SELF-STUDY REPORT MANUAL & TEMPLATE

2021 Edition: updated to reflect 2017 Standards; amended 4/13/19 to clarify student and faculty diversity expectations, 7/31/19 to link to the SSR template, 11/5/19 to clarify specialization expectations and 2020 SSR submissions, 4/27/20 to clarify areas of rationale from demonstrating compliance, 6/22/21 updated document links.

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SELF-STUDY REPORT MANUAL

TABLE OF CONTENTS

PREFACE

This document details the process and procedures for writing and distributing a Self-Study Report (SSR). The document also contains the rationale for each accreditation standard and guidance for demonstrating compliance with the standards.

The SSR template found as an appendix to this manual is for illustrative/working document purposes only.

Other documents which will assist you with preparing for your accreditation review include:

- *Accreditation Standards* - This document contains PAB's preconditions to accreditation and the accreditation standards and criteria. All accredited programs and those applying for accreditation must demonstrate substantial compliance with the standards.

- *Policies and Procedures Manual* - This document describes the policies and procedures used by the PAB in the accreditation of planning programs. It provides guidance on the review process and expectations of the PAB.

- *Site Visit Manual for Program Administrators* - This document contains the processes and procedures used for conducting a Site Visit. It includes guidance for Program Administrators in preparing for the Site Visit.

- *Site Visit Manual for Site Visitors* - This document contains the processes and procedures used for conducting a Site Visit. It includes guidance for Site Visitors in preparing for an accreditation review and the Site Visit. This document contains the Self-Study Report Manual as an appendix.

- *Fee Schedule* - The fee schedule posted on the PAB website contains the current fees associated with accreditation.

Questions about the accreditation process as administered by the Planning Accreditation Board should be directed to:

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T: (773) 334-7200/10; www.planningaccreditationboard.org

PURPOSE OF THE SELF-STUDY REPORT

The Self-Study Report (SSR) is the result of a planning program's careful self-analysis in the context of the Planning Accreditation Board's (PAB) accreditation preconditions, Standards and Criteria. The SSR is a crucial element of a program's application for Candidacy Status, initial accreditation or re-accreditation, and is the primary document used by Site Visit Teams (SVT) and the PAB to assess programs in those contexts.

A good SSR is the product of months of collaborative work; it defines a program's strengths and limitations, assesses its past, and charts its future. A program preparing an SSR gathers and interprets data, reviews accomplishments, reflects on the current state of its development in conjunction with its parent university, and develops plans for the future. Ideally, an SSR incorporates contributions from the Program's faculty, students, alumni and staff. While the Program Administrator may assemble the SSR, when the entire program is involved in its creation, the document more effectively communicates the essence and nuances of the Program that are so critical to a thorough and fair assessment by the PAB.

The SSR is one piece in PAB's continual assessment of a program. It is a document that is simultaneously accountable to the past and the future. It addresses any specific limitations or weaknesses cited in previous Site Visit Reports or Progress Reports, while also describing what the Program does best and how it could do better in both the immediate- and the long-term. An SSR presents a comprehensive picture of a program's strengths, challenges and potential, and serves as a roadmap to its future.

PAB's primary role is to ensure programs meet minimum standards of educational quality and deliver a common core of planning knowledge. At the same time, the PAB seeks to promote continued improvement and excellence in planning education. Because PAB recognizes planning is a broad and diverse field and planning programs are idiosyncratic, it allows programs to interpret for themselves what it means to "meet minimum standards." In other words, the PAB's goal in conducting accreditation reviews is to evaluate programs according to the goals the Programs set for themselves. The structured nature of PAB's Standards is not intended to force all programs into a uniform mold. Rather, Standards represent the baseline of PAB's conception of quality, and provide a vocabulary to help programs articulate their own goals and identities.

BENEFITS OF THE SELF-STUDY REPORT

Preparing an SSR presents programs with a tremendous opportunity for self-reflection and growth. Simply by preparing the SSR, a program benefits from the exercise of assessing how well its mission reflects that of the University, the College, the Department, the Unit, etc. and how fully it is meeting its own goals and objectives. The SSR also provides a means of measuring the Program's own performance against the standards of the profession as defined by PAB's Accreditation Standards (Standards).

These rewards are amplified by the feedback the SSR generates from students, faculty, administrators, Site Visitors and PAB. Such feedback often lends greater clarity to the Program's goals and objectives while illuminating its accomplishments and opportunities for growth.

Perhaps the most important result of developing the SSR is the incentive it provides for future improvement. If a program views its SSR simply as a mandatory exercise of accreditation, it forgoes the opportunity to use the evidence, assessment and conclusions generated by the SSR to chart its future course. Programs that write the most effective SSRs are those that recognize and use the SSR as a valuable tool in defining and implementing their own goals.

