Planning Education in the St. Louis Region

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Executive Summary

The closure of Saint Louis University's Master's Degree Program in Urban Planning and Development in the Spring of 2023 will leave the St. Louis region without a postsecondary planning education program. This is despite the fact that planners are urgently needed in both the public and private sectors. A small group convened by Dr. Adriano Udani and Dr. Todd Swanstrom commissioned two people from the Coro Fellows Program to write a report to research and make recommendations on planning education. We emphasize the need to develop a pipeline to educate and attract students in middle school, high school, and college as well as other community members to the planning profession. We also outline which institutions might consider hosting a planning education program, the model a program should adopt, and whether and how a program should begin the process of attaining accreditation. We conclude by offering next steps to obtain political and financial support and emphasizing the need to train planners who are also mindful of our region's history.

Table of Contents

The Need for a Planning Education Program in St. Louis

In the Spring of 2022, Saint Louis University (SLU) announced that it was ending its Master's Degree Program in Urban Planning and Development. SLU's program is the last remaining postsecondary planning education program in the St. Louis region. Since there are many municipal planning agencies, developers, and other organizations that often hire people with planning degrees, the closure of SLU's program could make it harder to train and retain a sufficient number of qualified planners required to meet the region's needs.[1] Given this context, a small group convened by Dr. Adriano Udani (Director of the Public Policy Administration Program at the University of Missouri-St. Louis (UMSL)) and Dr. Todd Swanstrom (Des Lee Professor of Community Collaboration and Public Policy Administration at UMSL) asked Anahí López and Adam Soliman from the Coro Fellows Program at UMSL to research and make recommendations on planning education. In writing this report, we spoke with over 40 people from across the region who are planners, educators, and others who work in urban development, architecture, real estate, and community engagement.

To provide the region with a durable planning education program, it first needs to develop a recruitment pipeline to spread awareness about planning and persuade people to consider careers in the profession. We stress that creating this pathway is critical to sustaining a planning education program. From there, we suggest five different education models and area universities which could host or facilitate planning education, some initial steps needed to get a planning program launched and accredited, as well as ways to mobilize funding and political support for it.

A Pipeline to Planning

There must be a path to get people from various backgrounds interested and recruited into the planning profession to establish a durable planning education program in the St. Louis region. Not only is this crucial for sustaining any planning degree program, but if accreditation

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[1] Barker, Jacob. "St. Louis University No Longer Will Offer Master's Degree in Urban Planning." *St. Louis Post-Dispatch*, June 14, 2022. https://www.stltoday.com/news/local/education/st-louis-university-no-longer- will-offer-master-s-degree-in-urban-planning/article_ce759e3a-2928-5820-8aca-fcc4f7d31548.html.

is considered (a topic discussed later in this report), the Planning Accreditation Board requires at least 25 students to graduate from a program to grant accreditation (See Appendix B). We propose some ideas for increasing awareness about planning and recruiting students into a planning education program.

We advise that the planning community consider leveraging the noncredit Chancellor's Certificates that UMSL offers in planning-related fields: the certificates in the Fundamentals of Planning and Zoning and the Fundamentals of Economic Development. Interviewees such as Jacob Trimble (Planning Director for St. Louis County) expressed the value of these certificates to us. They thought that both certificates could potentially serve as an introductory course for a planning education program and that the certificates could benefit multiple audiences, including:

- Those who are interested in planning and considering pursuing a Master's in Planning.
- Those who are in a planning profession and want to review a particular emphasis area of planning such as Zoning.

UMSL's Public Policy Administration (PPA) program is working to have these certificates credited toward its Master of Public Policy Administration. However, if a planning education program is established, we would advise that credits from both certificates count toward completing the degree. Not only would doing so help make a planning program more affordable, but we believe that the certificates could be tailored to enable students to see what planning is like before they commit to investing more money to obtain a planning degree.

We also considered ways to spread awareness about planning as a career option for local high school students and help make this education more affordable for them. Working with UMSL's Bridge Program Summer Academy could help the planning education community spread awareness about their profession to high school students. The Bridge Program is a free program held annually from mid-June to mid-July for freshmen and sophomores. Students take weekly skills workshops in math, science, written and oral communication, career research, personal and professional development, and do activities that support college

planning. Those who complete the Bridge Program can earn scholarships to study at UMSL.[2]

Promoting a career in planning within the Bridge Program could help create awareness of the

career and offer financial support options for students, even if students need to complete their

bachelor's degree before they can enter a graduate-level planning education program. Indeed,

we spoke with Harvey Love (a teacher at the STEAM Academy at McCluer South-Berkeley

High School in the Ferguson-Florissant School District) who has worked with the Urban Land

Institute-St. Louis (ULI) to promote planning to his students through a program called

UrbanPlan (discussed later in this report). He emphasized the need to notify students about

planning as a career option early in high school before they become set on a career path. Since

the Bridge Program is geared toward freshmen and sophomores, working with this program

could get students interested in planning early. We also heard from students at the STEAM

Academy that they can take Advanced Placement (AP) classes that count towards college

credits at UMSL. Expanding partnerships like the Bridge Program and AP Program to more

high school students in the St. Louis region could make higher education more accessible for

them and thus help create a pathway to them becoming qualified planners.

The Ferguson-Florissant School District even has a NAF Academy of Engineering, which

offers a curriculum that introduces students to aspects of building, site design, and

development. Its website even lists urban and regional planners as a career to which students

can be introduced.[3] Other high schools, such as Jennings High School and University City High

School, also have NAF academies, which the planning community could consider working with

to show students throughout the region how they can get into planning.[4]

Other industries in Missouri, such as the construction trades, have programs designed

for high and middle school student outreach which the planning community could consider

emulating. For instance, Build My Future is a nonprofit organization that works to get high

school students interested in pursuing careers in construction by hosting showcases that allow

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[2] UMSL Office of Precollegiate Student Services . "Bridge Program Summer Academy," n.d.
https://www.umsl.edu/precollegiate/programs/summer.html.

