to assigned Discussion Board on Carmen for peer input. (participation points)

Part 2: Learning About the Real World of Planning From OSU Planning Alums

9/XX: OSU Planning Alums #1 Share Wisdom, Invite Discussion and Answer Your Questions
- Initial Carmen Discussion Board Post due today by 11:59 pm; two responses by 9/6 at 11:59 pm. (participation points for everyone to see how this works)

9/XX: OSU Planning Alums #2 Share Wisdom, Invite Discussion and Answer Your Questions
- Initial Carmen Discussion Board Post due today by 11:59 pm (3 pts); two responses by 9/11 @ 11:59 pm. (3/100 pts)

9/XX: OSU Planning Alums #3 Share Wisdom, Invite Discussion and Answer Your Questions
- Initial Carmen Discussion Board Post due today by 11:59 pm (3 pts); two responses by 9/13 @ 11:59 pm. (3/100 pts);

9/XX: OSU Planning Alums #4 Share Wisdom, Invite Discussion and Answer Your Questions
- Initial Carmen Discussion Board Post due today by 11:59 pm (3 pts); two responses by 9/18 @ 11:59 pm. (3/100 pts)

9/XX9: 2nd Portfolio Draft by start of class. Submit to assigned Discussion Board on Carmen for peer input. (5/100 points) [pdf only]

9/XX: PROFESSSIONAL SKILLS 1: Public Speaking Lecture by Ezell
- Initial Carmen Discussion Board Post due today by 11:59 pm; two responses by 9/20 @ 11:59 pm. (5/100 pts)

9/XX: Vision Board/Poster Pin-Up (Location TBA). Physical poster/board pin up at 9:35 am.
- Make sure to take a photo and upload a board/poster Image file to Carmen (10/100 pts). [png, pdf, or jpg]

9/XX: OSU Planning Alums #5 Share Wisdom, Invite Discussion and Answer Your Questions
- Initial Carmen Discussion Board Post due today by 11:59 pm (3 pts); two responses by 9/27 @ 11:59 pm. (3/100 pts)

10/XX: OSU Planning Alums #Bonus Share Wisdom, Invite Discussion and Answer Your Questions
- Initial Carmen Discussion Board Post due today by 11:59 pm (3 pts); two responses by 10/2 @ 11:59 pm. (3/100 pts)

Part 3: Elevating Your Professional Portfolio to Showcase Your Distinctive Excellence

10/XX, Third Portfolio Draft. Tape up hard copy in CRP Lab windows for live peer review.
- *Upload an image of your tape up to Carmen by 11:59 pm and a list of to-do improvements (10 pts)*

10/XX Portfolio lab 1 (In CRP studio)

10/XX Portfolio Lab 2 (In CRP studio)

10/XX, BSCRP Committee Review Draft (Fourth Draft) Main Space pinup for BSCRP Committee input
- *Please arrive early to pin up all pages of your portfolio - In color and full scale.*
- *Upload an Image of your pin up to Carmen by 11:59 pm with a list of comments you received from the BSCRP Committee, to your peers, and provide another to-do list of improvements (10 pts)*

10/XX Portfolio Lab 3 (In CRP Studio)

10/XX Portfolio Lab 4 (In CRP Studio)

10/XX Portfolio Lab 5 (In CRP Studio)

10/XX: PROFESSSIONAL SKILLS 2: Conflict Management, Contracts, and "Planning Savvy" In-Class Activity
- Initial Carmen Discussion Board Post due today by 11:59 pm (3 pts); two responses by 10/20 @ 11:59 pm. (3/100 pts)

Part 4: Your Personal Employment Plan and Getting to Know Your Goals with Instructors

11/XX: Lecture and In-Class Activity: Packaging Your Professional Self and Your Personal Employment Plan

11XX: No class meeting

11/XX: Your Personal Employment Plan Lab 1 (In CRP Lab) and small group meetings with Instructors

