***SELF-STUDY REPORT TEMPLATE***

***All text in red italics is for instructional purposes only and should be deleted prior to submission of the SSR.***

***This template is based on PAB’s 2017 Standards approved March 3, 2017.***

***SSR Deadline:***

*The Program’s draft SSR is due to PAB on June 15 (if a fall Site Visit has been scheduled) or September 15 (if a Site Visit the following spring has been scheduled). The final SSR in electronic version, together with an original signature page, is due to PAB 2 weeks after comments to the draft report have been received. An electronic version of the final SSR will be made available to the Site Visit Team at least 8 weeks before the Site Visit. A hard copy version of the final SSR must be available to the Site Visit Team during the Site Visit.*

***Page Limitation:***

*There is a page limit maximum for the SSR. Site Visitors and Board members will not read beyond the limits listed below and Programs exceeding the limit risk assessments of “unmet” if relevant information is contained in the overage. This template is formatted such that all final SSRs will have margins of 0.5” using a 12-point Calibri font.*

*Part II: 20 pages*

*Part III: 75 pages*

*Note: The final SSR (provided to PAB electronically) should be formatted in the following manner, and accompanied by an original, hard copy signature page:*

*• Part I to III (1 PDF)*

*• PartIVA Vitae (1 PDF)*

*• PartIVB Syllabi (1 PDF)*

*• PartIVC Other (1 PDF)*

***Institutions with Two Accredited Programs***

*A separate Self-Study Report for each accredited degree must be completed. In areas where the information for both degrees is the same (i.e. faculty listing), the Program should provide language stating that the information is identical. Alternatively, the Program could provide a cover letter noting all the instances where information for both degree programs is identical.*

**Insert Institution Name**

**Insert name of College or School**

**Insert name of Department**

**Insert Program Name**

**Insert Degree Name**

**Self-Study Report**

**for the**

**Planning Accreditation Board**

**Insert Month and Year**

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# PART I – Signatures and contact information

These signatures attest to the validity of the application and to the institution’s support for the accreditation of the planning Program. Original signature page should be sent to PAB with the final SSR.

 **Institution Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 Degree Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |
| --- |
| **1. PLANNING PROGRAM ADMINISTRATOR** |
| Name: |  | Phone: |  |
| Title: |  | Email: |  |
| MailingAddress: |  | Date: |  |
|  | Signature: |  |

|  |
| --- |
| **2. PERSON PREPARING APPLICATION** (if different from above) |
| Name: |  | Phone: |  |
| Title: |  | Email: |  |
| MailingAddress: |  | Date: |  |
|  | Signature: |  |

|  |
| --- |
| **3. DEAN OR OTHER HIGHER ADMINISTRATOR** |
| Name: |  | Phone: |  |
| Title: |  | Email: |  |
| MailingAddress: |  | Date: |  |
|  | Signature: |  |

|  |
| --- |
| **4. INSTITUTION'S CHIEF ACADEMIC OFFICER** |
| Name: |  | Phone: |  |
| Title: |  | Email: |  |
| MailingAddress: |  | Date: |  |
|  | Signature: |  |
| **5. INSTITUTION'S CHIEF EXECUTIVE OFFICER** |
| Name: |  | Phone: |  |
| Title: |  | Email: |  |
| MailingAddress: |  | Date: |  |
|  | Signature: |  |

|  |
| --- |
| **PLANNING STUDENT ORGANIZATION** |
| Organization Name: |  |
| Student Name: |  | Phone: |  |
| Title: |  | Email: |  |

|  |
| --- |
| **LOCAL APA CHAPTER REPRESENTATIVE**  |
| Chapter Name: |  |
| Name: |  | Phone: |  |
| Title: |  | Email: |  |

# PART II –background information and Preconditions to Accreditation

## 1. Degree Program and Institution

*Sections below provide an overview of the Program. The information included here should also be incorporated into the relevant portions of Part III - Accreditation Standards and Criteria.*

1. **Degree Title:** *[Insert Response Here]*
2. **Name of Planning Program or Unit:** *[Insert Response Here]*
3. **Number of Credits Required for Graduation:** *[Insert Response Here]*
4. **Calendar System (Check One):** [ ] **Semester** [ ] **Quarter**
5. **Institutional Structure:** *Provide**the institution's organizational chart in SSR Evidence. Include the names and titles of administrators in the planning Program, in related programs, and in the line of hierarchy through the institution’s chief executive officer. Multiple diagrams may be required to provide a visual summary of the Program’s place within its School/College and University.*

## 2. Other Planning Program Offerings

1. **Other Degrees:** *Provide a brief description of any other degrees (e.g. undergraduate, master’s, PhD, joint degrees, etc.) offered by the unit in which the Program resides and**indicate if they are accredited.*
2. **Non-Degree Programs:** *Provide a brief description of any non-degree programs, such as certificates, etc., offered by the unit in which the Program resides and indicate if they are accredited.*

## 3. Program History

*Provide**a concise summary of the Program’s development from inception to the present, highlighting the changes and constant features that have driven the Program (including academic and administrative evolutions, milestones, etc.). Also indicate the dates and purposes of any non-accreditation-related Site Visits within the last five years.*

## 4. Student Data

*Much of the requested student data will be available through your university’s institutional research or data office. Be aware, however, that IPEDS (integrated postsecondary education data system) will not necessarily capture fast-track (e.g. 4+1) or dual degree students accurately.*

**Table 1. STUDENT ENROLLMENT DATA** *This table should include admissions data for the past 7 academic years. Include the most recent data available. Updated data should be made available to the Site Visit Team during the Site Visit. Please provide data as of your institution’s census day.*

Institution’s census date: *[Insert Response Here mm/dd]*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Academic Year \*** | **20aa – 20bb** | **20bb – 20cc** | **20cc – 20dd** | **20dd – 20ee** | **20ee – 20ff** | **20ff – 20gg** | **20gg – 20hh** |
| **# Applications Reviewed for Admission** |  |  |  |  |  |  |  |
| **# Applicants Admitted** |  |  |  |  |  |  |  |
| **# New Students Admitted who Enrolled** | Fulltime |  |  |  |  |  |  |  |
| Part-time |  |  |  |  |  |  |  |
| **# Total Students Enrolled** | Fulltime |  |  |  |  |  |  |  |
| Part-time |  |  |  |  |  |  |  |

