

From: [Smith, Randy](#)
To: [Reece, Jason](#); [Etienne, Harley](#)
Cc: [Andridge, Rebecca](#); [Reed, Katie](#); [Smith, Randy](#); [Miriti, Maria](#); [Bricker, Adrienne](#); [Duffy, Lisa](#); [Imbert, Dorothee](#); [Quinzon-Bonello, Rosario](#); [Tomasko, David](#); [Howard, Ayanna](#); [Clark, Jennifer J.](#)
Subject: Proposal to revise the Master of City and Regional Planning
Date: Wednesday, March 22, 2023 9:09:05 PM
Attachments: [image001.png](#)

Jason and Harley:

The proposal from the Knowlton School of Architecture to revise the Master of City and Regional Planning was approved by the Council on Academic Affairs at its meeting on March 22, 2023. Thank you for attending the meeting to respond to questions/comments.

No additional level of review/approval is necessary. This action will be included in the Council's next Annual Activities Report to the University Senate (July 2023).

The Office of the University Registrar will contact you if there are any implementation issues.

Based on the conversation at the meeting, the Council asks that you return in two years to give an update on the impact of the revision on enrollment. The Office of Academic Affairs will contact you at the appropriate time to do so.

Please keep a copy of this message for your file on the proposal and I will do the same for the file in the Office of Academic Affairs.

If you have any questions, please contact the Chair of the Council, Professor Rebecca Andridge (andridge.1@osu.edu), or me.

Randy



W. Randy Smith, Ph.D.

Vice Provost for Academic Programs

Office of Academic Affairs

203 Bricker Hall, 190 North Oval Mall, Columbus, OH 43210

614-292-5881 Office

smith.70@osu.edu

TO: Randy Smith, Vice Provost for Academic Programs

FROM: Graduate School Curriculum Services

DATE: February 8, 2023

RE: Proposal to revise the Master of City and Regional Planning in the Knowlton School of Architecture in the College of Engineering

The Knowlton School of Architecture in the College of Engineering is proposing to revise the Master of City and Regional Planning.

The proposal was received by the Graduate School on December 27, 2022. The combined GS/CAA subcommittee first reviewed the proposal on January 30, 2023 and recommended it for approval by the Graduate Council. The proposal was approved by the Graduate Council on February 7, 2023.

From: [Carpenter, TJ](#)
To: [Reed, Katie](#)
Cc: [Quinzon-Bonello, Rosario](#); [Miriti, Maria](#)
Subject: Proposal to revise the MCRP
Date: Wednesday, February 8, 2023 12:47:29 PM
Attachments: [image001.png](#)
[MCRP Curriculum Revision Proposal GS Approved 2-8-23.pdf](#)

Katie,

Please find a proposal attached to revise the Master of City and Regional Planning in the Knowlton School of Architecture in the College of Engineering.

The Knowlton School of Architecture in the College of Engineering is proposing to revise the Master of City and Regional Planning. The proposed revisions accomplish the following

- reduce total credit hours from 64 to 48
- Integrate two course courses into a single new course
- Add a requirement to take both methods and analytical tool courses rather than an option of one or the other
- Add an extra capstone for graduates

These changes collectively reduce the time to program completion and are in greater conformity to peer programs.

This proposal has been reviewed and approved by the combined GS/CAA subcommittee and Graduate Council. The contacts for the proposal are cc'd on this email.

Please let me know if you need additional information to add this proposal to the agenda of the upcoming CAA meeting.



Dr. Maria N. Miriti

Professor, Dept. of Evolution, Ecology, and Organismal Biology

Interim Associate Dean of Academic Affairs, Graduate School

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Pronouns: He/Him/His



December 27, 2022

Maria Miriti, Associate Dean of the Graduate School, Interim

Re: Proposal to revise the Knowlton School of Architecture Master in City and Regional Planning Program

Dear Maria,

Attached is a proposal from the Knowlton School of Architecture to revise the Master in City and Regional Planning (MCRP) program. On November 2, 2022, the College Committee on Academic Affairs met to discuss these revisions and voted unanimously to support the proposal with the contingency that minor clarifications be made. Clarifications and edits were made by the MCRP program and submitted to the college on December 22, 2022.

Should you require additional information, feel free to contact me.

Yours sincerely,

Rosario Quinzon-Bonello M.Ed.

Assistant Dean for Curriculum and Assessment
College of Engineering



THE OHIO STATE UNIVERSITY

Knowlton School

Architecture
Landscape Architecture
City and Regional Planning

Jason Reece, Ph.D.
Assistant Professor
289 Knowlton Hall, 275 W. Woodruff Ave
Columbus, OH 43210-1138

September 15, 2022

Dear Vice Provost Randy Smith,

On behalf of the City & Regional Planning (CRP) program in the Knowlton School, I am pleased to submit the following curriculum revision request and proposal for the existing Master in City & Regional Planning (MCRP) program. The proposed revisions are in response to challenges to MCRP enrollments experienced nationwide and goals identified in our CRP strategic plan. Proposed revisions are also reflective of programmatic changes made by our peer graduate programs at other universities and guidance by our accrediting body, the American Collegiate Schools of Planning (ACSP).

Our curriculum revision has been informed by faculty engagement, analysis of program metrics, student and alumni engagement, research on peer programs at other universities and guidance from ACSP. The graduate committee for the City & Regional Planning program has been actively working on this curriculum revision for the past 2 years. Both the CRP graduate committee and the faculty have unanimously voted in support of the proposed changes. Accompanying this letter, please find the following supporting materials for the program curriculum changes.

Appendix A: Overview of proposed curriculum revisions and verification that the change to the program is less than 50%

Appendix B: Narrative of rationale and motivation for curriculum revision

Appendix C: Our curriculum revision planning process

Appendix D: Anticipated benefits from curriculum revision

Appendix E: A side-by-side comparison of the current curriculum and the revised curriculum.

Appendix F: Transition plan for current students in the program.

Appendix G: Revised student advising documents.

Appendix H: Learning goals and assessment plan for all program objectives.