11/XX: Ethics in planning lecture: AICP Code of Conduct and Ethics

11/XX: Storytelling in planning and its relationship with planning savvy

11/XX: BSCRP Program Charrette

11/XX: Last Day of Class/Conclusion, Learning Outcomes Recap

-- Include information such as topics to be covered, readings and major due dates. Please also include dates of the Baumer Lecture Series. Course Policies --}

Attendance

Students are expected to attend all scheduled class meeting times and related events as outlined in the course syllabus. In general, there are five situations which constitute an "excused absence": personal illness, death of an immediate family member, military or government duty, University/Knowlton School sanctioned events, and major religious holidays. Other situations

may be evaluated on a case-by-case basis and students are encouraged to discuss with the instructor as soon as a potential issue arises. Documentation may be required. ***A student's grade will drop one letter grade after the second and subsequent unexcused absences.***

Communication

I only respond to emails during business hours, and please ONLY use Carmen Email. You can find It In "Inbox." If you send direct emails, they will be lost as I get 100s of emails. Also, faculty members' emails do not include "buckeyemail" which means you may think I received your email but didn't. **This is very important: email communication through Carmen only.** On your end, 'I expect that you will check the course's Carmen page daily and watch for announcements. Please sync your Carmen course announcements to your email to properly keep up. It is also expected that all students check their university email daily.

Deadlines

Students who miss deadlines due to valid, extenuating circumstances may submit the required work at a date agreed upon with the instructor. Students should contact the instructor to arrange a discussion within one week of the missed classes and/or work. Unexcused work will not be accepted, incomplete projects will be evaluated in relation to their degree of completion. Students should be aware that grade records are not required to be kept longer than two terms beyond the course offering. Any issues about grades should be reported to the instructor as soon as possible, and no later than the next active term (Autumn term for spring or summer courses, spring for autumn courses.)

Inclusive Participation

It is my intention that students from all backgrounds and perspectives will be well served by this course, and that the diversity that students bring to this class will be viewed as an asset. I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, socioeconomic background, family education level, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class. Your suggestions are encouraged and appreciated.

Project Documentation and Ownership

Students will provide project documentation as requested by the instructors of the course. Failure to provide this information by the deadline may result in a grade of "Incomplete" and could result in a drop in grade. All work accomplished in OSU classes is the property of the University. OSU reserves the right to hold project texts, images, models and other products and to display these in University publications. Also, please note that photos of you working will be taken by OSU and Knowlton Marketing and by your Instructors. These are used for accreditation and sometimes for marketing purposes.

Safety and Heath Requirements

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (safeandhealthy.osu.edu). Non-compliance will result in a warning first, and disciplinary actions will be taken for repeated offenses.

Student Life Disability Services

Student Life Disability Services (SDLS) collaborates with and empowers students who have disabilities in order to coordinate support services and programs that enable equal access to an education and university life. Students with services should register with SLDS as soon as possible and work with their faculty to establish reasonable accommodations in their individual classes.

SLDS Contact Information
slds@osu.edu
614-292-3307
slds.osu.edu
098 Baker Hall

113 W. 12th Avenue

Use of Artificial Intelligence

While appropriate for some work assignments, AI writing in all assignments in this course is strictly prohibited. All work will be applied to an AI writing detector application. If your work turns out to be proven as AI, depending on the amount of reliance, may result in disciplinary action and an E grade in the course. Please keep in mind that AI benefits many planning applications, however, in this personalized, highly reflective course, your thoughts and goals matter. (Robot "thinking' and writing will not suffice.)

Leadership

Students are encouraged to engage in school and community organizations and have a variety of opportunities to do so through active roles in committees, events, and service projects. Involvement in organizations such as AIAS, SERVitecture, SCASLA, NOMAS, CRPSA, One:Twelve, and Women of Knowlton enhance the learning environment and expand abilities.'