**Table 2. STUDENT COMPOSITION** *This table includes the demographic data on the Program’s student body for the most recent academic year. Provide a separate table for each degree, if applicable. Updated data for the current academic year should be provided to the Site Visit Team during the Site Visit, if relevant.*

|  |  |  |
| --- | --- | --- |
|  | **Students - Race and Ethnicity** | **Enrollment Status and Gender** |
|  | **Full-time** | **Part-time** | **Total** |
|  | **Male** | **Female** | **Non-Binary** | **Male** | **Female** | **Non-Binary** |
| U.S. Citizens and Permanent Residents Only | White |   |   |   |   |   |   |  |
| Black or African American |   |   |   |   |   |   |  |
| American Indian or Alaska Native |   |   |   |   |   |   |  |
| Asian |   |   |   |   |   |   |  |
| Native Hawaiian and Other Pacific Islander |   |   |   |   |   |   |  |
| Some Other Race Alone |   |   |   |   |   |   |  |
| Two or More Races |   |   |   |   |   |   |  |
| Unknown |   |   |   |   |   |   |  |
| **Total US Citizens and Permanent Residents Only** |  |  |  |  |  |  |  |
|  | International Students |   |   |   |   |   |   |  |
|  | **Total Students** |  |  |  |  |  |  |  |
|   | **Ethnicity - US Citizen and Permanent Residents Only** |
| Hispanic or Latino |   |   |   |   |   |   |  |
| Not Hispanic or Latino |   |   |   |   |   |   |  |

***\*****Ethnicity does not replace Race as a separate category. Ethnicity data supplements Race data.* *Programs may include non-binary data if collected.*

## 5. Faculty Data

For PAB accreditation purposes, faculty are defined as follows: **(A) Full-time in Planning Unit** are tenure track faculty with a primary appointment in the planning unit. Graduate teaching assistants are excluded; **(B) Part-time in Planning Unit** are tenure track faculty from other academic departments in the University who teach: graduate core courses required for the planning degree; courses in other departments required for planning concentrations/specializations; and/or courses in other departments taken as an elective by a critical mass of planning students. Graduate teaching assistants are excluded; and **(C) Adjunct/Contract/Non-tenure track** are non-tenure track faculty and faculty hired with multi-year and annual contracts.

***Faculty Composition Data:*** *This table is intended to count faculty members as individuals (as opposed to as teaching FTEs), so it should contain only whole numbers (not fractions). Be sure to include all program faculty, even if they are on leave or not teaching as of the reporting date (and include them in Table 11 as a 0.00 Teaching FTE). The “Total Faculty” in this table should correspond to the number of faculty members listed in the rows in Table 11. Teaching Faculty FTE.*

**Table 3. FACULTY COMPOSITION**

|  |  |
| --- | --- |
| **Faculty - Race and Ethnicity** | **Faculty Status and Gender** |
| **Full-time**  | **Part-time**  | **Adjunct** | **Total** |
| **Male** | **Female** | **Non-Binary** | **Male** | **Female** | **Non-Binary** | **Male** | **Female** | **Non-Binary** |
| U.S. Citizens and Permanent Residents Only | White |   |   |   |   |   |   |   |   |   |  |
| Black or African American |   |   |   |   |   |   |   |   |   |  |
| American Indian or Alaska Native |   |   |   |   |   |   |   |   |   |  |
| Asian |   |   |   |   |   |   |   |   |   |  |
| Native Hawaiian and Other Pacific Islander |   |   |   |   |   |   |   |   |   |  |
| Some Other Race Alone |   |   |   |   |   |   |   |   |   |  |
| Two or More Races |   |   |   |   |   |   |   |   |   |  |
| Unknown |   |   |   |   |   |   |   |   |   |  |
| **Total US Citizens and Permanent Residents Only** |  |  |  |  |  |  |  |  |  |  |
|   | International Faculty |   |   |   |   |   |   |   |   |   |  |
| **Total Faculty** |  |  |  |  |  |  |  |  |  |  |
|   | **Ethnicity - US Citizen and Permanent Residents Only** |
| Hispanic or Latino |   |   |   |   |   |   |   |   |   |  |
| Not Hispanic or Latino |   |   |   |   |   |   |   |   |   |  |

*\* Ethnicity does not replace Race as a separate category. Ethnicity data supplements Race data. Programs may include non-binary data if collected.*

**Table 4. FACULTY AICP MEMBERSHIP** *Provide the number of teaching faculty in the accredited Program who are members of AICP.*

|  |  |
| --- | --- |
| Full-time Faculty (A)  |   |
| Part-time in Faculty (B) |   |
| Adjunct/Contract/Non-tenure track Faculty (C) |   |
| Total  |   |

**Faculty Listing**

This table lists the planning faculty, their educational backgrounds, and their responsibilities within the accredited Program and the degree granting unit.

*List the Program’s faculty in alphabetical order within the categories noted. Provide appropriate dates for faculty on leave, and for visiting faculty. Part IVA of the SSR should include a summary curriculum vita (using the template provided) of each individual included in this table.*

**Table 5. FACULTY LISTING**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **NAME** | **RANK/****TENURE** | **YEAR****APPOINTED** | **DEGREE(S)** | **DATE** | **DEGREE****FIELD(S)** | **DEGREE****GRANTING****UNIVERSITY(IES)** | **% of Time to Program\*** **20\_\_- 20\_\_** | **% of Time to Program\* 20\_\_- 20\_\_** |
| **A Faculty** |
| *Example: Faculty X* | *Professor**Tenured* | *2000* | *PhD**MA* | *1998**1988* | *Planning**Urban Studies* | *University Y**University Z* | *20% Admin**50% Teaching**30% Research* | *10% Admin**60% Teaching**30% Research* |
| *Add rows as necessary* |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **B Faculty** |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **C Faculty**  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

\* For the most recent two years: Include percentage of time devoted to the Program. Include additional time devoted to other degrees or teaching components of the planning unit, and to planning program-related release time activities (e.g. administrative duties, research, university service, etc.

## 6. pRECONDITIONS to Accreditation

**All programs applying for accreditation review must meet five preconditions. Programs must demonstrate in their Self-Study Reports that they meet the preconditions of accreditation at each accreditation review. The existence of a campus-based program which meets all preconditions is a prerequisite for an application from a program delivered via distance education. For accreditation purposes, programs are evaluated in the same way regardless of locations or modalities of delivery. As PAB is desirous of promoting innovation and experimentation in planning education, programs which do not meet the preconditions in a strictly literal sense, but which meet the spirit of these provisions, may petition PAB for special consideration. Such petitions and Self-Study Reports must provide evidence that the Program meets the spirit of the preconditions.**

**1. Program Graduates**

Programs shall have granted the degree for which accreditation is sought to at least 25 students.

 *[Insert Response Here]*

**2. Accreditation Status of the Institution**

The Program's parent institution shall be accredited by an institutional accrediting body recognized by the Council for Higher Education Accreditation (CHEA) or by its successor organization.

