

# Site Visitor Training

PAB Standards and Criteria



# PAB Standards

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1. Strategic Planning and Progress
2. Students
3. Faculty
4. **Curriculum**
5. Governance



# Standard 4: Curriculum Preamble

Planners integrate knowledge, skills and values to anticipate the future and improve the quality of decision-making affecting people and places. They understand the dynamics of cities, suburbs, regions, and the theory and practice of planning. They attend to the diversity of individual and community values. They develop and implement ethical plans, policies and processes. The minimum curriculum criteria below reflect these educational goals. Programs are expected to be innovative and to experiment in developing curricular approaches that achieve the objectives of this standard.

The curriculum should demonstrate consistency and coherence in meeting the Program's mission, goals, and objectives. While an accredited degree program must meet basic minimal performance criteria, PAB recognizes that programs may have different profiles with varying emphases. The Program being reviewed must demonstrate how its curricular content matches the profile emphasized in its overall mission. For example, a program emphasizing urban design would meet a different test than one emphasizing small town and rural planning.

The curriculum must include instruction to prepare students to practice planning in communities with diverse populations and to develop skills necessary to create equitable and inclusive planning processes. Consistent with the Program's mission and strategic plan, course content and co-curricular activities should seek to broaden understanding of historical and contemporary factors across the full range of practice settings in which program graduates work, including national, demographic and political variation, and to promote awareness and respect for differing beliefs, values and expectations of populations served by the profession.

The Program shall provide a curriculum and offer instruction to best assure achievement of the knowledge, skills, and values that qualify graduates of accredited degree programs to enter professional planning practice. While programs may adopt such established and familiar learning activities as courses and internships, PAB is also receptive to program innovations that prove effective in meeting the criteria.

An accredited degree program must ensure that each graduate demonstrate the knowledge, skills, and values necessary for competent professional planning in diverse occupational and institutional settings. The criteria below provide a framework for judging the scope and quality of minimum educational outcomes.



# Standard 4: Curriculum

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- Pursuit of excellence through innovation
- Connection to outcomes assessment in Standard 1
- Align with the Program's mission, goals, and objectives
- Prepares students for the practice of planning



# Curriculum Criteria

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- 4A. Required Knowledge, Skills and Values of the Profession
- 4B. Areas of Specialization and Electives
- 4C. Instructional Delivery and Scheduling
- 4D. Facilitates
- 4E. Information and Technology

# Criterion 4A / Required Knowledge, Skills & Values of the Profession

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The Program shall offer a curriculum that teaches students the essential knowledge, skills, and values central to the planning profession. These required components will be taught in such a manner that it is possible to demonstrate that every graduate has studied them. Ordinarily, this means that they are included in courses required of all students, although other approaches are possible. Specifically:

- 1) *General Planning Knowledge*: The comprehension, representation, and use of ideas and information in the planning field, including appropriate perspectives from history, social science, and design and other allied fields.
- 2) *Planning Skills*: The use and application of knowledge to perform specific tasks required in the practice of planning.
- 3) *Values and Ethics*: Values inform ethical and normative principles used to guide planning in a democratic society. The Program shall incorporate values and ethics into required courses of the curriculum

# Criterion 4A / Required Knowledge, Skills & Values of the Profession

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## Competencies:

- Planning Knowledge
- Planning Skills
- Values and Ethics

# Curriculum Map

## Courses Required of All Students

### A. Required Knowledge, Skills and Values

#### A1 General Planning Knowledge

- a) Purpose and Meaning of Planning
- b) Planning Theory
- c) Planning Law
- d) Human Settlements and History of Planning
- e) The Future
- f) Global Dimensions of Planning

#### A2 Planning Skills

- a) Research
- b) Written, Oral and Graphic Communication
- c) Quantitative and Qualitative Methods
- d) Plan Creation and Implementation
- e) Planning Process Methods
- f) Leadership

#### A3 Values and Ethics

- a) Professional Ethics and Responsibility
- b) Equity, Diversity and Social Justice
- c) Governance and Participation
- d) Sustainability and Environmental Quality
- e) Growth and Development
- f) Health and Built Environment

Course Number and Title



# Criterion 4A / Required Knowledge, Skills & Values of the Profession

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- Curriculum Map
- Course Syllabi
- Student Work
- Student Achievement on the learning outcomes

# Criterion 4B / Areas of Specialization and Electives

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The Program shall have sufficient depth in its curriculum and faculty in the specialization areas and electives it offers to assure a credible and high quality offering.

- 1) *Specializations*: When a program includes specialization fields, it is assumed that they are built on top of the general planning foundation and that courses in the areas of specialization add significantly to the basic planning knowledge, skills and values. Programs must demonstrate that there are enough courses in the areas of specialization that students get the depth and range of materials to give them a level of expertise.
- 2) *Electives*: The curriculum shall contain opportunities for students to explore other areas such as exposure to other professions, other specializations, and emerging trends and issues.

# Criterion 4B / Areas of Specialization and Electives

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- Depth and breadth to prepare students beyond the Program's required curriculum
- Sufficient faculty size and expertise
- Appropriate curricular offerings and content
- Adequate resources

# Criterion 4C / Instructional Delivery and Scheduling

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Courses shall be taught by qualified faculty, and appropriate instructors shall be assigned for required, specialized and elective courses. In general, most required courses will be taught by fulltime planning faculty. Courses shall be offered in formats and times to assure appropriate student access to them and timely completion of program requirements.

# Criterion 4C / Instructional Delivery and Scheduling

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- Courses taught by qualified faculty and instructors
- Courses are regularly scheduled
- Timely completion

# Criterion 4D / Facilities

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Students, faculty and staff shall have access to sufficient physical resources and facilities to achieve the Program's mission and objectives. The facilities shall be appropriate for the level and nature of required classrooms, studio workspace, and offices.

# Criterion 4D / Facilities

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- Sufficient physical resources and facilities
  - Classrooms
  - Studio workspace
  - Offices for faculty and staff

# Criterion 4E / Information and Technology

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Students, faculty and staff shall have access to sufficient information systems and technology, and technical support, technical equipment and training thereon to achieve the Program's mission and objectives. Information and technology include, but are not limited to, maintained computer hardware, software and access, library resources and collections.

# Criterion 4E / Information and Technology

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- Sufficient information systems
- Support
- Technical equipment
- Examples not limited to: computer hardware, software access, library resources and collections

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