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To: cogdell@math.ohio-state.edu
Cc: [Soave, Melissa](mailto:Soave.Melissa); [Smith, Randy](mailto:Smith.Randy); [Elliot Slotnick](mailto:Elliot.Slotnick); cowley.11@osu.edu
Subject: City and Regional Planning: MS., Ph.D., and Graduate Minor
Date: Monday, July 04, 2011 12:02:00 PM

Dear Jim,

I am writing to release to CAA for Subcommittee D's review and presentation three graduate programs from the Knowlton School of Architecture in City and Regional Planning, specifically, the Master's and Doctoral degree programs and a newly developed [C@RP](#) Graduate Minor Program.

To summarize our Committee's review, I can report that the Master's (MS) program was approved in its initial vetting back in April with no concerns raised. Since we had a few questions about the Ph.D. and the Graduate Minor programs, we have held the MS. until now so that the [C@RP](#) programs could be sent forward as a complete package. We are now ready and happy to do so. Our questions and the satisfactory answers that we have received in response are summarized below.

[C@RP Graduate Minor:](#)

Our Committee noted that the Minor proposal was clear and well thought out, offering appropriate justification for what is a new Graduate Minor program with a demonstrable need. A question was raised about the sufficiency of requiring only one (of three) core classes for granting the Minor, the classic depth versus breadth question that always arises in vetting such programs. The program offered strong justification for requiring only one core course, indicating that most Minor programs would be seeking depth in a C@RP specialty area. The Committee also took note that the proposal allowed for C- grades to be counted towards the Minor program while Graduate School rules require grades of B or better (or an S grade) for course inclusion. The program has made the necessary correction in this requirement. Finally, minor issues of clarification in the Additional Requirements, Administration and Advising sections of the proposal were raised and addressed to the Committee's satisfaction.

[C@RP Ph.D.:](#)

Our Committee noted that an unusually large number of credit hours (27) were being required post-candidacy and that the program itself was targeted for considerably more hours than the Graduate School minimum. Relatedly, students were projected to take 15 hours/semester throughout their pre-candidacy period which was close to the Graduate School maximum (16) before permission was required. A lack of clarity was noted in the proposed Transition Policy and questions were raised about the scope of the transition and the necessity for bridge courses.

The Committee was satisfied with the clarification and elaboration offered in the program response. Specifically, the large credit hour requirement for post-candidacy enrollment reflected a semester conversion model premised on 135 quarter hours, not the revised 120 quarter hours as the Graduate School minimum. Thus, in conversion, 90 hours was viewed as the minimum requirement, instead of 80. The program's post-candidacy registration requirement has been adjusted (5/semester) in recognition of the 80 hour minimum requirement for the doctorate. While the program has indicated that 5 hours per semester (still above the Graduate School requirement) is necessary to reach the overall degree requirement (80), we would recommend that the program consider reducing further the post-candidacy requirement to the minimum 3 hour enrollment while finding alternative and, perhaps, more appropriate mechanisms (such as research and independent study hours) to bring students to

the 80 hour doctoral enrollment requirement most cost-efficiently. This would seem to be fairly easy to accomplish in a program that features considerable enrollment in educational learning experiences that are not offered in traditional didactic classroom teaching settings.

In addition to addressing our post-candidacy/program credit hour concerns, the normal utilization of a 15 hour semester course load was also satisfactorily justified. Finally, the admittedly unclear Transition Policy was clarified and, it was underscored to the Committee's satisfaction, that the small program size allowed for both customization of transition plans to meet each student's needs and, as well, that bridge coursework was neither necessary nor feasible.



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Date: 18 February 2011

To: Randy Smith
Vice Provost, Office of Academic Affairs

From: Ed McCaul
Program Director, Undergraduate Education and Student Services

Subject: Semester Conversion Proposal for the PhD in City and Regional
Planning Degree

Attached is a letter from Ann Pendleton-Jullian, Director Knowlton School of Architecture, which discusses their PhD in City and Regional Planning degree. The attached proposal has been reviewed by the College of Engineering and after some changes have been made to it the college is recommending that the Council on Academic Affairs approve it. If you have any questions concerning this proposal please let me know.