*[Insert Response Here]*

**3. Program and Degree Titles**

Formal titles of programs and degrees shall contain the word "planning."

*[Insert Response Here]*

**4. Length of Program**

Undergraduate degree programs shall require a minimum of four academic years of full-time study or the equivalent. For students for whom the graduate degree constitutes the first professional degree in planning, a minimum of two academic years of full-time study or the equivalent in planning is required.

*[Insert Response Here]*

**Guideline: Residency**. A Program, whether undergraduate or graduate, shall normally require students’ presence at the accredited program institution for a minimum of two academic years, or its equivalent. The intentions of this guideline are to ensure significant interaction with other students and with faculty, hands on collaborative work, socialization into the norms and aspirations of the profession, and observations by faculty of students’ interpersonal and communication skills. Programs departing from campus-centered education by offering distance learning, international exchanges, or innovative delivery systems must demonstrate that the intentions of this guideline are being achieved, and that such programs are under the supervision of fully qualified faculty. Such determination may include, but is not limited to, evidence of faculty of record, and communications between faculty and students.

*[Insert Response Here]*

**Guideline: Fast-tracking.** Programs that combine undergraduate education with a graduate degree in planning in a total of less than six academic years or the equivalent shall meet the criteria of an accredited graduate degree.

*[Insert Response Here] Provide evidence that demonstrates the fast-track students receive an equivalent education as the 2-year graduate students.*

**Guideline: Dual Degrees.** Programs may allow a degree in planning to be earned simultaneously with a degree in another field, in less time than required to earn each degree separately. All criteria of an accredited graduate degree in planning must be met and the electives allowed to meet requirements of the other degree must be appropriate as electives for a planning degree.

*[Insert Response Here] Provide evidence that demonstrates the dual-degree students receive an equivalent education as the 2-year graduate students.*

**5. Primary Focus**

The degree Program's primary focus shall be that of preparing students to become practitioners in the planning profession.

 *[Insert Response Here]*

# PART III – Accreditation Standards and Criteria

***Review the Self-Study Report Manual prior to completing this part****. The manual contains information regarding the rationale and demonstration of compliance with the standards.*

*Provide a response to each standard and each criterion. Do not delete standard or criterion text from the template – provide a response where indicated. Narrative entered under the preamble to a Standard should pertain broadly to the standard and should not be repeated under specific criteria.*

## **Standard 1 – Strategic Planning and Progress**

**The Program or the Department in which it resides shall strive for self-improvement using an intentional process of goal articulation, planning, outcomes assessment, reflection and correction.**

*[Insert text here]*

### **1A. Prior Strategic Plan and Accreditation Review**: The Program should be engaged in continuous improvement based on ongoing planning activities, and responses to prior accreditation reviews. The Program shall demonstrate progress since the last accreditation review in meeting the goals and objectives articulated in the strategic plan in place at the prior accreditation review, and document progress towards compliance in meeting accreditation standards assessed as partially-met or unmet at the last Site Visit.

*[Insert text here. Provide the prior strategic plan in SSR Evidence.]*

### **1B. Current Strategic Plan**: The Program shall have a strategic plan for achieving its goals and objectives – either as a free-standing plan or part of a broader departmental strategic plan – and must be able to demonstrate progress towards goal attainment.

### The strategic plan must address: The Program’s vision; its definition of mission fulfillment; the elements identified as necessary to carry out the plan (including financial resources); the process by which the strategic plan is developed, refreshed, and disseminated; and a method for evaluating progress and making improvements. Programs must document participation in plan development by faculty, students, alumni, and practitioners. It is suggested that practitioners include a broad spectrum of the profession who can be resources for the Program during plan development and implementation.

*[Insert text here. Provide the current strategic plan in SSR Evidence.]*

### 1) *Mission Statement*: The Program or the Department in which it resides shall have a clear and concise mission statement that expresses its core values and fundamental purpose and role in training professional planners.

*[Insert text here]*

### 2) *Program Goals and Measurable Objectives*: The Program’s strategic plan shall identify goals and measurable objectives that advance the Program’s mission. The goals shall identify the Program’s future aspirations in the context of its mission and that of the University, and shall aim toward excellence beyond that which may already exist. Goals shall reflect the Program’s intent to achieve and maintain diversity in its student body and faculty, and to incorporate into the curriculum the knowledge and skills needed to serve a diverse society.

*[Insert text here]*

### **1C. Programmatic Assessment**: The Program, or the Department in which it resides, shall have a clearly defined approach, methodology, and indicators for measuring the Program’s success in achieving the goals articulated in its strategic plan. Specifically, performance indicators and their results shall be reported at each accreditation review in the areas listed below, in addition to those that are contained within the Program’s strategic plan.

*[Insert text here]*

### 1) *Graduate Satisfaction*: The Program shall document the percentage of graduates who, two to five years after graduation, report being satisfied or highly satisfied with how the Program prepared them for their current employment.

*[Insert text here]*

### 2) *Graduate Service to Community and Profession*: The Program shall provide evidence of graduates’ contributions to meeting community needs and to providing service to the planning profession. Evidence for these shall be obtained between 2 and 5 years after graduation.

*[Insert text here]*

### 3) *Student Retention and Graduation Rates*: The Program shall report student retention and graduation rates (including number of degrees produced each year) relative to the program enrollment and to targets set by the program.

*[Insert text here]*

*Note: The explanation provided should supplement the following tables - student retention rate, graduation rate and number of degrees.*

**Table 6. STUDENT RETENTION RATES** *This table should include retention data for past 7 academic years. Include the most recent data available. Updated data should be made available to the Site Visit Team during the Site Visit.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Academic Year** | **20aa-bb** | **20bb-cc** | **20cc-dd** | **20dd-ee** | **20ee-ff** | **20ff-gg** | **20gg – 20hh** |
| **Retention Rate\*** | Fulltime |  |  |  |  |  |  |  |
| Part-time |  |  |  |  |  |  |  |

\*Retention rate is calculated for graduate students as the percentage of first-year students who return in the 2nd year. Retention rate is calculated for undergraduate students as the percentage of students enrolled one year after declaring their major, excluding those who graduated.