[3] Ferguson-Florissant School District. "The NAF Academy of Engineering," n.d. https://www.fergflor.org/Page/
5228.

[4] Hurwitz, Sophie. "NAF Launches High School Academies in St. Louis." *St. Louis American*, September 17, 2021.
https://naf.org/news_articles/naf-launches-high-school-academies-in-st-louis.

students to speak with trades workers and see the equipment they use in various lines of work. Build My Future's governing committee is a consortium comprising representatives from government agencies, private companies, not-for-profit organizations, schools, and trade unions.[5] Planners may consider reaching out to be a part of this event and provide an activity that focuses on an area of planning, such as geographic information systems (GIS). Additionally, planners may consider speaking to Build My Future about other ways to build a pipeline for those to enter the field.

A second program to consider is a partnership between BJC HealthCare, Tarlton Corporation, McCarthy Building Companies, and Washington University in St. Louis (WashU) to introduce students to careers in construction and healthcare called the Campus Renewal Project. This program has a Career Resource Center to enable high school students to hear from industry professionals and tour a construction site.[6] A similar approach could be taken by planners to bring students to observe planning in action so they can see themselves as planners. Harvey Love told us that getting students to "see" themselves working in a career field is essential to attracting them to a profession. Planners could show students how to make a map using GIS or tour the new NGA building and explain how it relates to planning. The planning community might consider reaching out to the St. Louis National Organization of Minority Architects (STL NOMA). They operate an architect and design summer camp called Project Pipeline that aims to reach middle school and high school students of color. This organization also connects young people to architects and planners, and thus, STL NOMA may be open to having planners involved in its programming.[7] Considering that those we interviewed expressed interest in diversifying the field, it would be essential to provide students with opportunities to learn about the profession during summer break, not just when they are in the classroom.

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[5] Build My Future. "The History of Build My Future." n.d. https://www.buildmyfuture.net/aboutus.
[6] Campus Renewal Project. "Shaping the Futures of Our Youth and Community - Career Resource Center Introduces Teens to Careers in Construction and Health Care," 2022. November 1. https://www.bjc.org/Const-ruction/Campus-Renewal/News/ArtMID/6610/ArticleID/5929/Shaping-the-futures-of-our-youth-and-community.
[7] St. Louis National Organization of Minority Architects. "Project Pipeline - Architecture and Design Camp 2023 "n.d. https://www.stlnoma.com/project-pipeline-planning.

In addition to engaging middle and high school students, we further suggest reaching out to undergraduate students, particularly those studying fields related to planning, such as public policy, political science, urban design, and architecture. Having planners at Career Fairs hosted by those universities would be one way to inform students about the planning profession. Universities in the area that host Career Fairs include WashU, UMSL, and SLU. At WashU, there has previously been a career fair for Architecture, Urban Design, and Landscape Architecture students, and planners may consider reaching out to WashU's Career Center about having planners at this career fair next year.[8] Some of our interviewees told us that college students and high school students might benefit from shadowing planners to see what they do on a daily basis. Planning groups such as the American Planners Association - St. Louis Metro Section could collaborate with school districts and universities in the St Louis region to have students shadow their members for a day. The APA could also reach out to teachers about offering students extra credit to attend a planning-related event, such as city and county planning commission meetings where students could see planners present their work and interact with the public.

Lastly, the planning education pipeline needs to seek those who are not students or involved in the realm of academia but who could be interested in planning. The University of Missouri Extension (MU Extension) St. Louis Community Lab lists courses in planning-related fields like real estate development, economic development, community engagement, and local government 101. Depending on how the courses are structured, they could potentially give people who are not in college an interest in planning.[9] Thus, the Community Lab should continue to promote programs in planning-related fields and consider creating a separate course category for planning classes. That category could include programs such as UMSL's Chancellor's certificate in Planning and Zoning and ULI's UrbanPlan for high school students and community leaders.[10] We would also advise the planning community to consider connecting with the FOCUS St. Louis Impact Fellows. This fellowship program brings a cohort

[8] WashU Career Center. "Architecture Career Fair." n.d. https://talent.wustl.edu/architecture-career-fair/.
[9] MU Extension St. Louis Metro Area Office. "Program - STL Community LAB: Learn. Act. Build." n.d. https://extension.missouri.edu/programs/stl-community-lab.
[10] ULI St. Louis. "Get Involved - UrbanPlan." n.d. https://stlouis.uli.org/get-involved/urbanplan/.

of experienced community leaders together to work on projects in conjunction with at least one community partner.[11] Organizations like the APA may consider partnering with FOCUS to have the Impact Fellows work on a planning-related project. We would advise reaching out to Impact Fellows Director, Dr. Wally Siewert, to see about such a partnership.

Regardless of how it is executed, establishing a pipeline to the planning profession for middle school, high school, and undergraduate students, as well as other community members, is crucial to sustaining any planning education program in our region. An ideal pipeline will be rooted in a flexible plan that provides various on-ramps to the planning profession and uses existing resources available in our area.

Education Models

During our research, we considered five models that graduate-level planning education could follow in St. Louis: a Home Institution Model, a Dual-Degree in Planning with a related field, a Joint program between two education institutions, a Consortium of universities and organizations, and a Planning track within an existing Public Policy program. Provided that there is enough support and funding, we believe that each model could be implemented, and we outline some considerations for each one.