Date: 15 February 2011

From: Ann Pendleton-Jullian, Director
Knowlton School of Architecture



To: Ed McCaul, Program Director
Academic Affairs/Student Services
College of Engineering

Subject: City and Regional Planning Semester Conversion Materials

The City and Regional Planning Section within the Knowlton School of Architecture is submitting the portion(s) of its semester conversion program templates that are checked below:

- Undergraduate minor in City and Regional Planning program template
- BS in City and Regional Planning program template
- Master of City and Regional Planning program template
- PhD in City and Regional Planning program template
- Appendices that include:
 - a proposal for a new graduate minor in City and Regional Planning

I endorse the contents of the enclosed program template(s). If you need further clarification or have any questions regarding the submitted materials, please do not hesitate to contact me and City and Regional Planning Section Head Jennifer Cowley. Note that the Knowlton School of Architecture does not have a uniform GE curriculum across its three Sections. Each Section develops a GE curriculum consistent with its particular undergraduate major program.

Doctor of Philosophy in City & Regional Planning

Primary Contact: Philip A. Viton (viton.1, 2-2119)

I. GENERAL PROGRAM INFORMATION

1. **Name of the Program:** City and Regional Planning
2. **Degree title:** Doctor of Philosophy in City and Regional Planning
3. **Academic unit(s) responsible for administrating the degree program:**
Knowlton School of Architecture
4. **Type of Program:**
Doctor of Philosophy degree program
5. **Semester Conversion Designation:**
Re-envisioned with changes to program goals and/or curricular requirements

II. PROGRAM REQUIREMENTS

6. **List program learning goals:**

The doctoral program in City & Regional Planning is intended to prepare a person for a career of scholarly activity, including applied research and teaching. The program seeks to provide students with:

- An understanding of key theoretical foundations of planning practice, policy, and processes.
- An understanding of research methodology appropriate to applied planning-related scholarship.
- An understanding of the research process, from problem formulation to research design, process, and critique, including the peer-review process.
- An understanding of instructional techniques, from syllabus creation to evaluation.

7. Proposed Program Requirements:

Required Courses (9 credit hours)

CRP 7000 Contemporary Planning Research, 3

CRP 7100 City & Regional Planning Theory, 3

CRP 7300 Planning Dissertations and Theses from Start to Finish, 3

Doctoral Dissertation (17 credit hours)

Students must earn a minimum of 17 credit hours by repeating the following course as needed for their dissertation.

CRP 8999 Research for Dissertation in City and Regional Planning, 1 – 15 (repeatable)

Methods Courses (12 credit hours)

Students must complete four planning related research methods courses. These courses may be taken outside the program upon approval by the student's advisor, or fulfilled through the program offerings below.

CRP 7200 Static Optimization Methods in Planning Research, 3

CRP 7210 Dynamic Optimization Methods in Planning Research, 3

CRP 7220 Statistical Methods in Planning Research, 3

CRP 7230 Foundations of Spatial Models in Planning, 3

Internal Electives (18 credit hours)

This requirement may be fulfilled by any Master's-level City and Regional Planning courses or from the following list of intermediate and advanced-level elective courses offered within the section.