PREPARING AN EFFECTIVE SELF-STUDY REPORT

Before beginning to write the SSR, programs should thoroughly review the Accreditation Standards, this manual, and its exhibit, the SSR template.

Once a program is familiar with the underlying concepts the SSR is designed to address, it should begin the process gathering evidence to demonstrate compliance. This should be done as early as possible in the accreditation review process. The Program should present data (including trend analyses) to support any assertions it makes and conclusions it draws in the SSR. Programs may find the process of data collection less burdensome if they make a habit of collecting and storing the necessary data each year in anticipation of the Program's next SSR. Programs should ensure all data is current when the SSR is submitted.

Making the case for compliance involves bringing together effective <u>narrative</u> with supporting <u>evidence</u>. While an SSR is a comprehensive report that addresses all aspects of a program, it should not allow narrative and data to be obscured by large volumes of marginally relevant information. Overly inclusive SSRs make it difficult for the SVT and PAB to distill the essence of a program, which in turn makes it difficult for them to fairly evaluate it.

SELF-STUDY REPORT COMPONENTS

The SSR consists of the four parts described below.

Signatures and Contact Information

Signatures of the Program Director, the administrator to whom the Program Director reports (typically the Dean), the Provost/Chief Academic Officer, and the President/Chief Executive Officer attest to the validity of the report and to the institution's support for accreditation of the Program. Contact information for the Program's planning student organization representative and its local APA Chapter representative is also solicited.

Preconditions to Accreditation

In this part of the SSR the Program demonstrates compliance with PAB's Preconditions to Accreditation and provides a comprehensive overview of its history; organizational structure within the School/College and University.

Accreditation Standards

In this part of the SSR the Program demonstrates compliance with PAB's Standards. Programs must respond to each standard and criterion as indicated in the template. Responses must explicitly address the extent to which the Program has met the particular standard and criterion. Programs should present clear and concise arguments supporting the narrative. Responses should be written for the benefit of readers who are wholly unfamiliar with the Program.

Documentation for June 15 and September 15 SSR submissions

The following documents and evidence are to be submitted to support the SSR:
1. Faculty Abbreviated CVs Cover Sheet and Template – Use PAB's summary CV template to prepare and provide one consolidated PDF prefaced with the cover sheet/table of contents.
2. Course Syllabi Cover Sheet – Provide course syllabi for all courses required of students, specialization courses (if applicable), and electives. The syllabi should be provided in one consolidated PDF prefaced with the cover sheet/table of contents.
3. SSR Evidence Cover Sheet – Use this cover sheet/table of contents to preface supporting documentation that the Program wishes to include. Provide only one consolidated document.

SELF-STUDY REPORT SUBMISSION
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 is due to PAB two weeks after PAB staff comments to the draft report are shared. The final SSR, in electronic format, can be shared via email or a file sharing site with PAB.

The full electronic version should be labeled as:
- Part I to III
- PartIVA Vitae
- PartIVB Syllabi
- PartIVC Other

A complete hard-copy of the final SSR should be made available to the team during the Site Visit.

Institutions with two accredited programs should submit a separate Self-Study Report for each degree. 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.

GUIDANCE WITH REGARD TO RATIONALE AND EVIDENCE

This section of the manual outlines the rationale behind the accreditation Standards and Criteria and is presented to assist programs in formulating appropriate responses to document compliance in their Self-Study Reports (SSR).

A program applying for accreditation must demonstrate that it meets the preconditions for accreditation and it is in substantial compliance with the accreditation Standards and Criteria, and that it expects to continue to be in substantial compliance through any term of accreditation granted. The burden of proof for demonstrating this rests with the Program.

PAB's review will center on the specific program leading to the degree(s) for which accreditation is sought. Where two degree programs are accredited or under review, each Standard and Criterion is applicable to each degree program. Where aspects of other degree programs offered by the academic unit are germane to the evaluation, these will be considered within the context of the degree program(s) under review.

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 encourages 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.

Rationale: This precondition ensures that a program seeking candidacy status or initial accreditation has sufficient program experience for the evaluation of the Program's performance relative to the accreditation criteria.

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.

3. **Program and Degree Titles**

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

Rationale: This precondition encourages institutions to employ nomenclature which accurately indicates the Program's emphasis. The nomenclature is an important identifier for prospective students, as well as for the employers of the Program's graduates. Evidence of course coverage and faculty qualifications shall be submitted that justifies the Program and degree titles.

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.

Rationale: This precondition ensures that the Program has the flexibility to offer the full curriculum of planning and related courses which are appropriate for an accredited degree.

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.

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 standards of an accredited graduate degree.

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 standards 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.