Healthy Lifestyle

The school encourages students to develop capacity to reconcile competing demands in their work and lives, while encouraging students to engage the wide range of opportunities available at The Ohio State University.

Integrity

The Knowlton School holds its students to the highest standards of academic integrity in their schoolwork and ethical conduct in their daily lives. These standards are to guide behavior in all aspects of school life: fulfilling course assignments, maintaining buildings and equipment, interacting with peers, staff, and faculty; and behavior within the building and the broader academic and civic community.

School and University Policies and Procedures

Academic Integrity Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, students are expected to complete all academic and scholarly assignments with fairness and honesty. Course

assignments aim to develop, extend, and measure your knowledge of the subject matter, along with your ability to think, analyze, solve problems, and communicate. The acquisition and development of knowledge and skills are fundamental to a university education—part of what an Ohio State diploma certifies—and those goals are undermined by academic misconduct.

Ohio State defines "academic misconduct" as "any activity that tends to compromise the academic integrity of the university or subvert the educational process." Cases of misconduct range from deliberate acts of cheating to unintended missteps, in which students fail to distinguish their work from someone else's. By university rule, an instructor must report any suspected instance of academic misconduct to the Committee on Academic Misconduct (COAM). A review panel of the committee will investigate the charges, decide whether or not a violation has occurred, and if the panel finds there has been an offense, determine an appropriate penalty. Sanctions will depend on the circumstances and severity of the offense.

Office of Student Life Student Conduct (studentconduct.osu.edu/)
Code of Student Conduct (trustees.osu.edu/bylaws-and-rules/code)
Committee on Academic Misconduct ()oaa.osu.edu/coam.html)
Academic Misconduct Information for Students (oaa.osu.edu/academic-integrity-and-
    misconduct/student-misconduct

Code of Student Conduct

The Code of Student Conduct, a part of the Ohio Administrative Code, is established to foster and protect the core missions of the university; to foster the scholarly and civic development of the university's students in a safe and secure learning environment, and to protect the people, properties and processes that support the university and its missions. The core missions of the university are research, teaching and learning, and service. Preservation of academic freedom and free and open exchange of ideas and opinions for all members of the university are central to these missions.

The code applies to the on-campus conduct of all students and registered student organizations, including conduct using university computing or network resources.

The code also applies to the off campus conduct of students and registered student organizations, including any activity supporting pursuit of a degree, academic credit, or academic requirements such as internships, fieldtrips, study abroad

The code may be applied to behavior conducted online, via e-mail, text, or other electronic medium. Students should also be aware that online postings such as web postings and social networking sites are in the public sphere and are not private. These postings can subject a student to allegations of conduct violations if evidence of policy violations is posted online.

Grievances

According to University Policies, students with an academic dispute—such as grievances about grades, academic practices, or other class policies—should seek to resolve the concern first by speaking with the instructor. Then, if necessary, the case can be brought forward to the graduate or undergraduate studies chair, section head, school director, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23. Grievances against graduate, research, and teaching associates should be submitted first to the supervising instructor, then to the head of the associate's section.

Institutional Equity and Non-Discrimination Policies

It is expected that that all members of the university community are to conduct themselves in a manner that maintains an environment free from discrimination, sexual misconduct and harassment. The Office of Institutional Equity exists to help the Ohio State community prevent and respond to all forms of protected class harassment, discrimination and sexual misconduct. It serves as a centralized response center to uphold policies and investigate any violations. Non-Discrimination, Harassment, and Sexual Misconduct and Title IX policies are in place to define expectations for the university community and establishes mechanisms for determining when those expectations have been violated.

Discrimination

Discrimination occurs when an adverse action is taken under university authority against a university community member in an educational program or activity and the action is based upon one's protected class status. Disparate treatment occurs when one suffers less favorable treatment than others because of their protected class status. Disparate impact occurs when a university policy or practice, although neutral on its face, adversely impacts persons in a protected class.

