TO: Randy Smith, Vice Provost for Academic Programs  
FROM: Jennifer Schlueter, Faculty Fellow for Curriculum, Graduate School  
DATE: 30 November 2018  
RE: Proposal to revise the Master of City and Regional Planning

The Knowlton School of Architecture in the College of Engineering is proposing revisions to its Master of City and Regional Planning. Changes are focused on core coursework and are credit neutral.

The proposal was received by the Graduate School on 17 August 2018. It was reviewed by the combined GS/CAA Curriculum subcommittee, chaired by Faculty Fellow Jennifer Schlueter, on 30 October 2018 and revisions were requested that same day. Revisions were received on 14 November 2018 and moved forward to the Graduate Council that same day. The proposal was reviewed and unanimously approved by that body on 29 November 2018.
Hello,

Please see the attached, updated proposal.

Thank you,
Michelle

Michelle Lee
Sections Program Coordinator
The Ohio State University
Knowlton School
Architecture | Landscape Architecture | City and Regional Planning
200K Knowlton Hall, 275 West Woodruff Avenue, Columbus, OH 43210
614-292-0620 Office
lee.2293@osu.edu knowlton.osu.edu

Dear Professor Lara, Professor Conroy, and Ms. Lee:

At our 30 October 2018 meeting, the combined Graduate School/CAA curriculum subcommittee, which I chair as Faculty Fellow, reviewed your proposal for revisions to the Master of City and Regional Planning. The subcommittee was generally supportive of the proposal. However, we have two small requests for revisions:

1. Please include the syllabi for CRPLAN 6500 and CRPLAN 6600 as part of the proposal document.
2. We note, on page 1 of your proposal, that “Every effort will be made to do no harm to students in this transition.” Please be more specific about how this will be done. For example: will students automatically have new courses substituted?

Upon receipt of your revised proposal, I will immediately forward on to the Graduate Council for their review and approval.

Best,
Jen

**Jennifer Schlueter, PhD**

**Associate Professor** and **Lab Series Producer**: Department of Theatre

**Project Director**: Social Change, Community Engagement, and Creative Practices Discovery Theme

**Faculty Fellow for Curriculum**: Graduate School

1103 Drake Performance and Event Center

1849 Cannon Drive / Columbus OH / 43210-1234

614.688.3778 / jenniferschlueter.com
TO: Council on Academic Affairs

FROM: City and Regional Planning Section

CC: Maria Conroy (conroy.36@osu.edu), Michelle Lee (lee.2293@osu.edu)

DATE: August 3, 2018

RE: Curriculum Change request to the Master of City and Regional Planning (MCRP) curriculum.

During the 2017-2018 academic year, the City and Regional Planning Graduate Studies Committee performed a review of the Master of City and Regional Planning (MCRP) curriculum. In the process of the curriculum review, the faculty revised their assessment of the role of two core required courses in the MCRP program, CRPLAN 6500 and CRPLAN 6600. As a result of the review, changes will be made to the content of these courses. With these changes, each course will be reduced from four credit hours to three. In order to account for this reduction in credit hours, students will be required to complete two additional credit hours of electives. The overall credit hours for the degree will not change.

Regarding changes to CRPLAN 6500, the course goals were revised and the course will be taught at a more introductory level. As the course will no longer go into as much detail into certain areas, three credit hours is sufficient to accomplish the course goals. More extensive changes will be made to CRPLAN 6600, including a change in title, learning goals and topics covered. With these changes, the course is more appropriate to be offered at three credit hours.

The changes to CRPLAN 6600 have already been approved, and the changes to CRPLAN 6500 are pending approval. It is our plan to implement these changes Autumn 2018. Every effort will be made to do no harm to students in this transition. The total credit hours for the degree will remain at 60 for all students. Depending on whether the students complete CRPLAN 6500 and 6600 as 3 or 4 credit hours, students will either increase or decrease their elective hours to meet the 60 total credit hours. The attached curriculum sheets include 1) the current curriculum with proposed changes indicated in red, 2) the final proposed curriculum and 3) course syllabi for CRPLAN 6500 and 6600.
## MASTER OF CITY AND REGIONAL PLANNING

Students pursuing the program full-time should follow the curriculum as listed below. Students pursuing the program part-time are able to move through the curriculum as needed. Students may begin the program in the Autumn, Spring or Summer term and should start with the courses listed in the corresponding semester. Required courses are only offered in the terms as listed below. The following curriculum guide is for students starting in the 2017-2018 academic year.