Appendix I: Short form syllabi for course changes/new requirements

We look forward to working with the Graduate School and university to continue to implement our proposed curriculum revision. Please feel free to contact me at any time with any additional questions, requests for additional information or requested revisions.

Best regards,

Jason W. Reece

Jason W. Reece, Ph.D.

Associate Professor & Graduate Program Chair

City & Regional Planning Program, Knowlton School of Architecture

Interim Executive Director, The Kirwan Institute for the Study of Race & Ethnicity

The Ohio State University - Reece.35@osu.edu

Appendix A: Overview of proposed curriculum revisions and verification that the change to the program is less than 50%.

The proposed curriculum revisions include the following primary changes.

- A reduction in the total credit hour requirements for completion of the MCRP degree from 60 credits to 48 credits. The reduction in credit hours will be achieved by combining two core required courses (described below) and reducing the total credit hour elective requirement. Students will have a reduction in the total number of electives required, but those electives must be completed within the City & Regional Planning section (the current curriculum accepts all elective credits).
- Integration of two core courses (CRP 6000: City & Regional Planning History & CRP 6100: Planning Theory/Participation & Advocacy) into a new course CRP 6000: City & Regional Planning History & Theory.
- Replacing the current requirement to take either CRP 5001 (CRP 5001 Introduction to GIS) or CRP 6002 (Graphic Visualization) with a requirement to take both methods/analytical tool courses.
- Addition of an additional exit requirement (capstone) for graduates (CRP 6990), the capstone addition will provide a third exit requirement option for the MCRP program (students may already produce a thesis or take a comprehensive exam as additional exit requirement options).

The current MCRP program requires a total of 60 credit hours and is a four-semester experience for full-time students. The revised program will have a total requirement of 48 credit hours and move to a three-semester experience for full-time students. In looking at credit hours alone, this will result in approximately a 20% change in the program curriculum. We anticipate the revised curriculum will allow students to complete the degree in less time while assuring students have the core course work and analytical tools to flourish in the profession.

Appendix B: Narrative of rationale and motivation for curriculum revision.

The MCRP degree in the Knowlton School at Ohio State is the oldest and largest accredited graduate professional degree program in City & Regional Planning in the State of Ohio. Since its founding the MCRP program has graduated just under 2,000 students, with alumni concentrated in the Great Lakes region and other major metropolitan areas across the nation.

The Master of City and Regional Planning is accredited by the Planning Accreditation Board. Graduate Students take courses in several areas ranging from analytical methods like geographic information systems and data analytics to planning history and urban design. Students learn about communities, negotiation, urban design, civic innovation, and governance as well as infrastructure, transportation systems, land use, housing, and urban and regional economies. The MCRP program also prepares students for both roles in planning practice and research.

The MCRP has not undergone any substantial curriculum changes since the university's quarter to semester conversion in 2011. Although minor modifications were made to the program as part of the quarter to semester conversation process, the primary structure of the curriculum has not changed substantially in several decades. The City & Regional Planning program also launched an accredited Bachelor of Science in City & Regional Planning degree program in 2008; currently the only accredited

BSCRCP program in the State of Ohio. With the addition of the BSCRCP degree; students were able to complete a dual BSCRCP/MCRP degree.

Several internal and external factors have influenced our desire to modify the curriculum of the MCRP degree programs. These include the following:

- Aligning with Peer Programs:** We conducted a review of national, Big Ten and regional peer masters programs in planning and peer affiliated masters degrees at OSU. For comparative purposes, universities operating on quarter systems were excluded from this analysis. Our review of peer programs identified our current credit hour requirements at the high end of the scale in comparison to our national and regional peer graduate programs in city and regional planning. An assessment of national peer graduate programs in city & regional planning found credit hour requirements to range from 47 Credit Hours to 60 Credit Hours, with a median credit hour requirement of 48 (**Figure 2**). Analysis of Big Ten peer programs and regional peer programs (Ohio based or in close geographic proximity) demonstrates similar results, with a median credit hour requirement of 48 among Big Ten peers and regional peers (**Figures 3 and 4**). Requirements for our most popular affiliated dual master's degree programs at Ohio State also indicates our credit hour requirements are in excess in comparison to our affiliated degrees at the university. Affiliated master's program credit hour requirements ranged from 32 to 60 credit hours, with a median credit hour requirement of 48.5 (**Figure 5**). Based on our analysis the graduate committee determined the appropriate credit hour requirement for Ohio State's MCRP program should be 48 to align with peer or affiliated programs.

National Peer Graduate Programs	Credit Hours Required
Master of Urban Planning Texas A&M	47 Credit Hours
Master in Community & Regional Planning University of Texas	48 Credit Hours
Master of City Planning University of CA Berkley	48 Credit Hours
Master of Urban Planning University of Southern CA	48 Credit Hours
Master of Science in Urban Planning Florida State University	48 Credit Hours
Master of City & Regional Planning University of North Carolina	51 Credit Hours
Master of Regional Planning Cornell University	60 Credit Hours
Master of City & Regional Planning (OSU)	60 Credit Hours
Median Credit Hour Requirement	48 Credit Hours

Figure 1: Credit hour requirements at national peer graduate programs in city & regional planning.

Big Ten Peer Graduate Programs	Credit Hours Required
Master of Urban & Regional Planning Michigan State University	43 Credit Hours
Master of Urban & Regional Planning University of Wisconsin	47 Credit Hours
Master of Urban & Regional Planning University of Minnesota	48 Credit Hours
Master of Urban & Regional Planning University of Michigan	48 Credit Hours
Master of Urban & Regional Planning Rutgers University	48 Credit Hours
Master of Community Planning University of Maryland	48 Credit Hours
Master of City & Regional Planning (OSU)	60 Credit Hours
Master of Urban Planning University of Illinois	62 Credit Hours
Median Credit Hour Requirement	48 Credit Hours

Figure 2: Credit hour requirements at Big 10 peer graduate programs in city & regional planning.