With a Home Institution Model, one educational institution would host a Master of Planning program. This university would be primarily responsible for creating, securing funding for, and executing the planning education program. Depending on the resources and faculty available, a university might consider starting a new department for the planning education program or housing it in a department that teaches a related academic discipline to planning, such as public policy or architecture. The institution might further consider creating a Dual Degree Program and allow students to pursue a planning degree with a degree in a related field like Urban Design, Architecture, Landscape Architecture, or Public Administration. In a poll conducted on our behalf by the American Planning Association - St. Louis Metro Section, many St. Louis area planners considered these fields valuable (See

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[11] FOCUS St. Louis. "FOCUS St. Louis Impact Fellows." n.d. https://www.focus-stl.org/wp-content/uploads/2022/11/Impact-Fellows-Info-Sheet-2023-24.pdf.

Appendix D). Offering dual degrees is also common at other universities with accredited planning programs. Students at the University of Illinois-Urbana Champaign's Master of Urban Planning (MUP) program can pursue accelerated degrees with a Master of Architecture, Landscape Architecture, Public Health, or Law.[12] Iowa State University has dual degree programs with its Master of Community and Regional Planning (MCRP) and Architecture, Business, Landscape Architecture, and Urban Design.[13] The University of Michigan offers dual degrees with its Master of Urban and Regional Planning (MURP) and Public Policy, Architecture, Landscape Architecture, Urban Design, and Business Administration.[14] (See Appendix C for more information on what some other accredited planning programs are offering). Having a dual-degree option with a planning program is thus something that a university should consider if it has the means and support to provide this opportunity.

If one institution hosts a planning education program, either as a standalone graduate degree or with an option for joint degrees, it can have important advantages. Adopting the Home Institution Model would centralize decision-making about the course of the planning program at one university. This could help streamline this process while reducing the complexities of working with other institutions on curriculum design and implementation. Having a planning program at one university also does not preclude it from working with other people and entities involved in planning across the region to help train students. Sarah Coffin (Director of SLU's Urban Planning and Development program) told us that the SLU program had some adjunct faculty teach in the program, including two attorneys–Bob Menees and Bruce Morrison–who taught a planning law class, and John Langa from Bi-State Development– who once taught Real Estate Finance.

At the same time, it would be wise to consider having two or more educational institutions co-host a planning education program. Karl Guenther (the Assistant Vice

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[12] University of Illinois Urbana-Champaign. "Urban Planning, MUP Joint Degrees," n.d. http://catalog.illinois.edu/graduate/faa/joint-degree/urban-planning-mup/.
[13] Iowa State University - College of Design: Department of Community And Regional Planning. "Master of Community and Regional Planning" n.d. https://www.design.iastate.edu/community-and-regional-planning/degrees/master-of-community-and-regional-planning/.
[14] University of Michigan - Taubman College. "Dual Degrees in Urban and Regional Planning" n.d. https://taubmancollege.umich.edu/urbanplanning/degrees/dual-degrees.

Chancellor, Economic and Community Development) told us that St. Louis area universities have strong programs in specific disciplines that compose planning. For example, WashU has well-regarded law, architecture, and urban design programs, while UMSL has established public policy administration and social work programs. Thus, area universities might consider a Joint Program or Consortium Model for planning education. In a Joint Program Model, a Master in Planning program would be run together by two educational institutions. An example of a joint program in the St. Louis region is the Joint Engineering Program between UMSL and WashU for undergraduate students. Students in it register through UMSL while taking classes at both universities. This provides them access to all the facilities and resources that both schools offer, even as they pay UMSL's lower tuition rate.[15] An important advantage of the Joint Program Model is that it would allow universities to share resources in designing, funding, and executing a planning program. This is especially valuable when considering how universities like UMSL and WashU already contain components that could be tailored to sustain a planning program. Further, adopting this model could help make planning education affordable if it involves a public institution and allows students to pay the lower tuition rate for that school.

In a Consortium Model, a Master in Planning program would be facilitated by one educational institution, but run collectively by other area universities and organizations involved in planning and community development. While there are currently no graduate-level planning programs in the country that operate as consortiums, there is some precedent for this model in postsecondary education. In Louisiana, four universities–McNeese State University, Nicholls State University, Southeastern Louisiana University, and the University of Louisiana at Lafayette–operate the Intercollegiate Consortium for a Master of Science in Nursing (ICMSN) to offer a Master of Science in Nursing.[16] Two universities in Georgia–Columbus State University and Georgia Southwestern University–also operated a consortium-based model for nursing education called the Georgia Intercollegiate Graduate Nursing Education (GICGNE).

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[15] UMSL."UMSL / WashU Joint Engineering Program,"n.d. https://www.umsl.edu/divisions/engineering/index.html.
[16] Nicholls State University. "Master of Science in Nursing" n.d. https://www.nicholls.edu/nursing/master-of science-in-nursing/

However, in the Spring of 2020, both schools moved to dissolve the GICGNE in favor of continuing with their own Master's of Science in Nursing programs.[17] Despite the end of the GICGNE, its existence indicates the potential for the consortium model to be used by universities to develop and establish a program until it can become a strong joint or single institution program. Nevertheless, a potential challenge for implementing and sustaining both the Joint Program and Consortium Models would be working effectively across institutions that have different leadership, faculty, and administrative procedures. There would have to be enough trust between the faculty and administrators running the program to navigate any challenges that arise.

A final option would be adding a planning education focus area to an existing public policy or political science program at a university. Two St. Louis programs to consider implementing this idea at would be UMSL's PPA Program or SLU's Master of Arts in Political Science and Public Affairs (PSPA). In addition to core course requirements, UMSL's PPA and SLU's PSPA programs currently have existing areas in which students can concentrate their studies. At UMSL, students can select an emphasis area in Policy Research and Analysis, Local Government management, or Nonprofit Organization Management and Leadership.[18] SLU's PSPA program allows students to choose a concentration in Public Policy and Administration, American Politics, International Affairs, or International Relations and Crisis.[19] Instituting a planning education focus area would potentially be one of the easiest models to implement as it would attach to an existing program. However, Dave Gipson (Clayton's City Manager and Adjunct Professor who teaches a planning course in UMSL's PPA Program), told us that a university would likely need to create more courses and hire more faculty to provide students taking the planning focus area with adequate training.