**YEAR 1**

<table>
<thead>
<tr>
<th>CRPLAN 6000</th>
<th>Historical Foundations of Planning</th>
<th>3</th>
<th>CRPLAN 6200*</th>
<th>Graphic Visualization</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRPLAN 6100</td>
<td>Participation &amp; Advocacy</td>
<td>3</td>
<td>CRPLAN 6300</td>
<td>Law &amp; Planning I: Land Use</td>
<td>3</td>
</tr>
<tr>
<td>CRPLAN 6400</td>
<td>Site Planning &amp; Development</td>
<td>4</td>
<td>CRPLAN 6500</td>
<td>Plan Making &amp; Analysis Tech.</td>
<td>4 - 3</td>
</tr>
<tr>
<td>CRPLAN 6191S</td>
<td>Professional Development</td>
<td>1</td>
<td>CRPLAN 6191S</td>
<td>Professional Development</td>
<td>1</td>
</tr>
<tr>
<td>ELECTIVE</td>
<td></td>
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<td>ELECTIVE</td>
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<tr>
<td><strong>TOTAL CREDIT HOURS REQUIRED TO GRADUATE:</strong></td>
<td><strong>60</strong></td>
<td></td>
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</table>

**YEAR 2**

<table>
<thead>
<tr>
<th>CRPLAN 5001*</th>
<th>Introduction to GIS</th>
<th>4</th>
<th>STUDIO*</th>
<th>(studio or two electives)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRPLAN 6600</td>
<td>Spatial Models &amp; Proj. Evaluation</td>
<td>4 - 3</td>
<td>ELECTIVE</td>
<td></td>
</tr>
<tr>
<td>STUDIO*</td>
<td>(studio or two electives)</td>
<td></td>
<td>ELECTIVE</td>
<td></td>
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<tr>
<td>ELECTIVE</td>
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<td>ELECTIVE</td>
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</tbody>
</table>

**TOTAL CREDIT HOURS REQUIRED TO GRADUATE:**

**60**

**NOTE:** Students intending to graduate in 2 years should complete an average of 15 credit hours each semester to meet the 60 credit hour minimum requirement. It is not required that students complete 15 credit hours each term.

*Students must complete at least one of the following: CRP 6200 Graphic Visualization or CRP 5001 Introduction to GIS. If both are taken, one will count towards elective hours.

**STUDIO**

Students take at least one studio course, which should be complete during the second year. Each studio is 6 credit hours. Options include:

- CRPLAN 6910 Comprehensive Planning Studio
- CRPLAN 6920 Urban Design/Physical Planning Studio
- CRPLAN 6930 Neighborhood Planning Studio
- CRPLAN 6950 Transportation Studio
- CRPLAN 6960 Sustainability Studio
- CRPLAN 6970 International Development Studio

**ELECTIVES (27 credit hours)**

In addition to the listed core courses, at least 27 credit hours of graduate level electives must be taken to meet the 60 hour total. A minimum of 15 elective hours must be taken within City and Regional Planning. (Exceptions are made for students pursuing dual degrees.) Courses taken outside of CRP must be at least 4000 level (and taught by professor or lecturer) and CRP courses must be graduate level (5000 level and above). Electives are listed in the curriculum for graphic clarity, but may be taken at any time as long as the total hours are met by graduation. Students are encouraged to take advantage of travel abroad offerings during the summer, which can count towards elective hours.