Regional (OH or Close Proximity) Peer Graduate Programs	Credit Hours Required
Master of Urban Design Kent State University	32 Credit Hours
MS in Urban Studies Cleveland State University	38 Credit Hours

Master of Urban Planning & Dev. Cleveland State University	48 Credit Hours
Master of Urban & Regional Planning Ball State University	48 Credit Hours
Master of Community Planning Univ. of Cincinnati	48 Credit Hours
Master of Urban Planning Wayne State University	48 Credit Hours
Master of City & Regional Planning (OSU)	60 Credit Hours
Median Credit Hour Requirement	48 Credit Hours

Figure 3: Credit hour requirements at regional (OH or close geographic proximity) peer graduate programs in city & regional planning.

Affiliated OSU Peer Master's Programs (Most Popular Dual Degree Programs)	Credit Hours Required
M.S. Transportation Engineering (Civil Engineering)	33 Credit Hours
Master of Environment and Natural Resources (SENR)	36 Credit Hours
Master of Public Health (College of Public Health)	48 Credit Hours
M.A. Geography (Department of Geography)	49 Credit Hours
Master of Public Administration (Glenn College)	52 Credit Hours
Master of City & Regional Planning (Knowlton School)	60 Credit Hours
Median Credit Hour Requirement	48.5 Credit Hours

Figure 4: Credit hour requirements for affiliated OSU peer master's programs (our most popular dual master's degree programs at OSU).

- Countering National Trends in Declining MCRP Enrollments:** Nationally MCRP programs have experienced declining enrollments in the past decade. Enrollments peaked at just under 6,000 students in 2010 after the 2008/2009 recession to just over 4,000 students in 2018. A study exploring enrollment decline conducted by the American Collegiate Schools of Planning, identified financial aid, cost of programs, post degree salaries (in relation to cost of degree), demographic shifts and declining international student access (due to the political climate) as contributing to enrollment decline. Our enrollment trends have mirrored national trends in declining MCRP applications and enrollments. We anticipate our curriculum revision will create a more attractive graduate program by reducing costs/time or time to completion and increased flexibility for graduate students. These actions have been identified by ACSP as potentially successful strategies for programs to implement to counter national trends in declining enrollment.¹

¹ For more information on declining national enrollments, please review the following study. ACSP Enrollment Task Force Report on Masters Degree. (2020). American Collegiate Schools of Planning. Accessible at: https://cdn.ymaws.com/www.acsp.org/resource/collection/055FFFC1-636E-4B9C-9587-6D4FED91A23C/Planning_Enrollment_TF_Masters_Degrees_Final_Report_2020-01-24.pdf

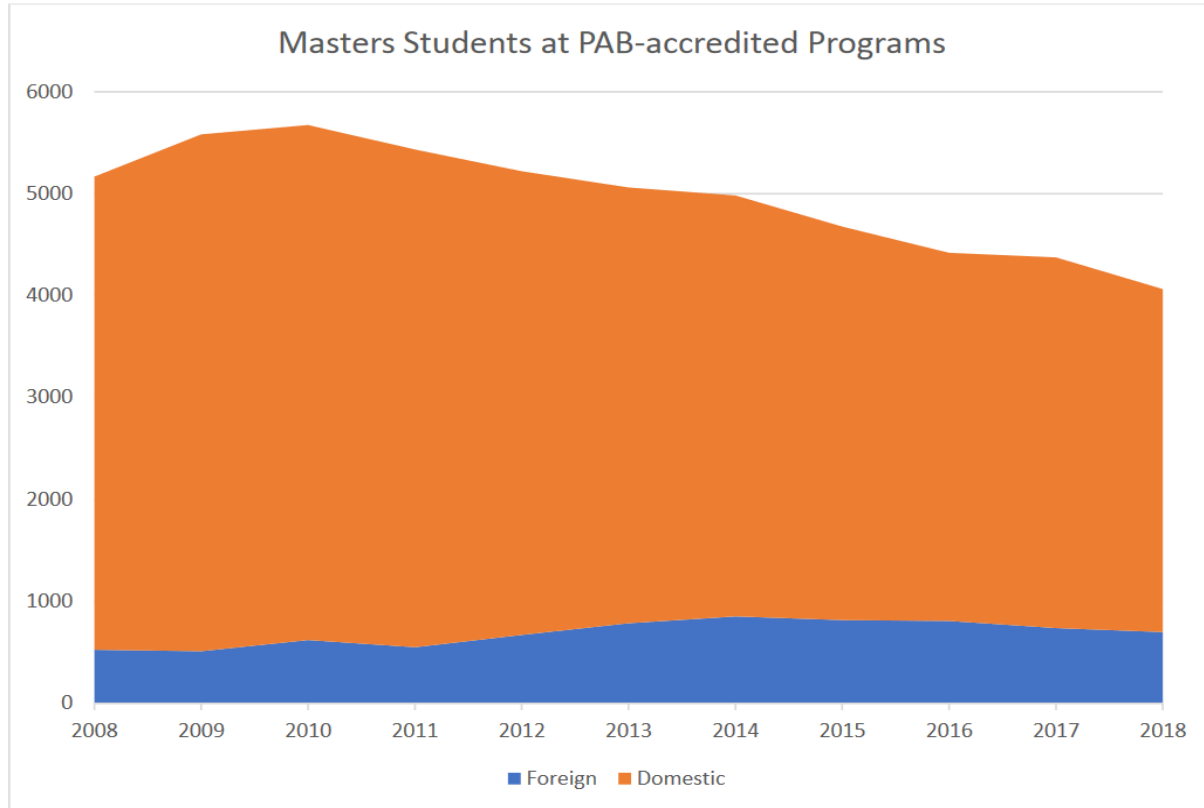


Figure 5: Master's Degree Enrollments at Nationally Accredited Planning Programs in the United States 2008 to 2018. Source: American Collegiate Schools of Planning.

- Addressing Declining Applications, Enrollments and Admission Yields for the OSU MCRP Program:** Similar to national trends, the MCRP program at OSU has experienced declining applications and enrollments for the past seven years (Figure 6). Applications have declined from by 58% (from 136 in 2014 to 66 in 2021). Accepted admission (enrollments) have experienced a similar decline of 45% (from 31 in 2014 to 17 in 2021). Yields for our graduate cohorts have been very inconsistent during this time with yields ranging from 60% to 30% creating challenges in maintaining consistent graduate cohorts (**Figure 7**). In follow up engagement with not enrolled admissions, funding support, credit hour requirements and time to completion were barriers identified by students who selected other admission offers over OSU. We anticipate the reduction in credit hour requirement and the enhanced flexibility created by the curriculum change will increase student applications, admissions and enrollments for the program.