Sexual Harassment (Title IX)

Conduct on the basis of sex that satisfies one or more of the following: An employee of the university conditioning the provision of an aid, benefit, or service of the university on an individual's participation in unwelcome sexual conduct (i.e., quid pro quo); Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the education program or activity; or Sexual assault, dating violence, domestic violence, or stalking as defined in this policy.

Reporting Harassment and Discrimination

The Office of Institutional Equity coordinates the university's response to all complaints of harassment and discrimination based on age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law. You can report discrimination, harassment or sexual misconduct, or child abuse through the online form available at https://equity.osu.edu. Complaints can be made anonymously.

Accommodations for Faith, Religious, Spiritual Beliefs

As per Section 3345.026 of the Ohio Code (codes.ohio.gov/ohio-revised-code/section-3345.026)

A student can be absent for up to three days per academic semester for reasons of faith or religious or spiritual belief system or to participate in organized activities conducted under the auspices of a religious denomination, church, or other religious or spiritual organization.

Should the student's sincerely held religious belief or practice severely affect their ability to take an examination or meet an academic requirement, the instructor will provide alternative

accommodations for examinations and other missed academic requirements. These accommodations will not carry any academic penalty.

Students will need to notify instructors with dates of absence and request for accommodation in writing, no later than fourteen days after the first day of instruction in a particular course.

An instructor shall accept without question the sincerity of a student's religious or spiritual belief system. An instructor shall keep requests for alternative accommodations confidential. An instructor shall schedule a time and date for an alternative examination, which may be before or after the time and date the examination or other academic requirement was originally scheduled but shall do so without prejudicial effect.

Should there be a grievance regarding the implementation of this policy, the student should notify a Student Services staff.

Health, Wellness and Inclusive Excellence Resources

The Knowlton School's commitment to the health and well-being of students, staff and faculty is entwined with how we embrace Inclusive Excellence (IE). IE is a way to re-imagine diversity and inclusion as the active process of making excellence inclusive and is the responsibility of everyone. It upholds the Knowlton School and College of Engineering's commitment to integrate, grow, and sustain diversity, equity and educational excellence through a diverse and inclusive learning, living and working environment. It "requires that we uncover inequities in student (faculty and staff) success, identify effective educational (and operational) practices and build such practices organically for sustained institutional change."

Office of Student Life Counseling and Consultation Services (CCS)

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the You can reach an on-call counselor when CCS is closed at and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

College of Engineering Embedded Clinicians

Embedded Counselors have familiarity with the culture of a college or area. The COE's embedded clinicians are available for appointments by email:
Joni Sivey, M.S., MSW, LISW-S (sivey.8@osu.edu
Hunter Sully, PhD (sully.1@osu.edu

Gender-Inclusive Restrooms, Lactation and Changing Stations

Two single-user, gender-inclusive restrooms are available on the lower level of Knowlton Hall, near the fabrication lab. They are each provided with chairs for lactation and both rooms include diaper changing stations.

Green Spaces

The landscape architecture of Knowlton Hall was designed by Michael Van Valkenburgh Associates, and includes the South Cutout Garden, the Bosque to the East of the building, the pathways to the North, and the Roof Garden, accessible from the fourth floor of Knowlton Hall. These spaces are used as outdoor classrooms, study spaces, and places of rest and relaxation.

Quiet Room

Room 178, first floor Knowlton, next to the carpeted review space The Quiet Room is a space for College of Engineering students. Students may use the space for any quiet activity such as meditation, prayer, relaxation breaks, breathing and stretching exercises, and mindfulness activities. The room is not intended for studying, meetings, lounging, or sleeping. Food and beverages are prohibited.

Land Acknowledgement

The Knowlton School acknowledges the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. As a land grant institution, we want to honor the resiliency of these tribal nations and recognize the historical context that has and continues to affect the Indigenous peoples of this land.