**INTERNSHIP REQUIREMENT**

Students must complete a minimum of 560 hours of an approved internship experience prior to graduation. (Note: Students who began the program prior to Autumn 2015 are required to complete a minimum of 400 hours.) Students unable to complete the internship hour requirement due to full-time employment, family obligations, or other circumstance approved by the Graduate Studies Chair and Internship Coordinator shall complete a Practicum CRP 8300, which is a supervised field experience. All students must complete at least 2 credits of CRP 6191S Professional Development.
**MASTER OF CITY AND REGIONAL PLANNING**

Students pursuing the program full-time should follow the curriculum as listed below. Students pursuing the program part-time are able to move through the curriculum as needed. Students may begin the program in the Autumn or Spring and should start with the courses listed in the corresponding semester. Required courses are only offered in the terms as listed below. The following curriculum guide is for students starting in the 2018-2019 academic year.

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>Autumn</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRP 6000</td>
<td>Historical Foundations of Planning</td>
<td>3</td>
</tr>
<tr>
<td>CRP 6100</td>
<td>Participation &amp; Advocacy</td>
<td>3</td>
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<tr>
<td>CRP 6400</td>
<td>Site Planning &amp; Development</td>
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</tr>
<tr>
<td>CRP 6191S</td>
<td>Professional Development</td>
<td>1</td>
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<tr>
<td>ELECTIVE</td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
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</tbody>
</table>

| YEAR 2 | | |
|--------| | |
| CRP 5001^ | Introduction to GIS | 4 | STUDIO* | (studio or two electives) |
| CRP 6600 | Evaluation Methods in CRP | 3 | ELECTIVE | |
| STUDIO* | (studio or two electives) | | ELECTIVE | |
| ELECTIVE | | | ELECTIVE | |
| | | | | 15 |

**TOTAL CREDIT HOURS REQUIRED TO GRADUATE:** 60

**NOTE:** Students intending to graduate in 2 years should complete an average of 15 credit hours each semester to meet the 60 credit hour minimum requirement. It is not required that students complete 15 credit hours each term.

^Students must complete at least one of the following: CRP 6200 Graphic Visualization or CRP 5001 Introduction to GIS. If both are taken, one will count towards elective hours.

*STUDIO

Students take at least one studio course, which should be complete during the second year. Each studio is 6 credit hours. Options include:
- CRP 6910 Comprehensive Planning Studio
- CRP 6920 Urban Design/Physical Planning Studio
- CRP 6930 Neighborhood Planning Studio
- CRP 6950 Transportation Studio
- CRP 6960 Sustainability Studio
- CRP 6970 International Development Studio

**ELECTIVES (29 credit hours)**

In addition to the listed core courses, a minimum of 29 credit hours of graduate level electives must be taken to meet the 60 hour total. A minimum of 15 elective hours must be taken within City and Regional Planning. (Exceptions are made for students pursuing dual degrees.) Courses taken outside of CRP must be at least 4000 level (and taught by professor or lecturer) and CRP courses must be graduate level (5000 level and above). Electives are listed in the curriculum for graphic clarity, but may be taken at any time as long as the total hours are met by graduation. Students are encouraged to take advantage of travel abroad offerings during the summer, which can count towards elective hours.

**INTERNSHIP REQUIREMENT**

Students must complete a minimum of 560 hours of an approved internship experience prior to graduation. (Note: Students who began the program prior to Autumn 2015 are required to complete a minimum of 400 hours.) Students unable to complete the internship hour requirement due to full-time employment, family obligations, or other circumstance approved by the Graduate Studies Chair and Internship Coordinator shall complete a Practicum CRP 8300, which is a supervised field experience. All students must complete at least 2 credits of CRP 6191S Professional Development.
INTRODUCTION
The basic objectives of this course are to acquaint students with (1) basic statistics, (2) models and methods used in the analysis and projection of population and employment, and (3) the major data sources for such analyses, including data shortcomings and problems of comparability. The overall goal is to foster an awareness of the use of data and projection methodologies by planners, with an emphasis on translating results into policy implications that are understandable by the non-technical reader.

COURSE OBJECTIVES
- Develop skills to conduct basic statistical analysis
- Become familiar with data sources on employment and population, and be able to use this data for descriptive and analytical purposes.
- Gain an understanding of the basic techniques for the analysis of demographic and economic data.
- Acquire the ability to conduct data analysis and present the findings of these analysis using appropriate written language, charts, tables etc.
TEXT AND READINGS
The course relies on two text books. The book by *Stock and Watson* is available at the Closed Reserve Section of the Knowlton Library. The book by *Wang and Hofe* is available online.