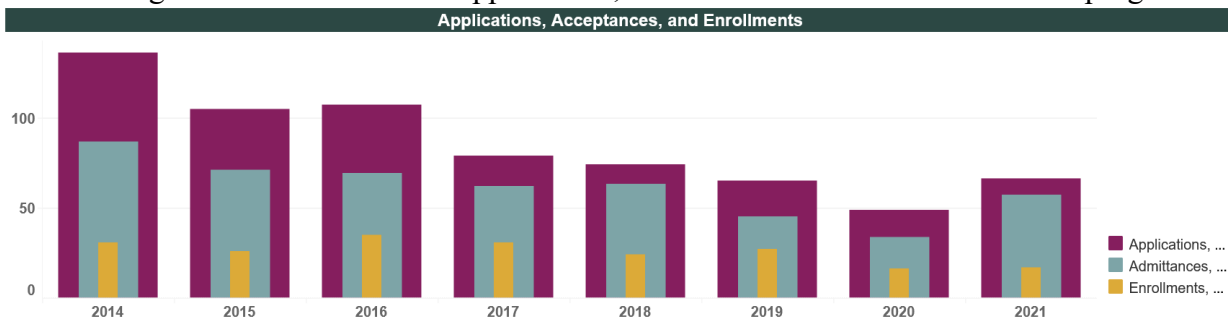


Figure 6: Applications, Admissions and Enrollments for the OSU MCRP Program 2014 to 2021. Source: OSU College of Engineering Annual Statistical Abstract.

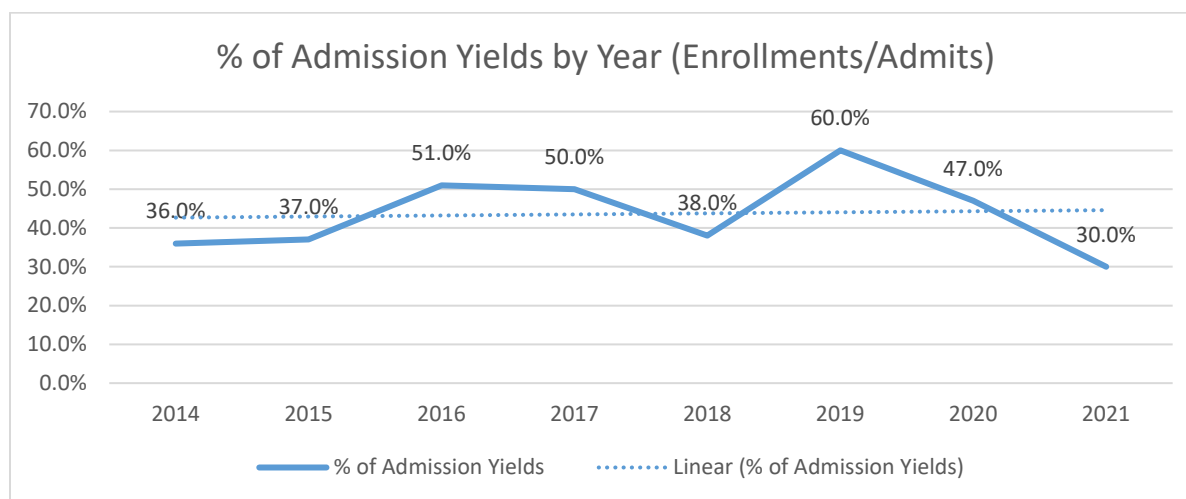


Figure 7: Percent admission yields (admits accepting and enrolling) 2014 to 2021 for the OSU MCRP program. Source: College of Engineering Annual Statistical Abstract

Appendix C: Our curriculum revision planning process

The proposed curriculum revision is the result of more than two years of research, stakeholder engagement (alumni, prospective students & employers), faculty engagement and student engagement by the graduate committee in the City & Regional Planning. Additionally, the proposed curriculum changes are in alignment with the section's previous strategic plan and informing the next strategic plan currently being drafted by the City & Regional Planning section. The curriculum revisions has been approved by a unanimous vote by the faculty of the City & Regional Planning program. The curriculum revision was reviewed and unanimously approved by the Knowlton School Academic Affairs committee on September 12th 2022.

Appendix D: Anticipated benefits from curriculum revision

We anticipate the curriculum revision will produce multiple benefits to the program, faculty and our students. These include the following:

- **Enhancing program enrollments.** We anticipate the curriculum revision will assist in countering national trends in declining MCRP enrollments and to create a competitive advantage for the OSU MCRP program among our national peers. We have identified several potential outcomes from the curriculum revision that will support enrollments and the competitiveness of our program in attracting applicants.
 - **Encouraging enhanced enrollment of combined BSCR/P/MCRP degree students.** Our current curriculum's total credit hour requirement of 60 hours creates a significant barrier to BSCR/P/MCRP students completing the dual bachelor and masters degree in under six years. We anticipate the proposed curriculum change will reduce the time needed to complete the dual BSCR/P/MCRP degree from 6 years (12 semesters) to 5 years (10 semesters). Engagement and feedback from recent and current BSCR/P students indicates that allowing a more traditional 4+1 dual Bachelors/Masters degree would make the program more attractive to existing BSCR/P students.
 - **Supporting opportunities for dual master's degrees.** The CRP program has eight ongoing dual masters degrees established without other affiliated graduate programs at

OSU. Engagement and input from students, alumni and potential recruits indicates that dual master's degrees are a competitive advantage for the OSU MCRP program, but students need greater flexibility in exploring potential dual degree programs and completing requirements for both degrees. The curriculum revision will allow more flexibility for dual degree students to both explore dual degree options (through electives) and completing dual master's degrees in three years or less.