Whichever education model the planning education community adopts to train the next generation of planners for our region, investing in it from the start will be critical. Serious

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[17] Columbus State University (Georgia). "Master of Science in Nursing - Program Description," n.d. https://www.columbusstate.edu/academics/catalogs/2019-2020/reqs/coehp_msn_nurs.php.

[18] UMSL Public Policy Administration Program. "Core Curriculum and Emphasis Areas," n.d. https://www.umsl.edu/ gradschool/ppa/master-of-public-policy-administration/curriculum.html.

[19] SLU College of Arts and Sciences . "Political Science and Public Affairs, M.A.," n.d. https://www.slu.edu/arts-and-sciences/academics/degrees/graduate/political-science-ma.php.

consideration must be given to not only creating new planning courses but also hiring faculty who teach in other well-regarded planning programs. Interviewees such as John Langa suggested that we look to attract faculty from universities such as the University of North Carolina-Chapel Hill. Nancy Thompson, a retired planner in the St. Louis area, also advised that we recruit faculty who have different specializations within planning, including urban design, community organizing, economic development, and land use to help give students a well-rounded education. Intentionally structuring a planning program with adequate courses and personnel will help sustain it going forward, regardless of which education model the planning community uses.

Institutions

Various St. Louis-area universities were suggested to us by interviewees as possible hosts or co-hosts for a planning education program. The most commonly cited ones were UMSL, Harris-Stowe State University, WashU, and Southern Illinois University Edwardsville (SIUE). These universities all have strengths and assets that could potentially be used to drive planning education; we provide some considerations for each one.

UMSL

In 2018, UMSL's Campus Strategic Plan for 2018-2023 expanded the university's mission to be an anchor institution.[20] The institution committed itself to "intentionally applying their place-based operational and educational assets in partnership with the community to build a strong North County and St Louis region."[21] Some of the pillars include hiring people from the St. Louis area, partnering with local school districts, and other community-focused projects. While urban planning was not directly mentioned, by following some of the ideas outlined in the pipeline section, UMSL could possibly work with local school districts to get people into a profession that is community-focused. Given that 75% of UMSL

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[20] UMSL Strategic Planning . "Excellence in Community Engagement & Economic Development"n.d. https://www.umsl.edu/stratplan/strategic-plan-18/community.html.

[21] UMSL Community Engagement. "Anchor Institution Initiative." n.d. https://www.umsl.edu/collaborations/anchor-folder/index.html.

graduates stay in the St. Louis region, training planners at this university makes it more likely that they will continue to work in the area and help meet its needs for planners.[22]

UMSL also has educational components that could support a planning program at the university. Its PPA program already offers courses in planning-related topics like GIS, and the university has Chancellor's certificates which were previously referenced in this report. In collaboration with MU Extension, UMSL has initiatives such as Creating Whole Communities, the Neighborhood Leadership Academy, and the Neighborhood Leadership Fellows. These initiatives help enable those involved in their neighborhoods to gain the skills needed to interact with planners and other skilled professionals. If UMSL offered credits to participants in these initiatives, similar to that of the Chancellor's certificates, they could set them on track to complete a Master's in Planning.

It is important to consider factors that could affect UMSL's ability to host an accessible, graduate-level planning program. As a public institution, the university's tuition rates would be lower for planning education than if a program were hosted at other private institutions in our region. Yet since it receives funding from the state, UMSL would need to emphasize the need for a graduate-level planning program for St. Louis and Missouri as a whole to persuade appropriators in Jefferson City to provide funding for it. Thus, hosting a planning program at UMSL will require strong advocates within and outside the university to start and continually support it. Further, UMSL does not have a law school, even though classes in land-use and planning law were identified by many planners as an important component of a planning education. If it takes on a standalone planning degree program or adds a planning emphasis area to its PPA program, we would strongly advise UMSL to work with law schools at WashU or SLU to allow planning students to take relevant law classes.

Overall, we believe that UMSL's position as a community-focused, public institution that keeps many of its graduates in our region merits strong consideration for its hosting or co-hosting a planning education program.

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[22] Tripp Umbach Consulting . "Economic and Community Impacts of the University of Missouri-St. Louis (March 2022)." https://www.umsl.edu/proud/files/pdfs/umsl-economic-report-2021.pdf.

Harris-Stowe

Harris-Stowe State University is the only historically Black college or university (HBCU) in the St. Louis area, and one of two in the state of Missouri. Harris-Stowe could be positioned to bring in more diverse candidates if a planning program were to be housed here. It is important to note that although Harris-Stowe primarily serves Black students, the university does admit non-Black students as well.[23] Even if Harris-Stowe hosts or facilitates a planning program, pursuing other ways to attract candidates from diverse backgrounds into planning would still be important. Similar to UMSL, Harris-Stowe is a public institution which would allow it to have a lower tuition rate for a planning education program compared to other private universities in the region, although obtaining the support of state appropriators for a planning education program would again be critical for Harris-Stowe to have the funding to host or facilitate the program.

It must be mentioned that Harris-Stowe does not have a law school or other existing graduate degree programs. However, the university does have a Bachelor of Science degree in Urban Affairs, and one of the courses offered for the major is in urban planning.[24] Should the planning community decide to engage Harris-Stowe on whether it could host or facilitate a planning education program, we would advise that they speak to a couple of key staff at the university with whom we were not able to connect: Shirley Emerson (a faculty member in the Urban Affairs Program) and Dr. Terry Daily-Davis (Dean of the College of Arts and Sciences).