Knowlton Hall Building Policies

Students working within Knowlton Hall are expected to follow the building related policies as outlined with the KSA Student Policy Handbook ([x](https://knowlton.osu.edu/sites/default/files/pdf/KSA%20Policy%20Handbook%20-%20Students%202012.pdf

Student Resources

Undergraduate Students (knowlton.osu.edu/students/undergraduates)

Graduate Students (knowlton.osu.edu/students-current-students/graduate)

Student Life Resources & Policies (studentlife.osu.edu/resources/)
Dennis Learning Center (dennislearningcenter.osu.edu/)
Counseling and Consultation Services (ccs.osu.edu)
Student Life Disability Services (x)
Office of Diversity and Inclusion (x)
Department of Public Safety (dps.osu.edu/, non-emergency: 614-292-2121; emergency: dial 9-1-1)
University's Building Emergency Action Plans (dps.osu.edu/beap)

Appendix G: Updated Curriculum Sheet for BSCRP

Bachelor of Science
City and Regional Planning

City and Regional Planning can be complex and difficult, and urban planners deal with big challenges such as climate change, economic and social inequality, and inclusive infrastructure planning. Students in planning learn about topics like land use planning, transportation, sustainability and resiliency, regional economic development, social justice, food systems, planning for housing, and equity planning.]. Students in this major will complete a minimum of ~~121~~ 120 hours outlined as follows.

General Education Requirements		
Requirement	**Course Options**	**Hours**
GE Launch Seminar	GenEd 1201	1
Foundations: Writing and Information Literacy	*Student Choice*	3
Foundations: Mathematical & Quantitative Reasoning/Data Analysis	*Student Choice****	0-5
Foundations: Literary, Visual and Performing Arts	*Student Choice*	3
Foundations: Historical & Cultural Studies	*Student Choice*	3
Foundations: Natural Science	*Student Choice*	4-5
Foundations: Social & Behavioral Sciences	*Student Choice****	0-3
Foundations: Race, Ethnic and Gender Diversity	*Student Choice*	3
Theme: Citizenship for a Diverse & Just World [b]	*Student Choice*	4
Theme: Student Choice	*Student Choice*	4-6
GE Reflection	Capstone****	Embedded into Major Core Capstone
Total		~~26-37~~ 25-36

College / School / Degree Requirements [a, b]		
Requirement	**Course Options**	**Hours**
KNOW 1100	**Total**	1

Major Coursework [a, b]		
Course	**Title**	**Hours**
Major Core		
CRPLAN 2000	Introduction to City and Regional Planning	3
CRPLAN 2110	Creating Innovative Cities	3
CRPLAN 2100	History and Law	3
CRPLAN 2600	Designing Communication	4
CRPLAN 3000	Planning Resilient Environments	3
CRPLAN 3100	Analyzing the City	3
CRPLAN 3200	Placemaking	4
CRPLAN 3300	Planning for and With People	3
CRPLAN 3150	Digital Design and Analysis	2
CRPLAN 3600	Land Development	3
CRPLAN 4900	Plan Making	6
CRPLAN 4910	Realizing the Plan	6
CRPLAN 4950****	Professional Planning Skills	3
Total		**46**
Required Non-Major General Courses		
ECON 2001.02****	Principles of Microeconomics (Foundations: Social & Behavioral Sciences)	3
CSE 1111****	Introduction to Computer-Assisted Problem Solving (Foundations: Mathematical & Quantitative Reasoning / Data Analysis)	3
PUBAFRS 4310	State and Local Government Finance	3
Total		**9**
Required Technical / Directed / Targeted / Open Electives; Career Courses		
CRPLAN Electives		21
Open Electives		18
Total		**39**

General Education	~~26~~ 25
College / School / Degree	1
Major Core	46
Required Non-Major	9
Technical / Directed / Targeted / Open Electives; Career Courses	39
Minimum Total Credit Hours for Degree	~~121~~ 120