- **Allowing for greater flexibility in program completion and timeline for part time students.** The flexibility in the new program curriculum will ease scheduling and course conflicts for potential part time students. Engagement and feedback existing part time students and interested potential students indicates greater flexibility in credit hour requirements will reduce the time of completion and other logistical challenges for part time students who need to maintain some degree of employment for financial reasons.
- **Reducing the financial burden of the MCRP degree.** Two decades ago the MCRP program had more than sixty fully funded graduate positions provided through a combination of tuition waivers (provided by the graduate school); paid internship opportunities and graduate assistantships. Most of the financial aid provided to students was supported through a combination of a tuition waiver and paid internship for in-state students. Due to university funding cuts, we currently have been reduced to only ten tuition waivers for in-state students (a decrease of around 75% in the number of waivers over the past twenty years). Without this robust and sustainable funding model we have lost our primary financial competitive advantage for in-state students to our peer programs throughout the nation. Increased economic need for students and limited financial resources have created barriers to enrollment. The proposed curriculum revision could reduce the overall cost of graduate degree completion by reducing the potential number of semesters required to complete degree requirements. We feel addressing this student aid financial challenge will be critical to supporting more robust recruiting and enrollments.
- **Supporting inclusive excellence in graduate admissions and enrollment.** The MCRP program has focused extensively on striving for inclusive excellence in graduate admissions and enrollment, including representation and diversity within our program cohorts. Ongoing engagement with existing students, alumni and prospective students has identified financial barriers for underrepresented students as a barrier to enrollment in the MCRP program. Reducing potential financial obligations for the MCRP will enhance the section's ability to effectively recruit for inclusive excellence among our graduate student cohorts.
- **Improving the student experience and job market competitiveness for graduates.** Experiential learning and internships are a critical element of the MCRP program and data from employers and alumni indicate that the experiential/internship experiences for students are critical for learning and for enhancing job market competitiveness for our graduates. Our existing curriculum is highly structured and allows very little flexibility for scheduling courses, taking additional experiential studio courses and integrating internships. The curriculum revision will allow for greater flexibility in course scheduling (particularly for studio courses) and student internship experiences.
- **Aiding more consistent enrollments and sustainable course planning in the CRP program.** With the decline in MCRP enrollments the program has had difficulty in having sustainable and consistent enrollments in elective courses. Students require more electives to meet the high (60 hour credit hour) requirement (which requires at least 15 credits a semester) but declining enrollments have limited availability to consistently offer electives. As a result, students are

enrolling in a variety of independent study course hours with faculty to meet the 15-credit hour goal for each semester. We anticipate the enhanced and more consistent enrollments produced by the curriculum revision will aid in supporting consistency in elective offerings and reducing the additional burden on faculty to support multiple independent study enrollments with students every semester.

Appendix E: A side-by-side comparison of the current curriculum and the revised curriculum.

The following table provides a side-by-side comparison of the current curriculum and the revised curriculum revision for the MCRP program.

Existing Course Curriculum & Schedule		Proposed Course Curriculum & Schedule	
<i>Autumn Year 1</i>		<i>AU Year 1</i>	
Course	Credits	Course	Credits
CRP 6000 Historical Foundations of Planning	3	CRP 6000: City & Regional Planning History & Theory	3
CRP 6100 Participation and Advocacy in Planning	3	CRP 6300 Law and Planning I Land Use	3
CRP 6400 Site Planning and Development	4	CRP 6500 Plan Making & Analysis Techniques	3
CRP 6191 Professional Development	1	CRP 6191A Professional Development	1
Electives	4	Thematic Elective	3
<i>Total Credits</i>	<i>15</i>	<i>Total Credits</i>	<i>13</i>
<i>Cumulative Credits</i>	<i>15</i>	<i>Cumulative Credits</i>	<i>13</i>
<i>Spring Year 1</i>		<i>Spring Year 1</i>	
Course	Credits	Course	Credits
CRP 6200 Graphic Visualization	3	CRP 6200 Graphic Visualization	3
CRP 6300 Law and Planning I: Land Use	3	CRP 6400 Site Planning and Development	4
CRP 6500 Plan Making and Analysis Techniques	3	CRP 6600 Evaluation Methods in CRP	3
CRP 6191 Professional Development	1		
Electives	5	Thematic Electives	3
<i>Total Credits</i>	<i>15</i>	<i>Total Credits</i>	<i>13</i>
<i>Cumulative Credits</i>	<i>30</i>	<i>Cumulative Credits</i>	<i>26</i>
<i>Autumn Year 2</i>		<i>Autumn Year 2</i>	
Course	Credits	Course	Credits
CRP 5001 Introduction to GIS	4	CRP 5001 Introduction to GIS	4
CRP Studio (or 2 electives)	6	CRP Studio or 2 Thematic Electives	6
CRP 6191 Professional Development	1	CRP 6191B Professional Development	1
Elective	4		
<i>Total Credits</i>	<i>15</i>	<i>Total Credits</i>	<i>11</i>
<i>Cumulative Credits</i>	<i>45</i>	<i>Cumulative Credits</i>	<i>37</i>
<i>Spring Year 2</i>		<i>Spring Year 2</i>	

Course	Credits	Course	Credits
Studio or 2 electives.	6	CRP Studio or 2 Thematic Electives	6
		CRP Capstone or Thesis or Thematic	
Elective	3	Elective (if taking comps exam)	3
Elective	3	Thematic Elective	2
Elective	3		
Total Credits	15	Total Credits	11
Cumulative Credits	60	Cumulative Credits	48

Appendix F: Transition plan for current students in the program.

We would like to integrate the curriculum changes beginning in the fall 2023 semester (dependent on the timeline for approval by the graduate school and university). We will create a transition plan for all second-year enrolled students, allowing students to choose between the traditional curriculum requirements or the proposed/new curriculum requirements. The goal of this transition option is to assure no existing students are penalized by the curriculum revision and have an option to follow the new more flexible requirements. Incoming new graduate students in fall 2023 would follow the proposed/new curriculum requirements. Communications to both current and part-time students will be sent out via email and there will be info sessions available for students who want to learn more about their specific circumstances

Appendix G: Revised student advising documents.