WashU

WashU is one of the best-resourced universities in our region. The university has an educational mission and components, including an urban design program and law school, that could position it to host or co-host a planning education program. WashU has an endowment of $13.3 billion as of June 2022, and the Washington University Investment Management Company (WUIMC), the company that manages the endowment, has an investing principle

[23] U.S. Department of Education. "Harris-Stowe State University." n.d. https://collegescorecard.ed.gov /school/?177551-Harris-Stowe-State-University.

[24] Harris-Stowe State University. "HSSU 2018-20 Catalog: Arts and Sciences Program: B.S. in Urban Affairs." n.d. https://go.hssu.edu/rsp_content.html?wid=92&pid=1474.

focused on being committed to diversity and adapting to changing conditions.[25] Investing in a planning program could allow the WUIMC to address this principle as it could establish inclusive partnerships with other universities, the private sector, or local governments. WashU also released its "Here and Next" plan in October of 2022, which outlined three areas of investment they want to focus on, including the local community. A planning program could be a way for the university to have a leading role in St. Louis' future, especially if this program explains the history of planning in St. Louis that fostered segregation and inequality and how planners can change that for the betterment of our region.[26] As a private institution, although the cost of tuition would be higher for a planning program, WashU would not have to rely on the state to provide funding for this program, unlike UMSL and Harris-Stowe.

WashU currently has graduate programs in architecture, landscape architecture, and urban design – subject areas interviewees told us relate to planning. Within these programs, students can complete dual degree options such as a Master of Architecture and a Master of Urban Design. Additionally, there are joint degrees with programs such as Business Administration, Computer Science & Engineering, Construction Management, and Social Work.[27] With the inclusion of a Master of Planning, WashU could offer another dual degree or joint program option. The university's law school also has an Interdisciplinary Environmental Clinic with a Land-Use focus that could be used to help train planners on planning law.[28]

To determine whether WashU could have a role in facilitating or hosting a planning education program, we advise that the following people be contacted whom we were not able to speak with in preparing this report: Tara Rocque (Assistant Director, Interdisciplinary Environmental Clinic at the School of Law) and Derek Hoeferlin (Associate Professor and Chair, Landscape Architecture & Urban Design Program at the Sam Fox School of Design).

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[25] Washington University Investment Management Company (WUIMC). "Endowment Facts" n.d. https://endowment.wustl.edu/about/endowment/. & "Statement of Investment Principles"n.d. https://endowment.wustl.edu/about/investment-principles/.

[26] WashU - Here and Next. "Community - For the Good of Every Neighbor." n.d. https://hereandnext.wustl.edu/the-plan/community/.

[27] WashU Sam Fox School of Design and Visual Arts. "Dual & Joint Degrees." n.d. https://samfoxschool.wustl.edu/academics/college-of-architecture/dual-and-joint-degrees.

[28] WashU School of Law. "Interdisciplinary Environmental Clinic: Admission and Course Requirements." n.d. https://law.wustl.edu/academics/clinical-education-program/interdisciplinary-environmental-clinic/interdisciplinary-environmental-clinic-admission-and-course-requirements/.

SIUE

SIUE offers a minor in Urban Studies and operates the [Initiative for Urban Studies](). The Initiative has up to 10 Urban Research Scholars who do research on urban topics and the Community-Engaged Scholarship Workgroup (CESW), which is committed to advancing scholarship that involves and serves the communities in which they do research.[29] It thus seems that SIUE is trying to be engaged with the community and could offer connections to those in the Metro East who are interested in pursuing a career in planning.

As a public university, SIUE could have a lower tuition rate if a planning program were hosted at that institution. Although there are currently two accredited Master of Planning programs at public universities in Illinois, both are far away from the Metro East: the University of Illinois at Urbana-Champaign and the University of Illinois Chicago.[30] It is clear that the State of Illinois does fund planning programs and could potentially help support one for the St. Louis metropolitan region, though there would need to be a follow-up with SIUE about this. A person that should be contacted at SIUE is Dr. Morris Taylor (Vice Chancellor for Administration and Associate Professor in the Department of Public Administration).

Other Universities to Consider

We also want to mention two other universities that might be brought into the conversation on developing a planning education program in our region: Maryville University and Lindenwood University. Maryville University has a webpage that mentions urban planning as a possible career path for students. The webpage explains what an urban planner does and emphasizes the need for planners to incorporate sustainability practices into their work to better a community's local environment. Maryville also states its online Bachelor of Science in Sustainability can help prepare a person for a planning career.[31] This may indicate that Maryville is interested in planning education. Julianne Stone recommended that we connect

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[29] Southern Illinois University Edwardsville (SIUE). "Initiative for Urban Research." n.d. https://www.siue.edu/ artsandsciences/political-science/about/iur/index.shtml.

[30] Planning Accreditation Board. "Midwest Accredited Programs." n.d. https://www.planningaccreditationboard. org/accredited-programs/midwest-accreditation-programs/.

[31] Maryville University. "Careers in Urban Planning: Sustainability in Action." n.d. https://online.maryville.edu /online-bachelors-degrees/sustainability/careers/careers-in-urban-planning/.

with Lindenwood University in case they are considering launching a planning education program. Lindenwood is involved with OneSTL, a regional collaboration for sustainable development, and will be a part of a Sustainability Lab at T-Rex on March 28th, 2023.[32]

Whichever educational institution(s) lead or facilitate a graduate-level planning program for our region, we emphasize that there needs to be financial support for students, including scholarships, to help offset the cost of the program for students.

Accreditation

The process for getting a planning education program accredited by the Planning Accreditation Board is extensive and takes years. However, many of our interviewees stated that accreditation can help sustain a program and benefit students who graduate from it. Consider that getting a certification from the American Institute of Certified Planners (AICP) Certification takes a year longer for graduates from unaccredited programs.[33] While not all planning positions require AICP certification, having an unaccredited program could deter students. Being an accredited program could provide a sense of legitimacy for potential candidates as the program needs to meet certain standards. Additionally, if the program is accredited, it may be harder to cut than a program that is not accredited. This may help draw students in if they know their program will remain long-term.