**Table 7. GRADUATE STUDENT GRADUATION RATES** *This table should include graduation data for past 7 academic years, presented by cohort of new students enrolled. Include the most recent data available. Updated data should be made available to the Site Visit Team during the Site Visit. Please delete the table that is not applicable to your degree program.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Academic Year** | **20aa-bb** | **20bb-cc** | **20cc-dd** | **20dd-ee** | **20ee-ff** | **20ff-gg** | **20gg–20hh** |
| **# New****Students Admitted who Enrolled\*** | Fulltime |  |  |  |  |  |  |  |
| Part-time |  |  |  |  |  |  |  |
| **Graduation Rate****2-year** | Fulltime |  | *20aa-20bb* | *20bb-20cc* | *20cc-20dd* | *20dd-20ee* | *20ee-20ff* | *20ff-20gg* |
| Part-time |  | *cohort 2-yr rates* | *cohort 2-yr rates* | *cohort 2-yr rates* | *cohort 2-yr rates* | *cohort 2-yr rates* | *cohort 2-yr rates* |
| **Graduation Rate****3-year** | Fulltime |  |  | *20aa-20bb* | *20bb-20cc* | *20cc-20dd* | *20dd-20ee* | *20ee-**20ff* |
| Part-time |  |  | *cohort 3-yr rates* | *cohort 3-yr rates* | *cohort 3-yr rates* | *cohort 3-yr rates* | *cohort 3-yr rates* |
| **Graduation Rate****4-year** | Fulltime |  |  |  | *20aa-20bb* | *20bb-20cc* | *20cc-20dd* | *20dd-20ee* |
| Part-time |  |  |  | *cohort 4-yr rates*  | *cohort 4-yr rates*  | *cohort 4-yr rates*  | *cohort 4-yr rates*  |

Fulltime, part-time and dual degree status are identified with the initial cohort being tracked. Graduation is counted as of the end of the academic year. For example, students in the fall 2002-03 new student cohort who graduate by the end of the 2003-04 year (as late as summer term 2004) are considered 2-year graduates.

**Table 7. UNDERGRADUATE STUDENT GRADUATION RATES (If Applicable)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Academic Year** | **20aa-bb** | **20bb-cc** | **20cc-dd** | **20dd-ee** | **20ee-ff** | **20ff-gg** | **20gg–20hh** |
| **# New****Students Admitted who Enrolled\*** | Fulltime |  |  |  |  |  |  |  |
| Part-time |  |  |  |  |  |  |  |
| **Graduation Rate****4-year** | Fulltime |  |  |  | *20aa-20bb* | *20bb-cc* | *20cc-dd* | *20dd-ee* |
| Part-time |  |  |  | *cohort 4-yr rates*  | *cohort 4-yr rates* | *cohort 4-yr rates* | *cohort 4-yr rates* |
| **Graduation Rate****5-year** | Fulltime |  |  |  |  | *20aa-20bb* | *20bb-cc* | *20cc-dd* |
| Part-time |  |  |  |  | *cohort 5-yr rates* | *cohort 5-yr rates* | *cohort 5-yr rates* |
| **Graduation Rate****6-year** | Fulltime |  |  |  |  |  | *20aa-20bb* | *20bb-cc* |
| Part-time |  |  |  |  |  | *cohort 6-yr rates* | *cohort 6-yr rates* |

\* These figures should match what is provided in Part II Table 1.

**Table 8. NUMBER OF DEGREES AWARDED**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Academic Year** | **20aa-bb** | **20bb-cc** | **20cc-dd** | **20dd-ee** | **20ee-ff** | **20ff-gg** | **20gg – 20hh** |
| **Degrees Awarded** |  |  |  |  |  |  |  |

### 4) *Graduate Employment*: The Program shall document the percentage of fulltime graduates who are employed within one year of graduation in professional planning, planning-related or other positions, and the definitions thereof.

*[Insert text here]*

*Note: The explanation provided should supplement the following table – Student Employment Data.*

**TABLE 9. STUDENT EMPLOYMENT DATA** *This table should include employment data for the past 5 academic years by graduate cohort. The employment rate includes all graduates, regardless of part-time and fulltime enrollment status, in part-time and fulltime planning or planning-related jobs. Include the most recent data available. Updated data should be made available to the Site Visit Team during the Site Visit.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Graduation Years Ending** | **Month****Year** | **Month****Year** | **Month****Year** | **Month****Year** | **Month****Year** |
| Graduates employed within 1 year of graduation in a professional planning or planning-related job | Number |  |  |  |  |  |
| Percent |  |  |  |  |  |
| Graduates who pursue further education within 1 year of graduation. | Number |  |  |  |  |  |
| Percent |  |  |  |  |  |
| Graduates not employed in planning or planning-related jobs or unemployed within 1 year of graduation | Number |  |  |  |  |  |
| Percent |  |  |  |  |  |
| Graduates with unknown employment status | Number |  |  |  |  |  |
| Percent |  |  |  |  |  |
| Total | Number |  |  |  |  |  |
| Percent | 100% | 100% | 100% | 100% | 100% |

### 5) *Graduate Certification*: The Program shall document the percentage, based on the number who take it, of master’s graduates who pass the AICP exam within 5 years of graduation, and/or the percentage of bachelor’s graduates who pass the AICP exam within 7 years of graduation. If the program believes that alternative credentials are meaningful to its goals and objectives, the program may supplement its AICP data.

*[Insert text here]*

*Note:* *The explanation provided should supplement the table AICP Exam Data.*

**Table 10. AICP EXAM DATA** *The table should include 5 years of data, ending with the most recent graduating class eligible to take the exam. Include the most recent data available. Updated data should be made available to the Site Visit Team during the Site Visit.* *Please delete the rows that are not applicable to your degree program.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Graduation Years Ending** | **Month****Year** | **Month****Year** | **Month****Year** | **Month****Year** | **Month****Year** |
| **Master’s program graduates who take the exam within 5 years of graduation** |
| **# who take exam** |  |  |  |  |  |
| **% of takers who pass the exam** |  |  |  |  |  |
| **Bachelor’s program graduates who take the exam within 7 years of graduation (If applicable)** |
| **# who take exam** |  |  |  |  |  |
| **% of takers who pass the exam** |  |  |  |  |  |

### 6) *Strategic Plan*: The Program shall document any other outcomes identified in its strategic plan.

*[Insert text here]*

### **1D. Student Learning Outcomes Assessment**: The Program, or the Department in which it resides, shall have a clearly defined approach, methodology, and indicators for measuring student learning outcomes for the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire. Evidence should clearly identify the learning outcomes sought and achieved for students at either cohort or year level over the accreditation review period.

*[Insert text here]*

### **1E. Strategic Issues for the Next 5-7 Years**: The Program shall identify the critical steps consistent with its mission needed to advance its goals and progress during the next accreditation period.

*[Insert text here]*

### **1F. Public Information**: The Program shall routinely provide reliable information to the public on its performance. Such information shall appear in easily accessible locations including program websites. In addition to the following information, programs are encouraged to showcase student achievement, however it may be determined.