The following depicts a comprehensive student advising document and potential student advising schedule for full time master's students (part time students and dual degree students will work with the graduate program coordinator and graduate chair to tailor the schedule to their needs).

MCRP Curriculum (Minimum of 48 Credit Hours)
Core Courses - required courses.

<u>Number</u>	<u>Name</u>	<u>Credits</u>	<u>Prerequisites</u>	<u>Theme</u>
1 CRP 6191a	Professional Development 1	1	N/A	General
2 CRP 6191b	Professional Development 2	1	CRPLAN 6191a	General
3 CRP 5001	Introduction to GIS	4	N/A	General
4 CRP 6000	Planning History & Theory	3	N/A	General
5 CRP 6200	Data & Graphic Representation	4	N/A	General
6 CRP 6300	Law & Planning I: Land Use	3	N/A	General
7 CRP 6400	Site Planning & Development	4	N/A	General
8 CRP 6500	Plan Making & Analysis Techniques	3	N/A	General
9 CRP 6600	Spatial Models & Project Evaluation	3	CRPLAN 6500	General
Total Credits		26		

CRP Electives - take at least 22 hours of CRP thematic electives or experiential/studio courses.

<u>Number</u>	<u>Name</u>	<u>Credits</u>	<u>Prerequisites</u>	<u>Theme</u>
1 CRP 5500	Energy Planning	3		Sustainability, Resiliency & Environmental Planning
2 CRP 6410	Planning for Sustainable Development	3		Sustainability, Resiliency & Environmental Planning
3 CRP 5160	Green Building	1		Sustainability, Resiliency & Environmental Planning
4 CRP 5900	Food System Planning and the Economy	3		Sustainability, Resiliency & Environmental Planning
5 CRP 6425	Measuring Resilience to Disasters for Planning	3		Sustainability, Resiliency & Environmental Planning
6 CRP 7509	Disaster Preparedness	3		Sustainability, Resiliency & Environmental Planning
7 CRP 5320	Introduction to Transportation Planning & Analytics	3		Transportation, Infrastructure & Data Analytics
8 CRP 5300	Airport Planning, Design and Development	3		Transportation, Infrastructure & Data Analytics
9 CRP 6420	Infrastructure Planning	3		Transportation, Infrastructure & Data Analytics
10 CRP 6810	Non-motorized Transportation Planning	3		Transportation, Infrastructure & Data Analytics
11 CRP 6820	Urban Transportation Demand Forecasting	3		Transportation, Infrastructure & Data Analytics
12 CRP 5170	Municipal Planning & Zoning	1		Housing, Community & Economic Development
13 CRP 5400	Planning for Housing	3		Housing, Community & Economic Development
14 CRP 5800	Microfinance for Planners	3		Housing, Community & Economic Development
15 CRP 5890	Regional Economic Development	3		Housing, Community & Economic Development
16 CRP 6310	Law and Planning II: Environment and Society	3		Housing, Community & Economic Development
17 CRP 7531	Economic Development Planning	3		Housing, Community & Economic Development
18 CRP 6100	Participation and Advocacy in Planning	3		Equity, Engagement & Advocacy
19 CRP 6350	The Socially Just City	3		Equity, Engagement & Advocacy
20 CRP 7500	Resolving Social Conflict	3		Equity, Engagement & Advocacy
21 CRP 7100	City & Regional Planning Theory	3		Equity, Engagement & Advocacy
22 CRP 6430	Urban Design	3		Urban Design, Place-making & Historic Preservation
23 CRP 5010	Historic Preservation Planning	3		Urban Design, Place-making & Historic Preservation
24 CRP 5960	Design Competition	1-6		Urban Design, Place-making & Historic Preservation
25 CRP 5461	Latino Urbanism and the Reinvention of the American City	3		Urban Design, Place-making & Historic Preservation
26 CRP 5600	Advanced Urban Planning Survey Collection, Management,	3		Tools and Analytical Methods
27 CRP 6080	Advanced GIS for Professional Planning Practice	4		Tools and Analytical Methods
28 CRP 6610	Grant Writing in the Public Sector	3		Tools and Analytical Methods
29 CRP 6620	Project Management in the Public Sector	3		Tools and Analytical Methods
30 CRP 6194	Research in City & Regional Planning	3		Tools and Analytical Methods
31 CRP 4597	The Global Environment in Planning	3		International Development
32 CRP 5798	Planning Study Abroad	3 to 6		International Development
33 CRP 7110	Development Theory	3		International Development

Experiential Studio Course - take at least 1 of these courses, please note prerequisites.

<u>Number</u>	<u>Name</u>	<u>Credits</u>	<u>Prerequisites</u>	<u>Theme</u>
1 CRP 6960	Transportation Studio	6	N/A	Transportation, Infrastructure & Data Analytics
2 CRP 6950	Sustainability & Resiliency Studio	6	N/A	Sustainability, Resiliency & Environmental Planning
3 CRP 6910	Community Planning Studio	6	N/A	Community Planning, Development & Housing
4 CRP 6920	Urban Design & Physical Planning Studio	6	N/A	Urban Design, Place-making & Historic Preservation
5 CRP 6970	International Development Studio	6	N/A	International Development

Exit Requirements.*

<u>Number</u>	<u>Name</u>	<u>Credits</u>	<u>Prerequisites</u>	<u>Theme</u>
1 CRP 6999	Research for Thesis in City and Regional Planning	1-12	CRP 6194	Varies
2 CRP 6990	Capstone: Professional Project	3	N/A	Varies
3 N/A	Comps Exam with Practice Reflection	N/A	N/A	N/A

*Research hours for thesis and capstone course count toward elective requirement.