To begin the process of getting a planning education program qualified for accreditation, there are five preconditions to Accreditation set forth by the Planning Accreditation Board that must be met (See Appendix B). The first focuses on the number of graduates from the program: it is expected that the program grants the degree to at least 25 students prior to being accredited. For this reason, creating a pipeline to a planning program is imperative in order to reach this number. The second precondition concerns the Accreditation

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[32] OneSTL. "News - March 28, 2023 Sustainability Lab @ T-REX," 2023. March 1. http://www.onestl.org/news/605-march-28-2023-sustainability-lab-t-rex?utm_source=OneSTL+newsletter&utm_campaign=c34a9b2a7f-EMAIL_CAMPAIGN_2020_01_14_04_40_COPY_01&utm_medium=email&utm_term=0_4bf3cb723f-c34a9b2a7f-217320550.

[33] American Institute of Certified Planners. "AICP Certification Guide," Spring 2023. Page 14. https://planning-org-uploaded-media.s3.amazonaws.com/document/270a92e3-b737-4f00-9f27-2b43f3eba88eOne-Path-Certification-Guide-Spring-2023.pdf.

status of the institution itself. The university/universities that host this program must be accredited by an institutional accrediting body. Institutions in the St. Louis region that are recognized by the Council for Higher Education Accreditation (CHEA) include UMSL's PPA program, SLU's Law school, WashU's Landscape Architecture program, SIUE's Public Administration program, and Harris-Stowe's institutional accreditation.[34] The third precondition is the program and degree having the word "planning" in their titles, while the fourth one is the length of the program. For the purposes of this program being a graduate-level planning program, the minimum length of time is two academic years of full-time study or the equivalent in planning. The final precondition is ensuring that the primary focus of the program is on preparing students to become practitioners in the planning profession. Thus, we advise curriculum planners should take into account the responses of the APA planners we surveyed, some of whom may actually be working with and/or hiring future planners (See Appendix D).

If accreditation is not pursued, it will be important to consider how non-accreditation can be marketed as a positive intentional choice. One interviewee suggested non-accreditation could be a way to teach planning in a different way from how the APA defines planning education. Still, standards should be set so that students get a planning education that will benefit them and those looking to hire planners. Indeed, whether accreditation is pursued or not, some of the accreditation standards may be helpful in developing planning education for the region. For example, the Planning Accreditation Board requires a strategic plan for the program (See Appendix B). We urge a strategic plan be created if a planning program is established in St. Louis.

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[34] Council for Higher Education Accreditation . "Accredited Universities in St. Louis." n.d. https://www.chea.org/ search-institutions-results-table?search_api_fulltext_title=&country_filter=US&administrative_area_filter=MO&search_api_fulltext_city=st %20louis&accreditor_name=All&field_accreditor_type=All&page=1.

Obtaining Funding and Political Support

In order to implement a durable planning program, going forward it is important we consider how we can attain support and funding for it. We suggest looking to stakeholders in the following areas:

University Leaders

Regardless of which universities facilitate the planning program, area universities will need to support the program so that it is sustainable. A number of interviewees mentioned that there needs to be a champion for the planning program. Someone who will advocate for the need of this program in the region. This is true at either public or private universities as the program will require professors to either teach additional classes, travel to a different institution, or the hiring of more faculty. Thus, support across the institutions is needed in order to provide interested students with fulltime and adjunct faculty that have educational and professional backgrounds that are relevant to the credentials the students will need. As mentioned earlier, the public university's champion will need to be able to explain to state elected officials why a planning program in the St. Louis region is beneficial to the entire state of Missouri. Beyond a champion, there will need to be institutional support for all the recommendations offered in the pipeline section of this report.

Local & State Elected Officials

Planning is viewed by some as a career that serves those in urban environments more than those in rural areas. It is thus possible that officials they would not be as willing to invest in a planning program if the benefits would not be extended to other parts of Missouri outside of the urban cities. Thus decisions need to be made on if this program is called a planning program or an urban planning program. If the focus will be on the urban landscape or on other parts of Missouri and Illinois outside of the metro area.

The Private Sector

Investment from the private sector may be important to the sustainability of this program, especially in the form of financial, educational opportunities, or work placements for program graduates. Some members of the private sector we connected with are also mentioned being interested in potentially supporting a planning program. They are:

- PGAV
- McCormack Baron
- Clayco
- Pier Property Group

Thus, it is important to show the potential for a solid return on the investment this graduate-level planning would have on other organizations in the private sector. It would also be helpful to leverage the support of alumni of planning programs in the St. Louis region. Whether they attended SLU or SIUE, alumni may be able to provide financial support, know where to find it, or be able to offer their help in other ways, such as teaching a course or allowing themselves to be shadowed by a student. Considering that we want the students going through the planning program to feel that they are part of a cohort, it is important we get alumni engaged in their learning.

The Importance of History

St. Louis City SC, the new soccer club and stadium located in Downtown West, has been on a winning streak lately, bringing much pride and joy to the city of St. Louis. When speaking to Chip Crawford, Managing Director of LJC, we learned about the "Pillars of the Valley", a tribute to Mill Creek Valley located on the grounds of Citypark, the team's new stadium.[35] Mill Creek Valley was a neighborhood located where SLU and the soccer stadium's campus sit today. The neighborhood was demolished in the name of "urban renewal," and the memorial at the stadium is one way that the community is trying to remember Mill Creek.[36] A

[35] St. Louis City SC. "Mill Creek Valley." n.d. https://www.stlcitysc.com/community/millcreekvalley.