###  1) *Student Achievement*: student achievement as determined by the program;

###  2) *Cost:* the cost (tuition and fees) for a full-time student for one academic year;

###  3) *Retention and Graduation*: student retention and graduation rates, including the number of degrees produced each year, the percentage of first-year students who return in the 2nd year for graduate students, and/or the percentage of students enrolled one year after declaring their major for undergraduate students, the percentage of master’s students graduating within 4 years, and/or the percentage of bachelor’s students graduating within 6 years;

###  4) *AICP Pass Rate*: the percentage, based on the number who take it, of master’s graduates who pass the AICP exam within 5 years of graduation, and/or the bachelor’s graduates who pass the AICP exam within 7 years of graduation; and

###  5) *Employment*: the employment rate of fulltime graduates in professional planning, planning-related or other positions within 1 year of graduation.

*[Include the specific url to the Program’s website here]*

## **Standard 2 - Students**

**The Program shall attract a sufficient number of well-qualified students from diverse backgrounds and shall adequately prepare, support, and advise these students to pursue and contribute successfully to the field of urban and regional planning. Accordingly, the Program shall demonstrate that its students upon graduation possess the knowledge, skills, and values that will enable them to secure professional employment, to perform effectively as planners, and to participate meaningfully in the planning profession. Among the foremost responsibilities of the Program are to reject discrimination, including discrimination on the basis of race, color, national origin, sex, disability, age, and other classes protected by law - *within the Program itself* - and to advance diversity and a culture of inclusion among the planning profession’s future practitioners in the Program, particularly with regard to historically underrepresented racial and ethnic minorities.**

*[Insert text here]*

### **2A. Student Quality**: The Program shall admit students whose educational attainment, previous academic performance, work experience, aptitude, maturity, and motivation indicate potential for success in their studies and in professional practice. Toward that end, the Program shall establish admission standards that reflect the institution’s policies and the Program’s goals, and the Program shall apply those standards fairly and consistently. The Program shall document its admission standards and the extent to which its current students meet or exceed those standards.

*[Insert text here]*

### **2B. Student Diversity**: Consistent with applicable law and institutional policy, the Program shall establish strategic goals that demonstrate an active commitment to attracting and retaining a diverse student population, and are informed by the characteristics of the populations that the Program’s graduates generally serve. The Program shall collect and analyze data on student demographics to inform and enhance its efforts to identify effective and appropriate methodologies for achieving diversity in its student body. Furthermore, the Program shall establish assessment mechanisms for each of its strategic goals that are focused on achieving diversity. Because diversity is not a static concept, and because all planning programs should seek to improve the diversity of the graduates entering the profession, the Program shall provide evidence of continuous improvement in achieving its diversity-related strategic goals.

*[Insert text here]*

### **2C. Student Advising, Services, and Support**: The Program shall provide students with competent academic advising, progress appraisal, and career guidance, as well as access within the institution to any personal counseling that students might need. Furthermore, the Program or its institution shall provide students with career services that assist students in securing suitable internships and jobs. The Program shall also support its students by providing them with financial aid opportunities that are sufficient in number and amount to achieve the Program’s strategic goals for a well-qualified and diverse student body. The Program shall publish its criteria for the allocation of such financial aid.

*[Insert text here]*

### **2D. Student Engagement in the Profession**: The Program shall provide opportunities for student engagement in the profession, including but not limited to participation in a planning student organization affiliated with the Program, in the local chapter of the American Planning Association, in professional mentoring programs, in other professional societies and activities, and in work, internships, community-based planning activities, or project experiences that develop their skills as planners. The Program shall also promote socialization into the planning profession by encouraging students to attend APA’s planning conferences and other events in which students might interact with professional planners from a variety of backgrounds.

*[Insert text here]*

## **Standard 3 – Faculty**

**The Program shall employ a sufficient number of qualified, productive, and engaged faculty members to permit the achievement of program goals and objectives. Among the foremost responsibilities of the Program are to reject discrimination, including discrimination on the basis of race, color, national origin, sex, disability, age, and other classes protected by law - *within the Program itself* - and to advance diversity and a culture of inclusion among the faculty who shape the future of the planning profession, particularly with regard to historically underrepresented racial and ethnic minorities.**

*[Insert text here]*

### **3A. Faculty Quality:** The fulltime and adjunct faculty of the program shall have educational and professional backgrounds, a relevant mix of credentials (i.e., accredited degrees in planning, significant experience in planning, PhDs in planning, degrees and experience in related fields, and AICP membership), be qualified to serve the Program’s mission and capable of executing the Program’s goals and objectives, particularly as they pertain to teaching, research, and service.

###

*[Insert text here]*

### **3B. Faculty Diversity:** Consistent with applicable law and institutional policy, the Program shall establish strategic goals that demonstrate an active commitment to attracting and retaining a diverse faculty and are informed by the characteristics of the populations that the Program’s graduates generally serve. The Program shall collect and analyze data on faculty demographics in order to inform and enhance its efforts to identify effective and appropriate methodologies for achieving diversity among its faculty. Furthermore, the Program shall establish assessment mechanisms for each of its strategic goals that are focused on achieving diversity. Because diversity is not a static concept, and because all faculty representation within each planning program should seek to contribute to the diversity of the learning environment and improve the diversity of graduates entering the profession, the Program shall provide evidence of continuous improvement in achieving its diversity-related strategic goals.

*[Insert text here]*

### **3C. Faculty Size**: The faculty shall be of a sufficient size to accomplish the Program’s mission and goals, administer the Program, and teach the curriculum. The Program shall have a faculty of such size that the full-time faculty are able to teach required courses and direct all areas of specialization. The Program shall have no greater than a 15/1 ratio of undergraduate student FTE to instructional faculty FTE, and a 10/1 ratio of graduate student FTE to instructional faculty FTE.