Total Required Credits 48

Proposed Course Schedule: Full Time Students

AU Semester

Course	Credits
CRP 6000: City & Regional Planning History & Theory	3
CRP 6300 Law and Planning I Land Use	3
CRP 6500 Plan Making & Analysis Techniques	3
CRP 6191A Professional Development	1
Thematic Elective	3
<i>Total Credits</i>	13
<i>Cumulative Credits</i>	13

Spring Semester

Course	Credits
CRP 6200 Graphic Visualization	3
CRP 6400 Site Planning and Development	4
CRP 6600 Evaluation Methods in CRP	3
Thematic Electives	3
<i>Total Credits</i>	13
<i>Cumulative Credits</i>	26

Autumn Semester

Course	Credits
CRP 5001 Introduction to GIS	4
CRP Studio or 2 Thematic Electives	6
CRP 6191B Professional Development	1
<i>Total Credits</i>	11
<i>Cumulative Credits</i>	37

Course	Credits
CRP Studio or 2 Thematic Electives	6
CRP Capstone or Thesis or Thematic Elective (if taking comps exam)	3
Thematic Elective	2
<i>Total Credits</i>	11
<i>Cumulative Credits</i>	48

Appendix H: Learning goals and assessment plan for all program objectives.

City and Regional Planning-MCRP

Learning Goals

- 1. An understanding of human settlement as it relates to planning based on knowledge of the relevant concepts and theories from:**

- a. Social Sciences (history, economics, sociology, political science, anthropology, psychology, geography): knowledge of the social and spatial structure of urban and regional systems, local public finance, economics of development, infrastructure provision and effects of globalization.
- b. Environmental Sciences (biology, ecology, environmental studies): knowledge about ecological and physical systems in relation to human activity at different geographic scales.
- c. Design arts (architecture, landscape architecture, art, urban design): knowledge about the relationship between the design of the built environment and its functional, aesthetic and social precedents and consequences.
- d. Legal Studies: knowledge about constitutional rights and principles, state and local government law, administrative rules and regulations, especially those focusing on the use and taxation of land.

2. An understanding of historical and contemporary planning practice, policy and processes based on knowledge of the relevant concepts and theories pertaining to:

- a. Ethics: Understand and apply the purpose and meaning of planning and its ethical, visionary, and normative imperatives.
- b. History: Understand the history of urban planning practice and the development of urban planning profession in the United States and abroad.
- c. Institutions: Understand the economic, social and political institutions that both shape and respond to plans and planning related activities: including knowledge of the economic, social and political institutions that influence planning and are susceptible to purposeful change. This includes knowledge of institutions across scale (e.g. local to global) and sector (e.g. public, private and nonprofit).
- d. Methods: knowledge of methods that anticipate and envision future changes to society and the built environment, such as forecasts, risk assessment, futures scenarios and other tools for creating plan alternatives.
- e. Plan Making: Understand how to create and use knowledge of comprehensive and other types of plans. Use ideas about the creation of plans, programs and projects to prepare an individually crafted product for a specific planning purpose and audience; demonstrating skill and judgment preparing a planning project that meets minimum professional standards
- f. Implementation: Understand and know how to use techniques for the adoption, administration and implementation of plans and related policy including knowledge of the relevant regulations (zoning, review processes), incentives, techniques (public finance and capital budgeting) and technologies, and knowledge of agencies conducting planning or employing planners.

- g. Advocacy (Practices): Know the ways in which planners and planning practice have succeeded in altering the policies, institutions, and decisions that oppose the needs of disadvantaged persons.
 - h. Environmental Planning: Understand and use the laws and policies relating to environmental planning and the principles and scientific support for assessing the capacity of natural and built resources.
- 3. Possess the skills needed to practice planning in a variety of venues in ways consistent with the ethical norms for planning including:**
- a. Problem Solving: use problem solving skills to select, diagnose and solve relevant aspects of a complex planning problem including attention to the needs and interests of diverse stakeholders and the guidance provided by conceptual and empirical expertise.
 - b. Research Methods: Understand and use research skills to identify, test and evaluate empirical relationships between various aspects of urban settlements, or plans and policy outcomes, and to conduct such research from conception to completion.
 - c. Communication: Be able to use written, oral and graphic skills to compose clear, accurate and compelling text, images and maps in documents and oral presentations. Have the ability to prepare plans in print and multimedia format
 - d. Analysis (Quantitative Analysis and Forecasts): Ability to understand and use numerical reasoning and computation skills to conduct quantitative analysis of social and geographic information for basic professional planning purposes, problems and projects. Use forecasts and scenarios to anticipate and describe future changes in society and the built environment
 - e. Collaboration: Collaborate with peers to produce a plan or planning product for a relevant professional clientele, to mediate disagreements, to interpret contested purposes, and to negotiate between diverse and competing interests.
 - f. Work with diverse communities: especially communities consisting of disadvantaged groups and persons and racial and ethnic minorities, or immigrant communities. Understand, compare and respect social, historical and ecological legacies that accompany urban settlement across the globe including the values of social equity, cultural and historical preservation and environmental conservation and sustainability
- 4. Understand the different values and ethical standards affecting the practice of planning, demonstrating knowledge for:**
- a. Goal Formulation: comprehending and discriminating among the goals that an individual, group, community and organization holds when considering the future including the values of justice, equity, fairness, efficiency, order and beauty.
 - b. Democratic decision making: assessing and choosing among different forms of democratic decision making that support and improve the quality of plans and planning related activity including the values of fair representation, equal opportunity and nondiscrimination by race, ethnicity, gender, age, religion, nationality, sexual orientation or disability.