5. **Primary Focus**

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

Rationale: Only those degree programs which are engaged explicitly in the education and training of professional planners are eligible for accreditation. Specifically excluded are: (1) Ph.D. programs; (2) undergraduate programs which are pre-professional, rather than professional, in intent; (3) programs which teach planning as a subject interest, rather than as a field of professional practice; (4) urban studies or urban affairs programs; and (5) programs with a primary mission other than that of training professional planners (for example, programs in which planning is a major or specialization available to students pursuing a degree in a related field).

ACCREDITATION STANDARDS AND CRITERIA

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.

Rationale: The Self-Study Report and the accreditation review are framed by the Program's mission, goals and objectives, as articulated in a strategic plan. Programs must demonstrate that principles of good planning have been applied to the Program itself, including the elements described herein regarding the planning process. The strategic plan provides overall guidance for program implementation by articulating what the Program is, who it serves, what it seeks to accomplish and how that is and will be done within its context. The Program should be using the results of its programmatic assessment efforts to make enhancements to its curriculum, the delivery thereof, and the overall level of student learning and program effectiveness. Systematic resetting of aspirational goals based on programmatic assessment should be demonstrated.

A. <u>Prior Strategic Plan and Accreditation Review</u>: 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.

Rationale: Regular monitoring of progress toward achieving Goals and Objectives ensures that programs have the information necessary to implement improvements, keep the Program on course, and inform future Program planning efforts.

To demonstrate compliance: Provide the Program's prior strategic plan. Provide detail on the historic assessment of progress toward meeting plan goals as well as progress towards compliance with PAB standards and criteria.

B. <u>Current Strategic Plan</u>:   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.

Rationale: Meaningful stakeholder participation in the planning process plays an essential part in developing the strategic plan. Ongoing program change and improvement is a regular part of maintaining the quality of the Program. Documenting recent/ongoing programmatic changes provides a written record for review by PAB and provides the Program the opportunity to demonstrate progress toward continuous improvement.

To demonstrate compliance: Briefly analyze the consistency of the Program's plan with its mission including the preparation of professional planners. Provide evidence that stakeholders were involved in the development of the plan and are familiar with it. Provide evidence the plan is being followed in addition to the rationale for the recent/ongoing changes being implemented and identify the anticipated impact of these changes to advance program outcomes.

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.

Rationale: The mission statement provides essential guidance to program planning and implementation, and it communicates to stakeholders what is most vital.

To demonstrate compliance: Provide the Program's mission statement. Briefly analyze the consistency of the Program's mission with the preparation of professional planners. The mission should provide clear direction. Stakeholders are aware of it and it is demonstrably consistent with what the Program actually does.

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.

Rationale: Program goals that reflect long-range aspirations and are stated in terms that are sufficiently clear and concrete can be used for generating shorter-range objectives and assessing the success of the Program. Concrete and measurable objectives that follow from goals allow for on-going assessment of the Program.

To demonstrate compliance: Provide a listing of program goals; briefly demonstrate that program goals follow from the mission and that they provide clear direction to the Program. Provide evidence that stakeholders were involved in goal development, that stakeholders are aware of the goals, and that the goals are consistent with program practices. Provide measurable objectives and briefly illustrate how they provide clear direction and are consistent with program practices. Provide evidence that stakeholders are aware of the objectives.

C. <u>Programmatic Assessment</u>: 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.

Rationale: Assessment is the systematic gathering, interpretation, and use of information about student learning and other indicators intended to determine the impact of the Program on students. The primary purpose of assessment is the improvement of teaching and learning and enhanced program effectiveness. Student outcomes assessment is goal driven, empirically based, and improvement oriented.

The term "outcomes" relates to quality assurance in more than one way: the results of program performance (e.g. the number of students who graduate) and/or; student achievement or learning gains (e.g. competencies that students can demonstrate); and/or the processes that institutions undertake to achieve a particular result (e.g. faculty development to improve student learning).

1) *Graduate Satisfaction*: The Program shall document the percentage of graduates who, 2 to 5 years after graduation, report being satisfied or highly satisfied with how the Program prepared them for their current employment.

Rationale: One measure of program quality and effectiveness is graduate satisfaction with regard to how well the Program prepared them for employment. Programs should regularly monitor graduate satisfaction to identify potential issues with program curriculum and delivery which need redressing.

To demonstrate compliance: Programs should provide evidence of graduate satisfaction in specific areas with regard to their preparation for employment. Documentation provided should include how the data were collected and the degree to which the survey results reflect a representative sample.

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.

Rationale: Program graduates' subsequent service to the community can take many forms, as defined by the Program, while honoring the planning profession's desire to advance both the quality of communities in which planners work and the planning profession itself. This measure documents contributions of program graduates to meet these valued goals.