[36] Hemphill, Evie. "Remembering Mill Creek Valley, Once Home to 20,000 Black St. Louisans." *St. Louis Public Radio*, 2018. March 1. https://news.stlpublicradio.org/show/st-louis-on-the-air/2018-03-01/ remembering-mill-creek-valley-once-home-to-20-000-black-st-louisans.

student at STEAM Academy told us he did not know planners had such an impact on how neighborhoods look. His teacher, Harvey Love, was the one who helped him and other students realize how you can change how your neighborhood looks by becoming a planner. Thus, people across St. Louis experience the effects of planning every day even if they do not realize it. The key to building a planning education program in our region is empowering people to make changes in their communities for future generations through careers such as that of a planner. It is crucial to teach students to be mindful of our region's history and planning's role in it as they progress in their education. We suggest that the broader goal of planning education in St. Louis should not only be to produce qualified planners who will be hired, but also to train planners who understand the history and are committed to planning equitably and sustainably for future generations.

Acknowledgements

Lastly, thank you to all the planners, educators, and organizers who took the time to speak with us. Writing this report would not have been possible without your insight and passion for educating the future generation of planners. A special thank you to those from the American Planning Association (APA) – St. Louis Metro Section who developed and sent out the survey on our behalf. For a more extensive list of all those who contributed to this report, please see the link in the footnote below.[37]

Appendix A

Planning-Related Classes and Instructors in the St. Louis Area

As of 3/13/2023

Table of Contents

UMSL

UMSL PPA 6500, Planning, Zoning and Land Use Policy
- Instructor – Dave Gipson, City Manager of Clayton

Chancellor's Certificate in Fundamentals of Planning and Zoning [In collaboration with: East-West Gateway Council of Governments and the American Planning Association–St. Louis Metropolitan Section (APA-STL)]
- Fall 2022 Instructors
    - Matt Wetli, AICP, Principal, Development Strategies
    - Jess Henry, AICP, Project Manager, Rise STL
    - Scott Hanson, AICP, Senior Urban Planner, CMT Consultants
    - Paul Langdon, AICP, Vice President of Development, Covington Realty Partners

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[37] Planning Education Interviewees

- Dan R. Lang, PCED, BREC
- Charles Senzee, Planning Manager, City of Wentzville
- Jason Jaggi, AICP, Director of Community Development, City of Creve Coeur
- Michael Zeek, AICP, Director of Community Development, City of Maryland Heights
- Dan Vogel, Founding Shareholder, Cunningham, Vogel & Rost, PC
- Kendall Reeves, Cunningham, Vogel, and Rost, P.C.
- Lyndee Rodamaker, Attorney/Legal counsel to to local governments, Cunningham, Vogel & Rost, PC
- Stephen Ibendahl, AICP, Principal, i5 Group
- David Bookless, AICP, City of Arnold, Director of Community Development

Chancellor's Certificate in Fundamentals of Economic Development [In collaboration with the Urban Land Institute (ULI)]
- Fall 2022 Instructors
    - Amy Hamilton, City Manager, City of Richmond Heights, MO
    - Julianne Stone, Adjunct Faculty, UMSL Public Policy Administration
    - Betsy Cohen, Executive Director, STL Mosaic Project
    - Rhonda Hamm-Niebruegge, Director, St. Louis Lambert International Airport
    - Susan Trautman, Chief Executive Officer, Great Rivers Greenway
    - Joel Oliver, Chief Development Officer, Green Street Development
    - David Leezer, Assistant City Manager - Economic Development, City of Hazelwood, MO
    - Maxine Clark, Chief Inspirator, Delmar DivINe
    - John Langa, Vice President, Economic Development, Bi-State Development
    - Cara Weber, Vice President, Business Recruitment, Missouri Partnership
    - Ruth Sergenian, Director of Economic Research, Alliance STL
    - Matt Wetli, Prinicipal, Development Strategies
    - Paul Woodruff, Vice Preseident of Community Development, St. Louis Community Credit Union
    - Wally Siewert, Director, Civic Engagement & FOCUS Impact Fellows, FOCUS St. Louis

Urban Studies Minor, Department of Sociology
- Contact – Dr. Larry R. Irons
- Core Courses:
    - SOC 2203 – The City
    - SOC 2202 – Urban Sociology
    - SOC 3344 – Problems of Urban Community

WashU

Master of Urban Design
- <u>Chair</u> – Derek Hoeferlin

Planning-related Urban Design Courses in 2023
- Lively City: Behavioral Studies & Public Space Design (One week course from March 11-19, 2023)
- Designing the Modern City (Spring 2023)
- Radical Mapping (Spring 2023)
- The Unruly City (Spring 2023)
- Metropolitan Sustainability (Spring 2023)
- Advanced Seminar in Urban Sustainability I (Fall 2023)
- Metropolitan Development: What's in a Plan? (Fall 2023)

Urban Studies Major and Minor
- <u>Program Director</u> – Professor Carol Camp Yeakey
  - *Note: Faculty are drawn from across the University, from multiple disciplines, to teach in the program*
  - Major Core Requirements: Urban Studies 299: The Study of Cities and Metropolitan America, one introductory course in math or applied statistics (e.g. L55#2200 non Math Majors or #3200 Math Majors), one 400-level independent study or an internship, located locally, nationally or internationally and a Senior Thesis/Senior Honors Thesis in Urban Studies [or Senior Seminar when offered], advised by a core (not an affiliated) faculty member in Urban Studies.
  - Minor Core Requirement: URST 299: The Study of Cities and Metropolitan America

Planning-related Urban Studies Courses in 2023
- Applications in GIS (Fall 2023)

WashU Law Planning-related Courses and Clinics in 2023
- Interdisciplinary Environmental Law Clinic [Land use law component in its purview]
  - Directors: Tara A. Rocque and Elizabeth Hubertz
- Land Use and Racial Justice (One week course – January 9-13, 2023)