Available at: [http://www.springer.com/earth+sciences+and+geography/geography/book/978-3-540-49658-8](http://www.springer.com/earth+sciences+and+geography/geography/book/978-3-540-49658-8) (Please go to this web-page and click “Read online”. Then you can download the chapters. Please use the computers on campus while downloading the chapters.)

CLASS FORMAT
The class meets twice weekly for lectures, including in-class discussion. Some of the sessions will be devoted to problem solving and discussions. The class format is informal and students are encouraged to ask questions.

EXAM DATES
- Midterm exam  March 7th (during class hours)
- Final exam   Thursday Apr 27th, 2:00pm-3:45pm

GRADING
The final grade for the course is determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>15 %</td>
</tr>
<tr>
<td>Project 1</td>
<td>15 %</td>
</tr>
<tr>
<td>Project 2</td>
<td>10 %</td>
</tr>
<tr>
<td>Midterm</td>
<td>30 %</td>
</tr>
<tr>
<td>Final exam</td>
<td>30 %</td>
</tr>
</tbody>
</table>

Homework
Homeworks are an important part of the course. They are designed to be applied and require a combination of modeling (spreadsheets, graphical analysis or calculations) and written analysis. They are given to help you grasp the class material. In addition, you may expect similar questions in exams.

Although I know several of you are aware, and do not need the following comments, I find it beneficial to emphasize these before we start the semester:

- Be professional about submitting homework and class projects.
- You need to turn in the homeworks as hard copy unless otherwise stated.
- Points will be deducted if you turn your homework late. No homeworks will be accepted after the solutions are posted which will be within 24 hours of the due date and time.
- Your homeworks have to be legible. If your handwriting is not legible, please type your answers.
Projects
There are two class projects required for this course. One of these projects will be related to demographic/population projections and one will be related to employment projections. You will work in groups of 4 (at most) for these projects.

Each group will choose an Ohio county as the study area for the two projects. Each county may be selected by only one group and we will assign them on a first come first served basis. More details will be given in each individual assignment. Please let Seunghoon Kim (kim.5301@osu.edu) know as soon as you have chosen your group and your county, no later than March 10th.

Names of the participating group members must appear on each project when it is turned in. If a group member does not participate in project work, please do not include his/her name on the project report. Detailed information regarding the format and presentation style for these projects will be provided. You will keep the same group throughout the semester. If you face problems with your group members; please do not wait until the end of the semester to inform the instructor or the TA.

Makeup Exam Policy
The dates of the midterm and the final exams are announced in this document. Please note these dates and make the necessary arrangements. **No makeup exam will be given unless there is a medical emergency.** You will need to provide proper documentation for these emergencies, and inform the instructor either before or within 48 hours of the exam to get the necessary approval. The report/doctor’s note should clearly indicate that you are in a condition that prevents you from attending school, work and taking an exam.

There will not be separate makeup exams for the midterm and the final. Only one makeup exam will be given. This exam will be a comprehensive exam covering the whole course material, and will be scheduled to be during the finals week.

Please note that pre-scheduled doctor’s appointments (for instance, your annual checkup), job interviews, job related issues, family reunions do not count as emergencies or valid excuses.

**Plagiarism will not be tolerated.** Plagiarism is passing off as one’s own ideas, words, writings, etc., which belong to another. You are committing plagiarism if you copy the work of another person and turn it in as your own even if you should have the permission of that person. Any instances of academic misconduct will be reported to the Committee on Academic Misconduct (University Rule 3335-5-487). If you are unsure as to what constitutes plagiarism, please see your instructor.
**ADA POLICY STATEMENT**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Disability Services at (614) 292-3307. Additionally, contact the instructor as early as possible in the quarter, so your disability can be properly accommodated.