To demonstrate compliance: *Program graduates should be surveyed periodically to determine the extent to which they are involved in community service activities and/or professional services activities and results should be provided in the SSR. Documentation provided should include how the data were collected and the degree to which information gathered accurately and completely represents the Program.*

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.

Rationale: *Retention and graduation rates provide evidence that the Program is admitting students who are able to benefit from the Program and that students are being provided sufficient support to successfully complete it.*

To demonstrate compliance: *Present a brief narrative discussion regarding the student retention and graduation data contained in the SSR. Describe any special conditions or targets unique to the Program.*

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.

Rationale: *Successful employment in a planning or planning-related field is one commonly used measure of program effectiveness.*

To demonstrate compliance: *Programs should provide evidence of graduate employment in planning, planning-related, or other fields. The employment rate includes all graduates, regardless of part-time and full-time enrollment status, in part-time and full-time planning or planning-related jobs. Documentation provided should include how the data were collected and the degree to which information gathered accurately and completely represents the Program.*

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.

Rationale: *The AICP credential is a recognized professional credential in the U.S. planning profession. As such, information regarding program graduates' pass rates can provide a measure of program quality and effectiveness in the preparation of local planners. Because it is a universal and uniform measure it allows those who deem it important (including prospective students and employers) a relevant means of understanding the profile of the School's graduates with respect to content learning and certification.*

To demonstrate compliance: *The Program will provide a history of pass rates in the SSR. The narrative should supplement that information. If a program's graduates obtain other credentials that demonstrate professional accomplishment, the Program is free to include that information as additional evidence of the Program's quality and effectiveness.*

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

Rationale: All measurable strategic plan outcomes are part of demonstrating the effectiveness of the Program in preparing successful planners.

To demonstrate compliance: Programs can draw from a variety of sources to establish additional outcomes measures including their strategic plan and associated program goals and objectives. The primary requirement in documenting compliance is that the outcomes and their valid measures serve to demonstrate the effectiveness of the Program in preparing professional planners.

    D. <u>Student Learning Outcomes Assessment</u>: 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.

Rationale: Identifying student learning outcomes associated with the required knowledge, skills, and values of the planning profession (Criteria 4A 1-3) ensures that the Program is focused on producing well- prepared entry level professionals. The attainment of these learning outcomes demonstrates to program stakeholders that the Program is meeting the goal of preparing students for professional planning practice.

To demonstrate compliance: The Program should identify student learning outcomes associated with the required knowledge, skills, and values of the planning profession, and develop valid measures of student attainment of these learning outcomes. The SSR should provide concrete results from these measures and analysis regarding the extent to which students have attained each learning outcome.

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

Rationale: Identification of emerging strategic issues over the next few years demonstrates that the Program is engaging in ongoing planning with regard to meeting its Goals and Objectives. Documenting the steps to advance these Goals demonstrates an active process for improvement.

To demonstrate compliance: The Program should outline specific strategies to be implemented between the current and next accreditation review to address identified strategic issues.

    F. <u>Public Information</u>: 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.

Rationale: There is growing pressure from the federal government, the public, and regional and professional accreditors for transparent and reliable information on the quality of learning delivered at institutions of higher education, the cost of the education, and the prospects for graduates therefrom. Programs are required to publish the qualitative and quantitative data listed above to satisfy this demand and expectation.

To demonstrate compliance: Provide current evidence regarding items 1-5, listed above. The employment rate includes all graduates, regardless of part-time or fulltime enrollment status, in part-time and fulltime planning or planning-related jobs. Provide the URL to the Program's website where the information above is presented clearly and succinctly. PAB will monitor compliance with this criterion every year through the Program's Annual Report and as the Program progresses through an accreditation review.

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.

Rationale: The enrolled student body should be of sufficient size, quality and diversity to form a functional group, which is able to work collaboratively among themselves and with faculty. Student diversity should contribute to the preparation of students for future diverse work settings and resemble the Program's service population. Providing access for individuals historically under-represented in higher education and in the field of urban and regional planning should also be a consideration.

Data provided in the SSR will include student composition, enrollment, graduation and retention rates, number of degrees awarded, student employment, and AICP exam pass rates. The Program should not repeat or restate this information but should reference and summarize it.

A. 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.

Rationale: Appropriate admissions standards ensure students have the necessary skills and background to succeed. A well-articulated combination of academic and non-academic admissions criteria is conducive to achieving the mission, goals and objectives of the Program.