CRP 7110 Development Theory, 3

CRP 7240 Decision Analysis Methods in Planning Research, 3

CRP 7250 Metropolitan and Regional Planning Models, 3

CRP 7260 Discrete Choice Analysis in Planning, 3

CRP 7270 Environmental and Energy Modeling, 3

CRP 7400 Contemporary Topics in Planning, 3

CRP 8193 PhD Individual Studies in City and Regional Planning, 1 - 15

CRP 8194 PhD Group Studies in City and Regional Planning, 1 - 15

CRP 8200 Teaching Practicum in City and Regional Planning, 3

CRP 8880 CRP Interdepartmental Seminar, 1 - 15

CRP 8890 Workshop in City and Regional Planning, 1 - 15

CRP 8998 Research in City and Regional Planning, 1 - 15

Field of Specialization Electives (24 credit hours)

Students must choose two fields of specialization from the list below. Specialization in a field requires 12 credit hours of advisor-approved, graduate level elective coursework. Students can earn all 24 credit hours internally or they can meet the requirement from a combination of 12 internal credit hours and 12 external credit hours. External courses taken to meet this requirement can come from any department and must be approved by the student's advisor. Internal courses can come from Masters or PhD level CRP electives.

<i>Field of Specialization</i>	<i>Examples of programs offering coursework within the topic(s)</i>
Economic Planning	City and Regional Planning, Economics, Agricultural, Environmental, and Development Economics
Environment/Behavior Studies	City and Regional Planning, Architecture, Landscape Architecture, Psychology, Design
Planning Theory and History	City and Regional Planning, History, Sociology
Administration and Law	City and Regional Planning, Law, Business
Environmental Planning	City and Regional Planning, Environmental Engineering, Civil Engineering, Environmental Science
Spatial Models	City and Regional Planning, Geography, Economics

8. Provide a curriculum map that shows how, and at what level (e.g., beginning, intermediate, advanced), the program's courses facilitate students' attainment of program learning goals. I=Introduce, E=Enhance, A=Apply.

REQUIRED COURSES

Required Courses	(a) Understand theoretical foundations	(b) Understand research methodology	(c) Understand research process	(d) Understand instructional techniques
CRP 7000	I	I	I	
CRP 7100	I,E			
CRP 7200	E	E	E	
CRP 7210	E	E	E	
CRP 7220	E	E	E	
CRP 7230	E	E	E	
CRP 7300		E	E,A	I
CRP 8999	A	A	A	

ELECTIVE COURSES

Elective Courses	(a) Understand theoretical foundations	(b) Understand research methodology	(c) Understand research process	(d) Understand instructional techniques
CRP 7110	E	E,A	E	
CRP 7240	E	E,A	E	
CRP 7250	E	E,A	E	
CRP 7260	E	E,A	E	
CRP 7270	E	E,A	E	
CRP 7400	E,A	E,A	E	
CRP 8193				E,A
CRP 8194	E	E	E	E
CRP 8200	E,A	E,A	E,A	
CRP 8880	E	E	E	
CRP 8890	A	A	A	A
CRP 8998	A	A	A	A

9. Rationale for proposed program changes:

The CRP doctoral program was approved in 1985, enrollments started shortly thereafter, and the first two graduates received their degree in Summer 1990. For the past 25 years, the curriculum has been grounded in theory and analytic methods offerings to ensure that candidates are well prepared to be productive members of the research community. The program has not been substantively revised since its inception. Given the successful placement of our graduates in academia and other research institutions, this program focus and structure has been validated.

However, discussions with recent additions to the faculty as well as with doctoral students have highlighted two specific areas that needed to be strengthened: research processes and methods and teaching preparation. Additionally, while the existing brown-bag seminar has provided a venue for collegial interaction, regular interaction and the establishment of cohort cohesiveness was lacking. The addition of CRP 7000 (Contemporary Planning Research, a new semester course that replaces elective coursework) and CRP 7300 (Planning Dissertations and Theses from Start to Finish, currently elective, now converted to a core course) in the first year of study will provide students with both a stronger foundation in research processes and early guidance towards their dissertations. These courses will also strengthen cohort cohesiveness, since the program's methods requirements can be fulfilled outside City and Regional Planning. Finally, the addition of CRP 8200 (Teaching Practicum) to the list of Internal Electives will provide students envisioning a university teaching career with the necessary preparation through a teaching practicum guided by a faculty member.