**TENTATIVE COURSE OUTLINE(*)**

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 week Introduction, descriptive statistics and some probability</td>
<td>Stock and Watson, Chapters 1 and 2</td>
</tr>
<tr>
<td>concepts</td>
<td></td>
</tr>
<tr>
<td>2 weeks Hypothesis testing</td>
<td>Stock and Watson, Chapter 3</td>
</tr>
<tr>
<td>3 weeks Regression analysis</td>
<td>Stock and Watson, Chapters 4-6</td>
</tr>
<tr>
<td>1 week Midterm</td>
<td></td>
</tr>
<tr>
<td>2 weeks Introduction, extrapolation techniques, estimates,</td>
<td>Wang and Hofe, Ch. 3.4</td>
</tr>
<tr>
<td>projections, forecasts, extrapolation curves. Understanding and</td>
<td></td>
</tr>
<tr>
<td>working with the data.</td>
<td></td>
</tr>
<tr>
<td>2 weeks Population projections with cohort component technique</td>
<td>Wang and Hofe, Ch. 3.5</td>
</tr>
<tr>
<td>mortality component, migration component and fertility component.</td>
<td></td>
</tr>
<tr>
<td>2 weeks Employment projections: Assumption and location quotient</td>
<td>Wang and Hofe, Ch 4.</td>
</tr>
<tr>
<td>approach Minimum requirements approach Constant share and shift</td>
<td></td>
</tr>
<tr>
<td>share approaches Economic base projection model</td>
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<tr>
<td>1 week Introduction to gravity model.</td>
<td>Notes will be provided.</td>
</tr>
</tbody>
</table>

*The number of weeks assigned for each topic is approximate.*
CRPLAN 6600: Evaluation Methods in City and Regional Planning

Instructor name: Amber Woodburn (transition to McNair)
Year and term: 2018 Autumn
Meeting time: TBD
Meeting location: TBD

Telephone/E-mail: (614)292-8322 woodburn.26@osu.edu
Office location: 278 Knowlton Hall
Office hours: TBD
Teaching assistants: TBD

COURSE INFORMATION

DESCRIPTION
City and regional planners routinely plan and evaluate public sector interventions which generally take the form of physical infrastructure projects or public policies and programs. This course offers an overview of the concepts, methods, and metrics used to anticipate the impact and evaluate the tradeoffs of proposed projects, policies, and programs.

The first module of the course will consist of an overview of ‘big picture’ evaluation concepts as well as a math review to prepare students for the homework assignments. The second module covers the basics of cost-benefit analysis, the third module covers the basics of spatial location analysis, and the fourth module covers the basics of sustainability analysis. Throughout the course, the students will be asked to critically assess the limitations and assumptions of each form of analysis and discuss the tensions between economy, equity, and environment in the context of project evaluation. For the duration of the semester, students will work in teams to research and critique a published evaluation document from planning practice.

GOALS
A. Students will learn the key concepts and assumptions underlying different methodologies that are commonly used to evaluate and compare public infrastructure projects.
   • A1. Students can conceptualize, quantify, and critique the time value of money and the value of time.
   • A2. Students can explain the significance of spatial land use models in the context of urban planning.
   • A3. Students can articulate the fundamentals of cost-benefit analysis and the basic principles of microeconomics.
   • A4. Students can conceptualize, quantify, and critique tradeoffs between the three pillars of sustainability.
B. Students will practice project evaluation in independent and collaborative settings.
   • B1. Students can demonstrate understanding of project evaluation methods using algebraic variables, conceptual diagrams, and numerical problem solving.
   • B2. Students can demonstrates understanding of project evaluation methods using visual materials, oral presentations, and written exposition.

FORMAT
This course meets twice a week for lecture. The Professor and TA are available during office hours and by appointment.

ACCREDITATION CRITERIA ADDRESSED
The Planning Accreditation Board has a series of standards by which accredited planning programs are measured. Below is a list of accreditation criteria that are covered in this course.