###

*[Insert text here]*

***Teaching FTEs:*** *To calculate the teaching FTE for an individual faculty member, for only the most recently completed academic year, divide the faculty member’s credit hours in the accredited program by the program’s definition of a full-time teaching load. For programs with two accredited degrees, apportion each faculty member’s credit hours between the two accredited degrees. No faculty member should exceed a 1.0 teaching FTE. To determine the Total Teaching FTE for the program, sum the teaching FTE for all faculty members.*

Please provide the Program’s definition/formula for a full-time teaching load: *[Insert response here]*

**Table 11. TEACHING FACULTY FTE** *Faculty should be listed in A, B, then C order per the definitions above. For programs with two accredited degrees, add a column to the table noting the second accredited degree.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FACULTY MEMBER NAME** | **STATUS** **(A, B OR C)** | **TEACHING FTE** |
| **1** | *The number of rows should equal “Total Faculty” (table 5)* |  |  |
| **2** |  |  |  |
| **3** |  |  |  |
| **4** |  |  |  |
| **5** |  |  |  |
| **6** |  |  |  |
| **7** |  |  |  |
| **8** |  |  |  |
| **9** |  |  |  |
| **10** |  |  |  |
| **11** |  |  |  |
| **etc.** | *Add or delete rows as necessary* |  |  |
|  | **TOTAL TEACHING FTEs** |  |  |

 **Student / Teaching Faculty Ratio**

**Part-time Student FTE, including calculation (if applicable):**

*If the Program has part-time students, provide the formula used to calculate part-time student FTE. If the Program does not track part-time students by credit hours, then use the following formula to calculate part-time student FTE: (part-time students)(.5).*

**Student/Teaching Faculty Ratio, including calculation:**

*Divide the total number of students in the Program (total full-time students + FTE part-time students), by the Total Teaching FTEs (Table 11.).*

### **3D. Engagement with Students**: The faculty shall be engaged with students beyond the classroom as mentors, advisors, and/or committee members or committee chairs on thesis, reports and dissertations. Faculty shall provide career advice and assist in job placement in ways that coordinate appropriately with the efforts of staff and academic professionals.

###

*[Insert text here]*

### **3E. Research, Scholarship and Other Creative Activity**: Faculty teaching and administrative assignments provide for engagement in research, scholarship, and/or outreach reflective of the stage of their careers, the mission of the Program, and expectations of the University. Faculty creative activities will undergo peer review appropriate to the scholarly or practice orientation of the work, including, but not limited to, appropriate journals or other publication outlets, conferences, or other venues allowing dissemination of the work.

###

*[Insert text here. The data in the table 7-year Summary of Faculty Scholarship should be aggregated from the summary faculty CVs in Part IVB. of the SSR. The narrative should include expectations for research and scholarship and the impact of the research and publications listed below.]*

**Table 12. 7-YEAR SUMMARY OF FACULTY SCHOLARSHIP** *Items with overlap should be listed either in Table 12. or Table 13., but not in both tables. Items with involvement by multiple faculty members in the Program should be listed once or pro-rated among the Program faculty members involved (i.e. each of two faculty members is shown with a 0.5 contribution). Add and/or delete rows as necessary to accommodate all faculty.*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Faculty Name | Job Title | Number of booksAuthored or Edited | Number of Refereed Journal Articles | Number of Book Chapters Authored | Number of Extramural Exhibitions | Number of Extramural Awards and Honors | Number of Reports and Monographs | Number of External Contracts and Grants | Dollar Amount of External Contracts and Grants | Number of Extramural Presentations at Conferences |
| **Full-time in Planning Unit (A)** |
| *add rows as necessary* |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| **Part-time in Planning Unit (B)** |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| **Adjunct/Contract/Non-tenure track (C)** |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
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###

### **3F. Professional Involvement and Community Outreach**: Faculty demonstrate involvement in the profession through participation in national organizations and/or participation in local, state, regional, and national professional conferences, workshops and other sponsored activities including activities of professional planning organizations. They shall demonstrate community outreach through continuous engagement in activities leading to the advancement of the profession, the University, and progress toward meeting the needs of the broader society.

*[Insert text here and complete the table below with modifications as necessary. The data in the table 7-year Summary of Faculty Professional Involvement should* *be aggregated from the summary faculty CVs in Part IVB. of the SSR.]*

**Table 13. 7-YEAR SUMMARY OF FACULTY PROFESSIONAL INVOLVEMENT** *Items with overlap should be listed either in Table 12. or Table 13., but not in both tables. Items with involvement by multiple faculty members in the Program should be listed once or pro-rated among the Program faculty members involved (i.e. each of two faculty members is shown with a 0.5 contribution). Add and/or delete rows as necessary to accommodate all faculty.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Faculty Name | Job Title | Number of Plans, Design, and Policy Reports Submitted to External Clients | Number of Extramural Presentations to Agencies, Firms, Universities, and Other Clients | Number of Offices Held and Leadership Positions in Professional Associations and Learned Societies | Number of Offices Held and Memberships on Government or Corporate Boards and Commissions | Number of Editorships and Memberships on Editorial Boards |
| **Full-time in Planning Unit (A)** |
| *add rows as necessary* |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Part-time in Planning Unit (B)** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Adjunct/Contract/Non-tenure track (C)** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

### **3G. Professional Development:** Faculty shall be provided opportunities to continue to develop themselves professionally. Work assignments and other development opportunities shall be such that skills in teaching, research, leadership, professional practice and other creative activities are sufficiently maintained and developed. Adequate resources shall be available to support faculty professional development, including training with respect to institution policies, student needs, and the use of appropriate instructional technology.

*[Insert text here]*

## **Standard 4 – Curriculum and Instruction**

**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.**

*[Insert text here] The Program’s response in this and subsequent sections should provide a narrative description of the information provided in the Curriculum Map of the SSR. The Program should demonstrate how it organizes and combines the various courses to meet its educational goals. Course prefixes and numbers of courses required of all students should appear in* ***boldface*** *so that it is not necessary to state that they are required.*

***Curriculum Listing:*** *List courses offered by the Program during the two most recent academic years – add or delete rows as needed. The first column should include, in ascending alphabetical and numerical order, the abbreviated course number and name (e.g. CRP 112, CRP 225, GEO 110, etc.). The “Faculty” columns should include the name and appointment level of the faculty member teaching the course during the indicated semester (see formatting key below). Add rows as necessary. Add additional columns to the table if the Program operates on a quarter system.*

**Table 14. CURRICULUM LISTING** *Different tables are provided for a graduate vs. an undergraduate program. Delete as appropriate.*

**GRADUATE PROGRAM**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **COURSE NUMBER AND TITLE\*** | **FALL 20\_ \_** **FACULTY\*\*** | **SPRING 20\_ \_ FACULTY\*\*** | **FALL 20\_ \_****FACULTY\*\*** | **SPRING 20\_ \_ FACULTY\*\*** |
| **COURSES REQUIRED OF ALL STUDENTS** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **REQUIRED SPECIALIZATION COURSES** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **ELECTIVE COURSES** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

\*Distinguish among the course prefix and number with the following text effects:

*Italics = courses where undergraduate and graduate sections are combined*

\*\*Distinguish among the appointment status of the faculty with the following text effects:

**Bold = full-time in the planning program (A in table 5)**

Normal text = part-time in the planning program (B in table 5)