B. <u>Student diversity</u>: 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.

*****Rationale****: Diversity, equity, and inclusion are central values of planning. As stated in the preamble, among the foremost responsibilities of the Program is 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. In an increasingly diverse world, programs should be at the forefront in educating ethically and culturally competent planners and establishing access points for educational opportunities and mobility through the field of planning. Students, faculty, and the profession benefit from the opportunities to learn and interact with people of varying backgrounds and perspectives. Through this enriched learning environment, students are better prepared to contribute to the profession and create equitable and just communities. A crucial step in achieving long-term success in diversifying its student body is defining diversity goals, strategies and assessing efforts.*

*****To demonstrate compliance****: The Program shall provide evidence of a commitment to recruit diverse students, including data to support those efforts. The Program's strategic plan should contain goals and measurable objectives aimed toward improving student diversity. The Program shall provide its working definition of diversity and a rationale for that definition, information on how the Program is implementing their efforts to achieve diversity, and data and information on goal achievement. The Program will provide demographic data regarding student composition in the SSR.*

C. <u>Student advising, services, and support</u>: 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.

*****Rationale****: Access to quality advising, career services, and financial aid are key to support student success before and after graduation. These services should reflect the Program's goals and objectives and to be adapted to the characteristics of the students (e.g. part-time, international, prior professional planning experience, etc.).*

*****To demonstrate compliance****: The Program should provide evidence regarding how it provides quality academic advising, student progress appraisal, and career guidance through the use of faculty and/or*

D. <u>Student engagement in the profession</u>: 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.

*<u>**Rationale:**</u> Student engagement in the planning profession is an essential component in the preparation of future planners. Furthermore, program-encouraged activities directly with the profession (e.g., work, internships, real-life studios and community-based activities) engage students in the values and knowledge of the planning profession.*

*<u>**To demonstrate compliance**</u>: The Program should provide evidence that students are involved in a range of activities which provide meaningful engagement with the profession and/or larger community. Such activities include internships, student organizations, professional organizations, community initiatives, student-organized charrettes or projects, studios with real clients, participation in/attendance at public hearings, attendance at/participation in local, state and national APA and other planning-related conferences.*

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.

*<u>**Rationale:**</u> The assessment of faculty is a collective review of the faculty's capacity, as a group, to deliver degree program(s) that meet the Program's goals and objectives as well as accreditation expectations.*

Data provided in the SSR will include a faculty roster, listing of AICP membership, summary of extent of involvement with the Program. Summary curricula vitae are included as well. The Program should not repeat or restate this information but should reference and summarize it.

A. <u>Faculty quality</u>: 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.

<u>Rationale</u>: The Program's faculty should have the qualifications necessary to achieve the Program's goals and objectives, while simultaneously serving the institution's mission and reflecting national norms of planning education.

<u>To demonstrate compliance</u>: Programs will summarize relevant information in data uploaded in the SSR. Tables or figures that show combined accomplishments during the most recent seven years (or a similar time frame for which data are better available) provide evidence to assess the Program's currency in the field and ongoing contributions. Distinguish credentials and accomplishments by the three faculty categories of full-time in program, full-time in institution but part-time in program, and contract/adjunct.

B. <u>Faculty diversity</u>: 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.

<u>Rationale</u>: Diversity, equity, and inclusion are central values of planning. As stated in the preamble, among the foremost responsibilities of the Program is 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. In an increasingly diverse world, programs should be at the forefront in educating ethically and culturally competent planners and establishing access points for educational opportunities and mobility through the field of planning. Students, faculty, and the profession benefit from the opportunities to learn and interact with people of varying backgrounds and perspectives. Through this enriched learning environment, students are better prepared to contribute to the profession and create equitable and just communities.

<u>To demonstrate compliance</u>: The Program shall provide evidence of a commitment to recruit diverse faculty, including data to support those efforts. The Program's strategic plan should contain goals and measurable objectives aimed toward improving faculty diversity. The Program shall provide its working definition of diversity and a rationale for that definition, information on how the Program is implementing their efforts to achieve diversity, and data and information on goal achievement. The Program will provide demographic data regarding faculty composition in the SSR.

C. <u>Faculty size</u>: 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.

<u>Rationale</u>: A full-time faculty of sufficient size helps to ensure continuity in the curriculum, student advising, and program administration. Should a program rely heavily on part-time and adjunct faculty, such faculty should be appropriately engaged in the Program and should have documented continuing commitment to the Program.

To demonstrate compliance: While sufficient faculty size can be met by a combination of full-time, part-time and/or adjunct faculty, the presumption is that the foundation of the core curriculum will be taught primarily by full-time faculty. Programs should summarize and reference relevant information from the data uploaded to the SSR. Where there is substantial reliance on part-time faculty, the faculty member's involvement with student advising and research supervision should be clearly documented. If a program exceeds the student/faculty ratio, the Program's response should address the extent to which adequate instructional quality and student support is provided.