• Purpose and Meaning of Planning: appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.
• Planning Theory: appreciation of the behaviors and structures available to bring about sound planning outcomes.
• The Future: understanding of the relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future.
• Quantitative and Qualitative Methods: data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.
• Sustainability and Environmental Quality: appreciation of natural resource and pollution control factors in planning, and understanding of how to create sustainable futures.
• Growth and Development: appreciation of economic, social, and cultural factors in urban and regional growth and change.
• Social Justice: appreciation of equity concerns in planning.

RECOMMENDED TEXTS

ASSIGNMENTS
This course includes 3 homework assignments formatted as a problem set for you to practice quantitative skills. The course also includes 1 semester project, which consists of individual project parts A-C, a peer review, and a group report. Project parts A-C are formatted to guide you through your individual contributions to the group project, which will generally be more qualitative than the homework assignments. The group project includes a written report and a 20-minute presentation. Assignments will be submitted online via Carmen.

CRITERIA FOR EVALUATION OR GRADING
Your course grade is composed of four parts:
10% Participation (in class, on Carmen)
30% Project (individual parts A-C, peer score, & group report)
30% Homework (Homework #1-3)
+30% Final Exam
100% Course Grade

Letter grades are assigned based on a standard scheme:
A  93-100
A-  90-92.9
B+  87-89.9
B   83-86.9
B-  80-82.9
C+  77-79.9
C   73-76.9
C-  70-72.9
D+  67-69.9
D   60-66.9
E   <60

SCHEDULE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>WED</th>
<th>FRI</th>
<th>ASSIGNMENT DUE</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Evaluation fundamentals, Planners role</td>
<td>Aug 22</td>
<td>Aug 24</td>
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<tr>
<td>2</td>
<td>Megaprojects, Math review</td>
<td>Aug 29</td>
<td>Aug 31</td>
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<tr>
<td>3</td>
<td>Cost-benefit analysis</td>
<td>Sep 5</td>
<td>Sep 7</td>
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<tr>
<td>4</td>
<td>Willingness to pay (EV &amp; CV)</td>
<td>Sep 12</td>
<td>Sep 14</td>
<td>Project Part A due</td>
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<tr>
<td>5</td>
<td>Market impacts</td>
<td>Sep 19</td>
<td>Sep 21</td>
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<td>6</td>
<td>Nonmarket impacts</td>
<td>Sep 26</td>
<td>Sep 28</td>
<td>Project Part B due</td>
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<tr>
<td>7</td>
<td>Discounting, Value of time</td>
<td>Oct 3</td>
<td>Oct 5</td>
<td></td>
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<tr>
<td>8</td>
<td>Spatial location analysis, Von Thunen</td>
<td>Oct 10</td>
<td>Break</td>
<td>Homework #1 due</td>
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<tr>
<td>9</td>
<td>Bid-rent diagrams, Budget constraint diagrams</td>
<td>Oct 17</td>
<td>Oct 19</td>
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<tr>
<td>10</td>
<td>Firm location, Schelling Model</td>
<td>Oct 24</td>
<td>Oct 26</td>
<td>Project Part C due</td>
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<td>11</td>
<td>Sustainability analysis</td>
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<td>Nov 2</td>
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<td>12</td>
<td>Environmental impact assessment</td>
<td>Nov 7</td>
<td>Nov 9</td>
<td>Homework #2 due</td>
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<td>13</td>
<td>Life-cycle analysis, Ecosystem services</td>
<td>Nov 14</td>
<td>Nov 16</td>
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<tr>
<td>14</td>
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<td>Break Break</td>
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<tr>
<td>15</td>
<td>Metrics, Critiques</td>
<td>Nov 28</td>
<td>Nov 30</td>
<td>Homework #3 due</td>
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<tr>
<td>16</td>
<td>Course Review</td>
<td>Dec 5</td>
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<td>Project report due</td>
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<tr>
<td>17</td>
<td>Final Exam</td>
<td></td>
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<td>Designated final exam time: <strong>TBD</strong></td>
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</tbody>
</table>
READINGS
When working through the readings, consider the following questions:
• Why is the author qualified to write about this topic? (Give an overview of the author: disciplinary context, other writings, motivations for writing the book)
• What is the author's central question? (How does the author define a given problem or concern?)
• What is the author's argument? (How does the author answer the central question? What is the research design?)
• What are the strengths and weaknesses of the author's approach, argument, and conclusions?