This version of the semester conversion plan differs from the previous one in that we have reduced the minimum credit-hours required for the doctorate from 135 to 120 quarter-hours (90 to 80 semester hours), consistent with the rule of the Graduate School adopted in April 2009.

10. Council on Academic Affairs reviewers' aid and credit hour expansion check:

Program credit hour requirements:		A.) Number of credit hours in current program	B.) Calculated result for $\frac{2}{3}$ of current quarter credit hours	C.) Number of credit hours required for new program
Total minimum credit hours required for completion of program		120	80	80
Required credit hours offered by the unit	Minimum	100	66.7	67
	Maximum	120	80	80
Required credit hours offered outside of the unit	Minimum	0	0	0
	Maximum	20	13.3	13
Required prerequisite credit hours not included above	Minimum	0	0	0
	Maximum	0	0	0

11. Credit hour expansion rationale:

We are not expanding the credit hours required for the doctorate.

III. ASSESSMENT CONVERSION

12. Describe how the program's current quarter-based assessment practices will be modified to fit the semester calendar. If a degree program does not have a plan on file with the Office of Academic Affairs, provide a list of the following:

a. The means the program uses/will use to evaluate how well students are attaining the program goals:

Classroom assignments

- Embedded testing (i.e., specific questions in homework or exams that allow faculty to assess students' attainment of a specific learning goal or outcome, often used to compare student performance from year to year)
- Writing assignments
- Oral presentations
- Applied project papers and analyses

Successful Completion of Candidacy Examination

Successful Dissertation Defense

Surveys and Interviews

- Survey of graduates
- Student evaluation of instruction
- Student exit survey

External evidences

- Job placement data
- Fellowship and dissertation support for students
- Research papers published by graduates

b. How the program uses/will use the evaluation data listed above to periodically make evidence-based improvements to the program.

- A student representative will be included in evaluation of the program.
- A discussion with the unit's faculty.
- Regular review the program's performance against the top programs in the field.

IV. TRANSITION POLICY

13. Include a policy statement from the chair of the department/unit that assures those students who began their degree under quarters that the transition to semesters will not delay their graduation nor disrupt progress toward a degree:

a. Post-candidacy students. These students will need to complete their research hour requirements to complete their dissertation. We do not anticipate that any student will be disadvantaged by this, since the (converted) research-hour requirements under the two systems are effectively the same (two years of study beyond the Candidacy Examination).

b. Pre-candidacy students. It is important to understand that our Candidacy Examinations are already strongly tailored to individual students (rather than having several students take the same examination simultaneously). It is thus straightforward to ensure that students who have completed a required course sequence under the quarter system (eg, the Quantitative Methods sequence) will be examined only on the material covered in the course sequence as taken.

In the case of course sequences that are “in progress” at the onset of the semester system, we will ensure, through consultation between the student, the student’s advisor and the course instructors, that students can obtain any additional material in the semester versions of the courses via closely supervised independent study. Given the small size of the doctoral program, and the consequent low enrollment in an individual doctoral-level course, it is infeasible to do this via “bridge courses” and we do not anticipate doing so.

c. New core courses in the program. We are adding two new core courses: CRP 7000 and CRP 7300. The content of CRP 7300 (Planning Dissertations and Theses from Start to Finish) is already available as an elective course, and entering students under the quarter system will be advised to consider it as a required course. Students who have completed their first year in the program under the quarter system will be encouraged to enroll in the new first-year course CRP 7000 (Contemporary Planning Research) in their second year of study. However, we will provide a waiver of this course requirement for students who can demonstrate that they have already acquired a broad understanding of the scope of current research in CRP during their first year in the program.

d. We recognize that there may be a few students whose needs will not be met under the above procedures. All such cases will be handled individually in consultation with the student’s advisor. (Again, it is worth emphasizing that we are a very small doctoral program, so this is neither difficult nor burdensome). The upshot is that we anticipate that students already in the program will be able to progress towards their degree without delay or disruption.

