COURSE INFORMATION

DESCRIPTION
Often, the question has been asked of professional planners, 'What is it that you do?' As planners work in many different capacities from educators to advocates and consultants within complex spaces of politics and cultural values, often they must navigate situations that are fraught with ethical and moral dilemmas. This course introduces upper-level undergraduates planning students to some of the challenging issues planners routinely face, while it provides for students to become familiar with the planners' code of ethics as a resource for guidance. Ultimately, this course supports the development of student planners by creating nexuses among theory, practice and ethics as they gain a foundational understanding of city and regional planning.

GOALS & OBJECTIVES
By the end of the course, students would be:

- Familiar with the American Planning Association Ethical Principles in Planning;
- Familiar with the American Institute of Certified Planners Code of Ethics and Professional Conduct;
- Able to discern planners' scope of influence and power within the context of the United States;
- Able to recognise ethical dilemmas inherent in planning and development;
- Able to critically analyse some of the current and burgeoning ethical issues in planning;
- Students would have improved their verbal, writing and problem-solving skills which are essential foundational skills for urban planners.

FORMAT
This course is taught in a seminar format which emphasizes student-led discussions. At each class meeting of the seven-week course, one or more students will present on the readings for that day's class. They will be responsible for developing guiding questions and/or interactive activities to facilitate class discussions on assigned readings and topics.

COURSE MATERIALS
There are no assigned texts for this class. Readings will be the AICP Code of Ethics, the APA Ethical Principles and scenarios assigned by the instructor. However, as students prepare for their class facilitation, they are encouraged to seek relevant supplemental materials that would enhance class discussions and student learning.

American Institute of Certified Planners Code of Ethics and Professional Conduct and the American Planning Association Ethical Principles in Planning are located here: [https://www.planning.org/ethics/](https://www.planning.org/ethics/)

Some scenarios were attained from 'Everyday Ethics for Practicing Planners' by Carol D. Barrett, FAICP.

ASSIGMENTS
Reaction Papers: Each week students are to write a 1 – 2 page (1.5 space) reflection on the scenario and reading assigned for that week. This is an opportunity for students to reflect on crucial ideas brought out in the piece, connect the concepts to sections of the Code of Ethics, pose critical questions and identify ideas that may be new to you, among others. This assignment is intended to be open-ended and facilitates students’ continual learning and growth in comprehending the planning environment and urban planning more broadly.

Note: Student(s) who are facilitating the class discussion do NOT need to submit a Reaction Paper for that day.
Class Facilitation: Student(s) facilitating the class will lead the discussions on both readings for that session. The class facilitator should provide a synopsis of the main points of the readings, and be prepared to engage your peers in a critical analysis of the scenario and reading drawing on broader contexts and experiences where appropriate.

CRITERIA FOR EVALUATION OR GRADING

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>10%</td>
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<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Class Facilitation</td>
<td>30%</td>
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<tr>
<td>Reaction Papers</td>
<td>40%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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A word on Participation: In determining your Participation grade, you will be asked to evaluate your partner’s level of contribution in preparing for your team’s class facilitation. It is important, then, that each member contributes his/her fair share of the work.

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

PLANNING ACCREDITATION CRITERIA MET

The Planning Accreditation Board has a series of standards by which accredited planning programs are measured. Both Virginia Tech and Ohio State University have accredited planning programs. 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.
- 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.
- 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.
- 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.
## SCHEDULE

*This schedule is subject to change.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>11th January</td>
<td>Introductions, Team formation, Setting the context</td>
<td>AICP Code of Ethics, APA Ethical Principles</td>
</tr>
<tr>
<td>18th January</td>
<td>*** No Classes: Recognition of Dr. Martin L. King, Jr. Day ***</td>
<td></td>
</tr>
<tr>
<td>25th January</td>
<td>Confidential information</td>
<td>Offered confidential information; Portland</td>
</tr>
<tr>
<td>1st February</td>
<td>Planning process</td>
<td>Using the planning process; AIDS Center</td>
</tr>
<tr>
<td>8th February</td>
<td>Public Participation</td>
<td>Public decision making; Chicago Barricades</td>
</tr>
<tr>
<td>15th February</td>
<td>Being a consultant</td>
<td>Consulting where you work; PleasantEast</td>
</tr>
<tr>
<td>22nd February</td>
<td>Parity</td>
<td>New Ballpark statistic; Testifying against Ordinance</td>
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## COURSE POLICIES

### ATTENDANCE

Student attendance is critical to the success of this seven-week course.

A student's grade will drop one letter grade after the second and third unexcused absences; and a student with four unexcused absences can be dropped from the course and given an "E".

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 or 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**

Reaction Papers are to be submitted on the Carmen course site no later than 12 noon the day of the class. However, it is preferred that they are available at least one day (24 hours) prior to class time so that others may read your thoughts.

Students who miss deadlines due to valid and documented extenuating circumstances may submit the required work at a date agreed upon with the instructor.

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.

**COMMUNICATION**

Students must check their university email daily and visit the Carmen course site.

**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: oaa.osu.edu/coamtensuggestions.html

**SEXUAL HARRASSMENT**

Any forms of sexual harassment or intimidation will not be tolerated. OSU's Sexual Harassment policy, which applies to all faculty, staff, and students, 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 faculty; and among faculty. The actions can take place in physical, verbal, or written forms. Refer to University's Code of Student Conduct 3335-23-04 (C) for additional information and for procedures on filing a complaint.

**KNOWLTON SCHOOL CONDITIONS FOR PROBATION BY SPECIAL ACTION**
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 University escort service provides safe transportation to and from Knowlton Hall 7:30AM-3:00AM. Call 292-3322.

STUDENTS WITH DISABILITIES

If you have a documented disability, please register with Student Life Disability Services. 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.

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: 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.

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.

Building surfaces cannot be marked, anchored to, or penetrated.

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

Knowlton Student Services
100 Knowlton Hall. Hours: 8 a.m. – 5 p.m. weekdays
Undergraduate Students: knowlton.osu.edu/students/undergraduate
Graduate Students: knowlton.osu.edu/students-current-students/graduate

Student Advocacy and the Dennis Learning Center
advocacy.osu.edu
dennislearningcenter.osu.edu

University Counseling and Consultation Services
ccs.ohio-state.edu
Ohio State Police Department
ps.ohio-state.edu
General non-emergency: (614) 292-2121

To report an emergency, dial 9-1-1