Introduction (Week 1-2)

Cost-benefit analysis (CBA) (Week 3-7)

Spatial location analysis (Week 8-10)

Sustainability analysis (Week 11-15)

COURSE POLICIES

ATTENDANCE

Students are expected to attend all scheduled class meeting times and related events as outlined in the course syllabus. There are five situations which constitute an “excused absence”. They are:

Personal illness: Students who are too ill or injured to participate in class must provide written documentation from a physician stating that the student cannot participate in class.
Death of a member of the student’s immediate family: Students who have missed class due to a death in the family must provide documentation of the death (death certificate, obituary, etc.).

Military of government duty: Please notify the instructor prior to service.

University/Knowlton School sanctioned events: Students who will be participating in University/Knowlton School sanctioned events must provide the instructor with a copy of the scheduled events and those classes of which will be missed.

Major religious holiday: Students who will be observing a religious holiday must provide date/event written notification to the instructor within the first two weeks of the semester.

DEADLINES

Students who miss deadlines due to valid and documented extenuating circumstances may submit the required work at a date agreed upon with the instructor. Students should contact 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, and a student is present only if he or she displays sufficient preparation for the course to the instructor.

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.)

COMMUNICATION

Students must check their university email daily.

GENERAL POLICIES AND PROCEDURES

ACADEMIC MISCONDUCT

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s Code of Student Conduct and this syllabus may constitute “Academic Misconduct.”

OSU’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct, so it is recommended that you review the Code of Student Conduct.

If a faculty member suspects that a student has committed academic misconduct in a course, they are obligated by University Rules to report suspicions to the Committee on Academic Misconduct. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. If COAM determines that a student has violated the University’s Code of Student Conduct, the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

Resources you can refer to include:
The Committee on Academic Misconduct web page: oaa.osu.edu/coam.html
Ten Suggestions for Preserving Academic Integrity: https://oaa.osu.edu/coamtensuggestions.html

SEXUAL HARRASSMENT: Title IX

No forms of sexual harassment or intimidation will be tolerated. Sexual Harassment includes lewd remarks and inappropriate comments made in the studio environment, classroom, and computer labs as well as the “display of inappropriate sexually oriented materials in a location where others can see it.” Sexual harassment includes inappropriate behavior among two or more
students; between students and/or faculty and/or staff; and within those groups. The actions can take place in physical, verbal, or written forms.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu or (614) 247-5838. Also, refer to University's Code of Student Conduct 3335-23-04 (C) for additional information.

KNOWLTON SCHOOL CONDITIONS FOR PROBATION BY SPECIAL ACTION (if applicable – undergrad only)

All undergraduate students must meet standards of academic progress. Students who do not meet these standards are subject to probation and dismissal. Dismissed students have an opportunity to apply for reinstatement. As described in University Rules, the responsibility for administering these rules is split between the university and the student's school or program. Refer to the Undergraduate Advising Handbook, Section D for details on how these provisions are implemented: knowlton.osu.edu/students/current-students.

SAFETY

To provide the best education, the Knowlton School must act as a community. As such, its members (faculty, students, and staff) must respect and watch out for each other. The studio is available for students 24/7. The OSU Student Safety Service is at https://dps.osu.edu/student-safety-service or Sss@dps.osu.edu. The University escort service provides safe transportation to and from Knowlton Hall 7:00PM-3:00AM. Call 292-3322 or visit https://dps.osu.edu/safe-ride.

STUDENTS WITH DISABILITIES

If you have a documented disability, you MUST register with Student Life Disability Services in order to receive accommodation. After registration, make arrangements to meet with instructors as soon as possible to discuss your accommodations, so they may be implemented in a timely fashion. If you have any questions about this process, please contact Disability Services at 614-292-3307 or through http://www.ods.ohio-state.edu.

PROFESSIONAL CONDUCT

Students are expected to conduct themselves in a professional manner and to abide by the provisions in the Code of Student Conduct. Students should appreciate diversity, and they should conduct themselves professionally with members of the same or opposite gender and/or from different ethnicities and cultures.