D. <u>Engagement with students</u>: 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.

Rationale: Faculty involvement in the supervision of students outside the classroom, including the areas of research and career development, is an important part of professional education.   Programs have the responsibility to ensure the adequacy of such involvement and how it is shared among faculty.

To demonstrate compliance: The Program should document the customary expectations of faculty with respect to advising, committee activities, mentoring and engaging students in non-classroom activities. Where there are differential workloads among individual faculty with respect to student engagement (for example, specific faculty have more advising responsibility), the nature of these assignments should be specified, along with how these activities are incorporated in faculty performance reviews. Programs should provide evidence that such engagement is adequate to meet the needs of students.

E. <u>Research, Scholarship, and Other Creative Activity</u>: 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.

Rationale: An active program of research, scholarship, and/or outreach is important to: maintain currency and contribute to the development of new knowledge in the field of planning; advance the state of the art in the field; enhance the educational quality and applicability for students; and provide programmatic resources such as financial aid.

To demonstrate compliance: Summary curricula vitae are provided in the SSR, in addition to a table summarizing faculty productivity in the most recent 7 years. The narrative should supplement the chart in order to capture the range and/or depth of accomplishments. The Program's approach to assessing research/scholarship/outreach productivity of faculty should be explained. Where there are differential expectations among faculty, these should be explained.   It should also be noted when the Program's expectations differ from the institution's.

F. <u>Professional involvement and community outreach</u>: 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.

Rationale: An active program of professional involvement and/or outreach is important to maintaining currency in the field of planning and helps to advance the state of the art in the field. These activities can also enhance the quality and applicability of the educational experience for students and provide financial aid and/or other resources. A faculty's professional involvement and outreach should address the Program's goals and objectives while simultaneously serving the institution's mission and reflecting national norms of planning education. Variation among faculty within a program is expected as a function of subject competencies, assigned responsibilities, and stage of career.

To demonstrate compliance: Summary curricula vitae are provided in the SSR, in addition to a table summarizing key professional involvement/outreach and outputs. The narrative should summarize and supplement these materials. The Program's approach to assessing professional involvement and outreach productivity of faculty should be detailed. Where there are differential expectations among faculty, these should be explained. It should also be noted when the Program's expectations differ from the institution's.

G. <u>Professional development</u>: 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.

Rationale: All faculty members need to engage in professional development activities to maintain and advance their teaching and research skills. The Program should provide opportunities for such development.

To demonstrate compliance: The Program should demonstrate how faculty professional development needs are addressed and supported. Policies should be cited, the relative incidence of use of policies should be explained, and specific examples should be presented. The extent to which professional development activities are supported by institutional versus by individually-developed resources should be made clear. When special policies apply to junior faculty, or other sub-groups, these should be identified.

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.

Rationale: The curriculum must reflect today's planning profession, the profession's aspirations for the future, and the Program's primary objectives. While core principles, ideas and tools apply across the profession, individual programs may illustrate and detail these broad concepts in different ways depending on the populations they serve and their Mission, Goals and Objectives.

PAB encourages the pursuit of excellence through innovation. Meaningful use of learning outcomes is expected in order to assess the degree to which curricular efforts, including innovative efforts, are successful in achieving objectives.

A. 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:

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.
   a) Purpose and Meaning of Planning: why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.
   b) Planning Theory: behaviors and structures available to bring about sound planning outcomes.
   c) Planning Law: legal and institutional contexts within which planning occurs.
   d) Human Settlements and History of Planning: growth and development of places over time and across space.
   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.
   f) Global Dimensions of Planning: interactions, flows of people and materials, cultures, and differing approaches to planning across world regions.

2. *Planning skills*: The use and application of knowledge to perform specific tasks required in the practice of planning.
   a) Research: tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.
   b) Written, Oral and Graphic Communication: ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.
   c) Quantitative and Qualitative Methods: data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.
   d) Plan Creation and Implementation: integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.
   e) Planning Process Methods: tools for stakeholder involvement, community engagement, and working with diverse communities.
   f) Leadership: tools for attention, formation, strategic decision-making, team building, and organizational/community motivation.

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:
   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).
   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.
   c) Governance and Participation: the roles of officials, stakeholders, and community members in planned change.
   d) Sustainability and Environmental Quality: environmental, economic, and social/political factors that contribute to sustainable communities, and the creation of sustainable futures.
   e) Growth and Development: economic, infrastructure, social, and cultural factors in urban and regional growth and change.
   f) Health and Built Environment: planning's implications on individual and community health in the places where people live, work, play and learn.