*Italics = adjunct/contract/non-tenure track faculty (C in table 5)*

**Table 14. CURRICULUM LISTING**

**UNDERGRADUATE PROGRAM (if applicable)**

*Add rows and columns as necessary in order to present all course offerings after the planning major is declared*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **COURSE NUMBER AND TITLE\*** | **FALL 20\_ \_** **FACULTY\*\*** | **SPRING 20\_ \_ FACULTY\*\*** | **FALL 20\_ \_****FACULTY\*\*** | **SPRING 20\_ \_ FACULTY\*\*** |
| **COURSES REQUIRED OF ALL STUDENTS** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **ELECTIVE COURSES** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

***Curriculum Map:*** *The matrix provides a template for reconciling courses and other learning activities with the knowledge, skills and values deemed significant by the profession. Programs should complete the form in a deliberative manner that ensures full engagement of faculty and administration and critical analysis of the curriculum. Indicate with an “x” the primary learning components embedded in each listed course and activity. Programs with two accredited degrees must complete a curriculum map for each degree program; delete as appropriate.*

**Table 15. CURRICULUM MAP – GRADUATE DEGREE**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Curriculum Map****Courses Required of All Students** | **Course Number and Title** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **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 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Table 15. CURRICULUM MAP – UNDERGRADUATE DEGREE** *(if applicable)*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Curriculum Map****Courses Required of All Students** | **Course Number and Title** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **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 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Table 16. CURRICULUM MAP – AREAS OF SPECIALIZATION**

*The map for specializations should contain no less than 2 knowledge, 2 skill, and 2 value components for each specialization offered.*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Curriculum Map****Areas of Specialization** (Use \* to denote required specialization courses) | **Course Number and Title** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B1 Areas of Specialization #1 (if applicable)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a) List specialization-specific knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b) List specialization-specific skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c) List specialization-specific values |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Add additional rows as necessary* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Table 17. CURRICULUM MAP - ELECTIVES**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Curriculum Map****Electives** | **Course Number and Title** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B2 Electives** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a) Exposure to other professions (list specifics) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b) Exposure to specializations (list specifics) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c) Emerging trends and issues (list specifics) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Add additional rows as necessary* |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Other Learning Activities:** *Learning activities are non-course events (e.g. brown bag lecture series with practitioners) used by some programs to deliver the PAB curriculum components. If necessary, in order to demonstrate delivery of required curriculum components, list and describe other learning activities in this section which supplement the Curriculum Map.*

### **4A. Required Knowledge, Skills and Values of the Profession:** 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:

*[Insert text here]*

### **4A.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.

*[Insert text here]*

### **a) Purpose and Meaning of Planning**: why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.

 *[Insert text here]*

### **b) Planning Theory:** behaviors and structures available to bring about sound planning outcomes.

 *[Insert text here]*

### **c) Planning Law**: legal and institutional contexts within which planning occurs.

 *[Insert text here]*

### **d) Human Settlements and History of Planning**: growth and development of places over time and across space.

###

 *[Insert text here]*

### **e) The Future**: 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.

 *[Insert text here]*

### **f) Global Dimensions of Planning**: interactions, flows of people and materials, cultures, and differing approaches to planning across world regions.

 *[Insert text here]*

### **4A.2. *Planning Skills*:** The use and application of knowledge to perform specific tasks required in the practice of planning.

*[Insert text here]*

### **a) Research**: tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.

 *[Insert text here]*

### **b) Written, Oral and Graphic Communication**: ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.

 *[Insert text here]*

### **c) Quantitative and Qualitative Methods**: data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.

 *[Insert text here]*

### **d) Plan Creation and Implementation:** integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.

 *[Insert text here]*

### **e) Planning Process Methods**: tools for stakeholder involvement, community engagement, and working with diverse communities.

 *[Insert text here]*

### **f) Leadership**: tools for attention, formation, strategic decision-making, team building, and organizational/community motivation.

 *[Insert text here]*

### ***4A.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, including:

*[Insert text here]*

### **a) Professional Ethics and Responsibility**: key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including the provisions of the AICP Code of Ethics and Professional Conduct, and APA’s Ethical Principles in Planning).

*[Insert text here]*

### **b) Equity, Diversity and Social Justice**: key issues in equity, diversity, and social justice that emphasize planners’ role in expanding choice and opportunity for all persons, plan for the needs of the disadvantaged, reduce inequities through critical examination of past and current systems and disparities, and promote racial and economic integration.

*[Insert text here]*

### **c) Governance and Participation:** the roles of officials, stakeholders, and community members in planned change.

*[Insert text here]*

### **d) Sustainability and Environmental Quality:** environmental, economic, and social/political factors that contribute to sustainable communities, and the creation of sustainable futures.

*[Insert text here]*

### **e**) **Growth and Development:**  economic, infrastructure, social, and cultural factors in urban and regional growth and change.

*[Insert text here]*

**f**) **Health and Built Environment:** planning’s implications on individual and community health in the places where people live, work, play and learn.

*[Insert text here]*

### **4B. Areas of Specialization and Electives**: 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.

*[Insert text here]*

### ***4B.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.

*[Insert text here]*

### ***4B.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.

*[Insert text here]*

### **4C. Instructional Delivery and Scheduling**: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.

*[Insert text here]*

### **4D. Facilities**: 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.

*[Insert text here]*

### **4E. Information and Technology**: 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.

*[Insert text here]*

## **sTANDARD 5 – gOVERNANCE**

**The Program shall make administrative decisions through a governance process that exhibits a high degree of transparency, inclusiveness, and autonomy. The Program shall be located within an identifiable and distinct academic unit, such as a department or school of planning, and the Program’s faculty shall be clearly identifiable as such. The Program shall involve faculty and students, as appropriate, in administrative decisions that affect them and shall demonstrate that those decisions serve to implement the Program’s strategic plan.**

*[Insert text here]*

### **5A. Program Autonomy**: In accordance with customary university procedures, the planning program will normally be headed by its own administrator, who will report directly to a dean or an equivalent academic official faculty. The Program shall have responsibility for the design of its curriculum and shall have an independent voice in the appointment, promotion, tenure, and evaluation of its faculty, and the admission and evaluation of its students. The planning faculty and students shall be involved in the development of the Program’s Self-Study Report and shall be made aware of the content of all submissions by the Program to PAB as well as reports and decisions by PAB concerning the Program.

###

*[Insert text here]*

### **5B. Program Leadership**: The administrator of the degree Program shall be a planner whose leadership and management skills, combined with education and experience in planning, enables the Program to achieve its goals and objectives. The administrator shall be a tenured faculty member with an academic rank of associate professor or higher.