Students should represent themselves in a professional manner in forums that have public access. This includes information posted on social networking sites such as Facebook and Twitter. Information on these pages is often screened by potential employers, and unprofessional material can have a negative impact on job or graduate school prospects.

PROHIBITED ITEMS AND ACTIONS

- The following items are prohibited in Knowlton Hall: Non-Knowlton School furniture, alcohol, cigarettes, weapons, bicycles, skateboards, rollerblades, pets, spray paints, foam cutter wands, welding devices, heat guns and any flame or gaseous liquid device. Appropriately vented spaces are provided for use of many items. Contact FabLab staff for up to date information.
- The following safety compliances must be observed: electrical power cords cannot be connected in a series or extend over traffic areas; fire extinguishers must remain accessible and in full view; access to stairwells, corridors, and aisles must maintain a 44” clear width and handrails must be unobstructed.
- Neither building surfaces nor furniture can be marked, anchored to, or penetrated. See the student code of conduct, section 3335-23-04 D: Destruction of Property. Serious infractions can result in dismissal from the university.
- Installations may not occur in any part of the building except by permission of the Knowlton School Building Coordinator.
- Power tools are restricted to the shop except when permission is granted by the Knowlton School Building Coordinator.
- Loud noise is forbidden.
- Graffiti and vandalism are grounds for disciplinary action.

STUDENT RESOURCES
In addition to the Student Service and Life links above, these might be helpful:

**Knowlton Student Services**
100 Knowlton Hall. Hours: 8 a.m. – 5 p.m. weekdays
Undergraduate Students: [http://knowlton.osu.edu/students/undergraduates](http://knowlton.osu.edu/students/undergraduates)
Graduate Students: [http://knowlton.osu.edu/students-current-students/graduate](http://knowlton.osu.edu/students-current-students/graduate)

**Student Advocacy and the Dennis Learning Center**
[advocacy.osu.edu](http://advocacy.osu.edu)
[dennislearningcenter.osu.edu](http://dennislearningcenter.osu.edu)

**University Counseling and Consultation Services**
[https://ccs.osu.edu](https://ccs.osu.edu)

**Ohio State Department of Public Safety:** [ps ohio-state.edu](http://ps ohio-state.edu)
General non-emergency: (614) 292-2121
To report an emergency, dial 9-1-1

**Student Life:**
- **General Resources:** [https://studentlife.osu.edu/resources/](https://studentlife.osu.edu/resources/)
- **Student Life Disability Services:** [http://www.ods.ohio-state.edu/](http://www.ods.ohio-state.edu/); 614-292-3307

**Office of Diversity and Inclusion:** [https://odi.osu.edu/](https://odi.osu.edu/)

**Office of Sexual Civility and Empowerment:** [https://sce.osu.edu/](https://sce.osu.edu/); 614-292-1111

**LEARNING ENVIRONMENT**

The Knowlton School of Architecture (KSA) educates students to shape and serve the city planning profession, contribute to the intellectual and creative purposes of the University, and promote the improvement of design on the campus, in the region, and in the world. KSA is a learning environment that values optimism, respect, collaboration, engagement, and innovation.

**INTELLECTUAL DIVERSITY**
KSA values the intellectual diversity of its faculty and students, and supports diverse approaches to studio instruction. A respect for individual rights is the foundation of an intellectual community, and all members of the community conduct themselves with the highest ethical principles and regard for others.

**COLLABORATION**
The team project promotes a collaborative learning experience that strengthens planning solutions and anticipates professional practice. Students working jointly learn how to work with others in successful collaboration. Students working on individual design solutions learn from and are supported by peers outside class time as well as faculty during class time. KSA values the involvement of other disciplines and professionals who contribute knowledge from unique perspectives.

**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, and Habitat for Humanity enhance the learning environment and expand abilities.

**HEALTHY LIFESTYLE**
KSA recognizes that time management is central to a rewarding design education and a healthy lifestyle. KSA encourages faculty to guide students in developing the 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**
KSA holds its students to the highest standards of academic integrity in their school work 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.