Rationale: *Professional planners must be familiar with and competent in a range of knowledge areas, skills, and values. The learning experiences engendering the required knowledge, skills, and values must be included in the Program's curriculum. While individual programs will differ in how they ensure coverage of these individual elements in the delivery of the curriculum, graduates should evidence mastery of each independent element.*

To demonstrate compliance: *Evidence will include information on inputs, outputs and outcomes; when the outcomes measurement system is well developed, such evidence will take precedence. Input evidence will include course syllabi. Output evidence will include a representative sample of student work made available during the Site Visit. The narrative should make clear how the Program interprets and operationalizes the knowledge, skills and values requirements and summarize the evidence that they are delivered and mastered. When the curriculum includes courses required of all students, the course prefixes and numbers of those courses should appear in boldface font in the narrative so that it is not necessary to repeatedly state that these courses are required.*

B. <u>Areas of specialization and electives</u>: 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.

<u>Rationale</u>: PAB does not require specializations for accreditation, but recognizes that they can provide students with a concentrated mastery in a specific area. A program is considered to have a specialization when it offers students the option of taking a defined set of courses for purposes of providing students with a deeper and broader expertise in a domain of planning (e.g. Concentrations, focus areas, regardless of nomenclature).

<u>To demonstrate compliance</u>: The narrative should describe area(s) of specialization and provide evidence that the knowledge, skills, and values gained are of sufficient depth and breadth beyond the Program's required curriculum. While there is no minimum requirement for the number of classes, the specialization curriculum should be structured to include, at a minimum, material that will provide a foundation for expertise in the specific area, the methods and tools used by planners in this area of planning, and relevant applications. References should be made to course syllabi provided in Part IV.B. When specialization courses are shared with other degree programs, evidence that the planning content is true to planning contexts and sufficiently in depth should be provided.

The Program should also demonstrate that it has sufficient faculty, curricular offerings, and other resources to adequately prepare graduates for practice in each of its specializations.

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.

<u>Rationale</u>: Elective courses provide valuable application of general planning knowledge, skills and values, and can expand students' horizons in various ways, including multi-disciplinary perspectives. Electives should be relevant to planning and they should be of sufficient quality to add meaningfully to the students' understanding and abilities.

<u>To demonstrate compliance</u>: Drawing on syllabi, the narrative should summarize the range and content of electives available and provide the context necessary to understand the approximate frequency with which the electives are subscribed by planning students, whether the teaching faculty are familiar with planning, and the extent of planning content in the electives.

C. <u>Instructional delivery and scheduling</u>: 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.

<u>Rationale</u>: Fully qualified instructors are critical to the quality of the educational experience of students and to ensure that all qualified curricular competencies are delivered to students. In all cases, faculty must be fully qualified for the instruction roles to which they are assigned. Course scheduling should be such that students

are able to graduate on the expected schedule without compromising the integrity of the degree studies. Course staffing and scheduling will often vary with a program's mission and circumstances.

To demonstrate compliance*: The Program should summarize the information found in the table listing of courses taught in the past 2 years and provide any relevant information to demonstrate the incidence of timely graduation.*

D. <u>Facilities</u>: 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.

Rationale*: Facilities must be adequate for quality instruction, individual and group work, and should allow for the interactions necessary among work team members.   The Program is expected to make efficient use of facilities provided and to seek to improve and expand facilities through means such as development activities, contracting work and partnerships.*

To demonstrate compliance*: The narrative should summarize the nature of facilities used and briefly assess their adequacy to the Program's needs.*

E. <u>Information and technology</u>: 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.

Rationale*: Despite potential challenges in providing state-of-the-art technology, the readiness of graduates for practice depends heavily on the adequacy of program information and technology resources.   The information and technology environment changes rapidly and is a costly component of education; discrepancies between need and available resources are common but the need for adequacy is still a requirement.*

To demonstrate compliance*: The narrative should summarize information and technology resources available to the Program's students and faculty and briefly assess their adequacy to the Program's needs.*

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.

Rationale*: The Program should have sufficient autonomy, suitable governance, and competent leadership to support and advance its goals and objectives and to enhance its overall quality. Organizational placement and governance structure should facilitate the oversight of the Program and attainment of its goals.*

A. <u>Program autonomy</u>: 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.

*<u>**Rationale**</u>: The Program should have sufficient decision-making discretion, within customary university procedures, to govern itself effectively.*

*<u>**To demonstrate compliance**</u>: The Program should clearly outline its organizational placement and governance structure within its larger organization. This discussion should clearly demonstrate that the Program has sufficient authority, resources and institutional support to achieve its educational objectives, including program curriculum, faculty recruitment and retention and student, faculty and program effectiveness. The discussion of these resources should clearly indicate which are fully dedicated to the Program and which are shared with other units. Limits in program authority in these areas should also be identified.*

B. <u>Program leadership</u>: 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.

*<u>**Rationale**</u>: The administrator of the Program should be capable and effective, utilizing the perspective and acumen of a planner along with appropriate management skills.*

*<u>**To demonstrate compliance**</u>: Provide evidence of the administrator's qualifications to effectively lead the Program and document effectiveness.*

C. <u>Communication</u>: The Program shall use a variety of media to provide effective and regular 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.