*[Insert text here]*

### **5C. Communication**: The Program shall use a variety of media to provide effective two-way communication with current and prospective students, faculty, alumni, employers, professional associations, practitioners, and other stakeholders about the Program’s goals and objectives and about its progress toward achieving those aims. The administrator of the Program shall be regularly accessible to these stakeholders, providing them with suitable opportunities for interaction.

*[Insert text here]*

### **5D. Faculty and Student Participation**: The Program shall provide fulltime and adjunct faculty, individual students, student organizations, and other interested parties with opportunities to participate fully and meaningfully in administrative decisions that affect them. When interested parties raise substantive issues, the Program shall demonstrate that it has responded appropriately to those issues, and communicated the outcomes in such a fashion that the interested parties understand how the decisions were made.

*[Insert text here]*

### **5E. Promotion and Tenure**: The Program shall publish policies and procedures for making decisions about the promotion and tenure of faculty, and shall provide junior faculty with the support that they need to advance professionally within the Program. The Program shall provide mentorship opportunities for all junior faculty, including women, racial and ethnic minorities, and members of other under-represented groups.

*[Insert text here]*

### **5F. Grievance Procedures:** The Program shall publish policies and procedures for resolving student and faculty grievances, and shall appropriately disseminate such policies and procedures to students and faculty. The Program shall maintain records to document the number and kinds of grievances it has received and the manner in which it has resolved those grievances.

*[Insert text here]*

**5G. Online Integrity**: The Program shall have in place effective procedures through which to ensure that the student who registers in an online course or program is the same student who participates in and completes the course or program and receives the academic credit. The Program makes clear in writing that these processes protect student privacy and notifies students at the time of registration or enrollment of any projected additional costs associated with the verification procedures.

*[Insert text here]*

**PART IVA: FACULTY ABBREVIATED CVS**

*Use this page as the Table of Contents for a separate PDF Document, Part IVA.*

*Provide the faculty CVs as per the PAB template on the following page. Abbreviated CVs for all faculty must be provided in alphabetically order by the categories noted. See Part II for faculty definitions.*

|  |
| --- |
| Page Number |
| **A Faculty** |
| *add rows as necessary* | *1* |
|  |  |
|  |  |
| **B Faculty** |
|  |  |
|  |  |
|  |  |
| **C Faculty** |
|  |  |
|  |  |

**Abbreviated Faculty Curriculum Vitae**

*Use this template for each person listed in Part II-Table 5. Faculty Listing. Answer all items. Red italics are for instruction purposes only and should be deleted from your final document.*

***Limit of 2 (ideal) to 4 (maximum) pages*** *per faculty member; no exceptions. CVs in excess will not be accepted and may result in delayed accreditation decisions. In addition to your background, the summary CV is designed to present a recent overview of the range of your work. The Site Visit Team has the right to request a complete document if desired.*

|  |  |
| --- | --- |
| **Name:**  | **Year of Appointment:**  |
| **Academic Rank:**  |  | Professor |  | Associate Professor |  | Assistant Professor |  | Other: |
| **Association with Program:** |  | Full-time (A)  |  | Part-time to Program/Full-time to University (B) |  | Adjunct, Contract, and/or Lecturer (C) |  | *If C, Employer name and Title here* |
| **Tenured:** |  | Yes |  | No, but tenure-track |  | Non-tenure track |  |  |

|  |
| --- |
| **Educational History:** |
| *Institution and Location* | *Degree* | *Field of Study* | *Year* |
| *Delete or add rows as necessary* |  |  |  |
|  |  |  |  |

**Certification:** AICP \_\_\_; FAICP \_\_\_; Other: *include certifications and national academy memberships*

**Courses Taught:**

**Research and Professional Experience** *List should include other titles/roles at the current institution, and prior employment.*

**7-year Summary of Scholarship** *In reverse chronological list format, include publications for the last 7 years for each of the following 8 categories. Include number, titles, and dollar amounts as relevant.*

* Books Authored or Edited
* Refereed Journal Articles
* Book Chapters Authored
* Extramural Exhibitions
* Extramural Awards and Honors
* Reports and Monographs
* Extramural Presentations at Conferences

**Professional Honors & Recognition** *The record of external awards and honors is included in faculty scholarship above. Use this space to add important distinctions, internal or external to the institution, which are not listed above.*

**Selected funded research contracts, grants or commissions in last 7 years** *In list format, include research, grants or commissions for the last 7 years. The list should include the funding source, duration of sources, duration of funding and total direct costs.*

**7-year Summary of Professional Involvement** *In reverse chronological list format, include professional activities for the last 7 years for each of the following 5 categories. Include number, titles and client names as appropriate.*

* Plans, Design, and Policy Reports Submitted to External Clients
* Extramural Presentations to Agencies, Firms, Universities, and Other Clients
* Offices Held and Leadership Positions in Professional Associations and Learned Societies
* Offices Held and Memberships on Government or Corporate Boards and Commissions
* Editorships and Memberships on Editorial Boards

**PART IVB: COURSE SYLLABI**

*Use this page as the Table of Contents for a separate PDF Document, Part IVB.*

*Course Syllabi should be attached in increasing prefix course numerical order. Include the course number, course name, and page number where the syllabi can be found.*

|  |
| --- |
| Page Number |
| **Courses Required of All Students** |
|  | Example: PLAN 500 Intro to Urban Planning | *1* |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| **Other Courses** |
|  |  |  |
|  |  |  |
|  |  |  |
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**PART IVC: SSR EVIDENCE**

*Use this page as the Table of Contents for a separate PDF Document, Part IVC.*

*Part IVC* *should contain documentation or data that provides evidence of compliance with the Standards. Please list the document and page number in the table of contents below*

|  |
| --- |
| Page Number |
| **SSR Evidence** |
| **Standard 1: Strategic Planning and Progress** |
| *1A* | *Prior Strategic Plan*  | *1* |
| *1B* | *Current Strategic Plan. The Program’s strategic plan, including mission, goals and measurable objectives* |  |
| *1D* | *Examples of tools or surveys used; indicators of validity of these measures* |  |
| **Standard 2: Students** |
|  |  |  |
|  |  |  |
| **Standard 3: Faculty** |
|  |  |  |
|  |  |  |
| **Standard 4: Curriculum and Instruction** |
|  |  |  |
|  |  |  |
| **Standard 5: Governance** |
|  |  |  |
|  | *Add rows or remove rows as necessary* |  |

*Other Evidence is not required but if used may contain documentation, data, or additional material that provides other evidence of compliance with the Standards. If the section below is not utilized it should be removed.*

|  |
| --- |
| Page Number |
| **Other Evidence** |
|  |  | *1* |