Appendix A Quarter and Semester Curriculum Advising Sheets

QUARTER CURRICULUM: Ph.D. in CITY and REGIONAL PLANNING

The chart below illustrates a typical course of study for entering graduate students under the quarter system. This course of study fulfills all program requirements.

YEAR 1: INTRODUCTION				
Topics: Theory, research methods, focused electives	Fall	CRP 864.01 City and Regional Planning Theory	5	
		CRP 870.01 Static Optimization in Planning *	5	
		Individualized Elective Choices	5	15
	Winter	CRP 870.02 Dynamic Optimization in Planning *	5	
		Individualized Elective Choices	10	15
	Spring	CRP 870.03 Forecasting and Simulation in Planning *	5	
		Individualized Elective Choices	10	15
YEAR 2: CONCENTRATION, Candidacy Examination				
Topics: Research methods and focus on emphasis area	Fall	Individualized Elective Choices	15	15
	Winter	Individualized Elective Choices	15	15
Measures: Deepened knowledge of theory and methods of planning	Spring	CRP 881 Foundations of Spatial Models in Planning*	5	
		Individualized Elective Choices	10	15
YEAR 3: RESEARCH				
Topics: Focus on research emphasis area	Fall	CRP 999 Research in City and Regional Planning	5	5
	Winter	CRP 999 Research in City and Regional Planning	5	5
Measures: Deepened knowledge of emphasis area	Spring	CRP 999 Research in City and Regional Planning	5	5
	YEAR 4: WRITING			
Measures: Completion of dissertation	Fall	CRP 999 Research in City and Regional Planning	5	5
	Winter	CRP 999 Research in City and Regional Planning	5	5
	Spring	CRP 999 Research in City and Regional Planning	5	5
			TOTAL:	120

*NOTE: PhD students must complete 4 planning related research methods courses. These courses may be taken outside the program upon approval by the student's Advisor, or fulfilled through the planning offerings of CRP 870.01-- 870.03 and 881.

SEMESTER CURRICULUM: Ph.D. IN CITY and REGIONAL PLANNING

The chart below illustrates a typical course of study for entering graduate students under the semester system. This course of study fulfills all program requirements.

YEAR 1: INTRODUCTION					
Topics: Theory, research methods, focused electives	Fall	CRP 7000 Contemporary Planning Research	3		
		CRP 7100 City & Regional Planning Theory	3		
		CRP 7200 Static Optimization Methods in Planning Research*	3		
		Elective Courses	6	15	
Measures: Knowledge of core intellectual and methods in planning	Spring	CRP 7300 Planning Dissertations and Theses from Start to Finish	3		
		CRP 7210 Dynamic Optimization Methods in Planning Research*	3		
		Elective Courses	9	15	
YEAR 2: CONCENTRATION					
Topics: Research methods and focus on emphasis area	Fall	CRP 7220 Statistical Methods in Planning Research*	3		
		Elective Courses	12	15	
Measures: Deepened knowledge of theory and methods of planning	Spring	CRP 7230 Foundations of Spatial Models in Planning*	3		
		Elective Courses	9		
		CRP 8999 Research for Dissertation in CRP	3	15	
YEAR 3: RESEARCH					
Topics: Focus on research emphasis area	Fall	CRP 8999 Research for Dissertation in CRP	5	5	
Measures: Deepened knowledge of emphasis area	Spring	CRP 8999 Research for Dissertation in CRP	5	5	
YEAR 4: WRITING					
Measures: Completion of dissertation	Fall	CRP 8999 Research for Dissertation in CRP	5	5	
		Spring	CRP 8999 Research for Dissertation in CRP	5	5
			TOTAL:	80	

* These courses can be replaced by advisor-approved Master's level courses within the University.