Means/Methods of Assessment

<i>Direct Measures</i>	<i>Indirect Measures</i>
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Portion of students who pass the American Institute of Certified Planners examination (note this is not currently available but the Institute is working with our professions academic association to create a way to make this available to universities)	Alumni survey
Embedded testing	Intern sponsor survey
Writing assignments	Student evaluation of instruction
Oral presentations	Student exit survey
Applied project papers and analyses	Job placement data
Studio projects	Awards achieved by students
	External program review by the Planning Accrediting Board

Uses of the Data

- A student representative to the faculty will be included in evaluation of the program.
- A discussion with the unit's faculty will occur.
- A report will be prepared on a seven-year basis for the Planning Accreditation Board
- Based on information in report, adjustments will be made to course content and delivery and as appropriate courses will be added or subtracted
- Regular review the program's performance against the top programs in the field will occur

Appendix I: Short form syllabi for course changes/new requirements

Revised Course: CRPLAN 6000 City & Regional Planning History & Theory (3 credits)

COURSE INFORMATION

This course explores the history of planning practice in the US by examining key people, movements, and themes of planning and how they changed from 1900 to present. All of planning history during the 20th century will not be addressed, but the hope is that the course highlights the movements, events, and issues that have shaped our planning perspective. During the class we will be addressing topics you will cover in other classes, such as Participation and Advocacy in Planning, Planning Places with People in Mind, and Law and Planning I: Land Use. Students will gain the foundation information that, through repetition, link new materials (or the same materials presented in a different class) with your perspective of planning history. The course also introduced the development and application of theory in the context of historical and contemporary city & regional planning. Students will examine theories about how urban planners' practice(d) or ought to practice their trade. Over the years, there have been a number of different "turns" in planning for cities, most recently a communicative turn and a focus on planning for the multicultural city. This course explores such turns in theory and in practice by focusing on questions and issues around public involvement and advocacy by different groups in the planning process as well as the ways in which the city itself has evolved. In this course, there is an emphasis on the fact that planning practice in the United States is conducted within the constraints of a capitalist political economy, and within a specific system of government. We will examine the role of the capitalist mode of production on planning for cities and consider the urban political environment. We will delve into such questions around topics such as equity, gender, sexuality and sustainability to help link

theoretical concepts to planning practice. Students will be required to read extensively during this course. Further, they will be required to apply theoretical considerations to urban planning problems.

DESCRIPTION

The course begins with an overview of the planning related events leading up to 1900 to provide a foundation for later classes. We then address American city planning in approximately 20 year increments from 1900 to present addressing the following themes throughout:

- Planned communities, including major movements such as City Beautiful, Garden Cities in the early part of the century as well as the more recent New Urbanism;
- Housing, including topics of tenements, public housing, and federal legislation;
- Transportation and how it both shaped and was shaped by development;
- Environment and regionalism issues, addressing the changing views of the relationship between development and environment; and,
- Social reform and social equity, including topics of public health, women and minorities, and participation in planning.
- Identify and distinguish major theoretical models in planning;
- Recognize changes in planning theory and practice that have occurred over time
- Describe the deep connections between planning theory and practice;
- Understand the ethical context of planning practice

Many of these themes cross multiple time increments. In such cases, we will give the particular topic/movement the latitude to cover it in a holistic manner.

Important Note: As with any examination of history, we are concerned with facts (dates, people, legislation), as well as with the context of the facts and how they relate to each other. Therefore, be prepared for what may feel like an elementary regurgitation of class topics on exams. This is done in part as preparation for the comprehensive exam, and, more distant but still important, the AICP exam. Outside of exams, I will try to incorporate discussions and integrate topics to address considerations of inquiry. These are especially the focus of the integrated essay and the twilight zone debate. Please let me know if you are feeling like the balance of these two approaches is out of whack.

GOALS

This course has been designed as an introduction to the history of planning practice in the United States. The focus of the course will be on the people, movements, and principles which have shaped contemporary planning practice as well as consideration of what the successes and failures mean for the future of planning. There are four main goals of the course:

- to familiarize students with the events and people that shaped US planning practices;
- to provide students with a foundation for understanding why we have developed as we have and how planning history and theory and form are interrelated;
- to give students the opportunity to explore specific issues related to Ohio and Columbus' planning history in more depth; and,
- to provide the foundation information for the AICP exam (history section).

ACCREDITATION CRITERIA ADDRESSED

The Planning Accreditation Board has a series of standards by which accredited planning programs such as the MCRP at Ohio State 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.
- **Human Settlements and History of Planning:** understanding of the growth and development of places over time and across space.
- **Research:** tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.
- **Written, Oral and Graphic Communication:** ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.
- **Professional Ethics and Responsibility:** appreciation of key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including principles of the AICP Code of Ethics).
- **Governance and Participation:** appreciation of the roles of officials, stakeholders, and community members in planned change.
- **Sustainability and Environmental Quality:** appreciation of natural resource and pollution control factors in planning, and understanding of how to create sustainable futures.
- **Social Justice:** appreciation of equity concerns in planning.

New Course: CRPLAN 6990 MCRP Capstone (3 credits)

COURSE INFORMATION

DESCRIPTION

In this course, you will be guided through all aspects of the graduate capstone experience in order to apply your planning education to a practice or applied research project, including developing a project work plan, project management, project development, and project presentation. The capstone will serve as the required comprehensive exam for your degree. By applying your planning education to your capstone project, you will integrate and demonstrate what you have learned in your core courses and electives. It is expected that the capstone is student-driven, independent work where the students work on their capstone projects individually at a self-directed pace; and the instructors and reviewers provide guidance and supervision during the project development process. In addition to the assignments detailed in this syllabus, you will also document the progress on your project through updates in Carmen, which will serve as artifacts of your work.

Before taking this course, you should have a project idea identified and have asked at least one other faculty member as a reviewer.

GOALS

Upon completion of this course, a student should be able to:

- ▶ Research and analyze data
- ▶ Identify goals and issues
- ▶ Develop and evaluation solutions
- ▶ Present and communicate information
- ▶ Manage a project

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 Law: appreciation of the legal and institutional contexts within which planning occurs.
- ▶ 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.
- ▶ Research: tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.
- ▶ Written, Oral and Graphic Communication: ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.
- ▶ Quantitative and Qualitative Methods: data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.
- ▶ Plan Creation and Implementation: integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.
- ▶ Planning Process Methods: tools for stakeholder involvement, community engagement, and working with diverse communities.
- ▶ Leadership: tools for attention, formation, strategic decision-making, team building, and organizational/community motivation.

- ▶ Professional Ethics and Responsibility: appreciation of key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including principles of the AICP Code of Ethics).
- ▶ Governance and Participation: appreciation of the roles of officials, stakeholders, and community members in planned change.
- ▶ Sustainability and Environmental Quality: appreciation of natural resource and pollution control factors in planning, and understanding of how to create sustainable futures.
- ▶ Social Justice: appreciation of equity concerns in planning.