*<u>**Rationale**</u>: Accurate and complete information regarding the Program should be provided according to the diverse needs of a wide base of program stakeholders within and outside the sponsoring institution. Methods of providing and receiving information should support effective communication and interaction.*

*<u>**To demonstrate compliance**</u>: Provide evidence of regular communication, including social media and more traditional mechanisms, employed to maintain communications with all stakeholders.*

D. <u>Faculty and student participation</u>: 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.

Rationale: Program stakeholders should have input in the decisions that affect them. Documented mechanisms for gathering and responding to stakeholder input, and facilitate meaningful participation in administrative decisions.

To demonstrate compliance: Briefly describe how the Program provides opportunities for faculty and student involvement in programmatic decisions that affect them. Provide specific examples of how such opportunities are provided and how information regarding the outcome is disseminated. Evidence provided should cover a range of time and types of decisions that were made.

E. 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.

Rationale: Faculty should have access to policies that affect their academic careers, particularly promotion and tenure. For these processes to be fairly implemented, junior faculty should be sufficiently advised and supported throughout the process.

To demonstrate compliance: Evidence of a clear promotion and tenure process should be presented, in addition to evidence that it has been consistently applied. A description of resources and mentoring available to junior faculty and concrete evidence that senior faculty are attending to the development of junior faculty should be provided.

F. 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.

Rationale: Students and faculty should have access to due process when they have grievances, including, but not limited to, sexual harassment and discrimination. Appropriate policies and procedures should be in place to address these grievances. These processes should be documented and provided to all potentially concerned parties. Regular recordkeeping regarding grievances allows the Program to analyze areas of concern for potential improvements.

To demonstrate compliance: Evidence of policies and procedures to address grievances and how these policies are disseminated should be provided in the SSR. This includes procedures related to harassment and discrimination. Records of grievances should be maintained along with their resolution, including review within the administrative unit, and other procedures for resolution and mediation within the university. These records should be available for examination by on-site reviewers.

G. 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.

__Rationale__: A program offering online courses must have in place a system of checks and balances to ensure honesty and protect academic integrity.

__To demonstrate compliance__: Evidence of policies and procedures to ensure online integrity shall be provided. Evidence that students are notified of processes to protect privacy shall be provided. Evidence that any additional costs are communicated to students shall be provided.

Appendix

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

TABLE OF CONTENTS – PARTS I TO III

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:
Mailing	Date:
Address:	Signature: _____

2. PERSON PREPARING APPLICATION (if different from above)

Name:	Phone:
Title:	Email:
Mailing	Date:
Address:	Signature: _____

3. DEAN OR OTHER HIGHER ADMINISTRATOR

Name:	Phone:
Title:	Email:
Mailing	Date:
Address:	Signature: _____

4. INSTITUTION'S CHIEF ACADEMIC OFFICER

Name:	Phone:
Title:	Email:
Mailing	Date:
Address:	Signature: _____

5. INSTITUTION'S CHIEF EXECUTIVE OFFICER

Name:	Phone:
Title:	Email:
Mailing	Date:
Address:	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.

A. **Degree Title:** *[Insert Response Here]*

B. **Name of Planning Program or Unit:** *[Insert Response Here]*

C. **Number of Credits Required for Graduation:** *[Insert Response Here]*

D. **Calendar System (Check One):** ☐**Semester** ☐**Quarter**

E. **Institutional Structure:** *Insert the institution's organizational chart as Figure II.E. 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

A. **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.*

B. **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.*

		Enrollment Status and Gender						
		Full-time			Part-time			
	Students - Race and Ethnicity	Male	Female	Non-Binary	Male	Female	Non-Binary	Total
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			
		Male	Female	Non-Binary	Male	Female	Non-Binary	Male	Female	Non-Binary	Total
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.)

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]

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 Other 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 Other 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]

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 <u>end</u> 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					
	Number					

Graduates who pursue further education within 1 year of graduation.	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 books Authored 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)										

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.

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)

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 A. Required Knowledge, Skills and Values	Course Number and Title																			
A1 General Planning Knowledge																				
a) Purpose and Meaning of Planning																				
b) Planning Theory																				
c) Planning Law																				
d) Human Settlements and History of Planning																				

	Course Number and Title																
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

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.

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 supporting documentation the Program wishes to include. If the section below is not utilized it should be removed.

		Page Number
Other Evidence		
		1