SLU

Planning-Related Courses in Spring 2023
- Land Use Planning & Analysis (taught by Bob Lewis)
- Planning & Development Studio (taught by Sarah Coffin)
- Local Economic Development Policy & Practice (taught by Sarah Coffin)
- Land Use Law (at SLU Law School)

Entrepreneurship and Community Development Law Clinic (neighborhood revitalization in its purview)

Harris-Stowe

Urban Affairs Major
- Spring 2023 Courses
    - Poverty Housing & Homelessness
    - Community Engagement
    - Social/Economic Development
    - Urban Studies Internship
    - Urban Studies Senior Synthesis
- Faculty to Reach Out To
    - Shirley Emerson
    - Daffney Moore

SIUE

Minor in Urban Studies
- *No affiliated faculty listed*
- Planning-related Courses for this minor:
    - ANTH 411-3, Urban Anthropology – People in city environments. History of urban development, social and ethnic groups, networks. Comparison of urban areas in Africa, North America, other cultural settings.
    - CE 376-3, Transportation – Planning and design of air, highway, rail, water, and pipeline transportation facilities (geometric and structural).
    - CNST 264-4, Construction Surveying – Surveying applications for construction.
    - CNST 415-3, Land Development – A study of the land development process and the roles of local government, design consultants, developers, and contractors in residential development. Subdivision design and construction.
    - ECON 445-3, Economics of the Public Sector: State and Local – Public expenditure and taxation; intergovernmental fiscal relations; budgeting; grants; public choice.
    - GEOG 303, Introduction to Urban Geography – Survey of human and environmental factors related to the distribution, interrelations, and internal spatial organization of cities.
    - GEOG 403-3, Advanced Urban Geography – Selected topics in spatial patterns and processes of urbanization. Topics may include: planning, transportation,

sustainability, society and culture, health, housing, global cities, and economic functions.

- HIST 442-3, The Black Urban Experience – Social, economic, and political history. Emphasizes community life and development, as well as race relations.
- POLS 320-3, Introduction to Public Administration – Processes and problems of managing government agencies, political context, policy impact, effects of bureaucratic organization; managing personnel and finances, evaluating effectiveness, controlling discretion.
- POLS 344-3, Urban Politics – Examination of political systems in American cities over time, including the role of political machines, suburban sprawl, economic development, demographic change, poverty, and federalism.
- SOCW 303-3, Human Behavior in the Social Environment II – Perspectives on human functioning from a range of theories with social work application to neighborhoods, organizations and communities; emphasis on developmental perspectives and human diversity.
- SOC 335, Urban Sociology – Rise, development, structure, culture, planning, and problems in early and modern cities. How sociologists study cities; metropolitan areas. Some attention to urban social segregation.

MU Extension – Courses Listed on the STL Community Lab (as of 3/13/2023)

Urban Land Institute

- [Prioritizing Parks and Open Spaces - Winter 2023](#) (March 7 and March 21, 2023)
    - Facilitator – Matt Norris, ULI's Senior Director, Building Healthy Places

Mel King Institute for Community Building

- [Intro to Affordable Housing Development](#) (March 28, 2023)
    - Instructor – Louise Elving: a principal of VIVA Consulting and previously Vice President of Housing Development for The Community Builders

Appendix B

PAB ACCREDITATION STANDARDS AND CRITERIA

Preconditions to Accreditation
1. Program Graduates
2. Accreditation Status of the Institution
3. Program and Degree Titles

4. Length of Program
5. Primary Focus

1. **Strategic Planning and Progress**
   A. Strategic Plan
   B. Programmatic Assessment
   C. Accreditation Review
   D. Public Information

2. **Students**
   A. Student Quality
   B. Student Diversity
   C. Student Advising, Services, and Support
   D. Student Engagement in the Profession

3. **Faculty**
   A. Faculty Quality
   B. Faculty Diversity
   C. Faculty Size
   D. Engagement with Students
   E. Research, Scholarship and Other Creative Activity
   F. Professional Involvement, Community Outreach, and Civic Engagement
   G. Professional Development

4. **Curriculum**
   A. Guiding Values
   B. Required Knowledge and Skills of the Profession
   C. Electives
   D. Student Learning Outcomes Assessment
   E. Instructional Delivery and Scheduling
   F. Facilities
   G. Information and Technology

5. **Governance**
   A. Program Autonomy
   B. Program Leadership
   C. Communications
   D. Faculty and Student Participation
   E. Promotion and Tenure
   F. Grievance Procedures
   G. Online Integrity

Preconditions to Accreditation

All programs applying for accreditation review must meet five preconditions. Programs must demonstrate in their Self-Study Reports that they meet the preconditions of accreditation at each accreditation review. The existence of a campus-based program which meets all preconditions is a prerequisite for an application from a program delivered via distance education. For accreditation purposes, programs are evaluated in the same way regardless of locations or modalities of delivery.

As PAB is desirous of promoting innovation and experimentation in planning education, programs which do not meet the preconditions in a strictly literal sense, but which meet the spirit of these provisions, may petition PAB for special consideration. Such petitions and Self-Study Reports must provide evidence that the Program meets the spirit of the preconditions.

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

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."

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.

   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

<div align="center">

Accreditation Standards and Criteria

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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 improvement.

A. <u>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. Programs must document active engagement in plan development by faculty, students, alumni, practitioners and any other key stakeholders the Program deems important to the process. Practitioners and other key stakeholders may include a broad spectrum of professionals who can be resources for the Program during plan development and implementation. The strategic plan shall include the Program's definition of diversity, equity, inclusion and social justice, and goals and measurable objectives aimed at achieving them. The strategic plan must include the following elements:

   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.
   2) *Program Vision*: The Program or the Department in which it resides shall have a clear and aspirational long-term vision for change resulting from the Program's work.
   3) *Program Goals and Measurable Objectives*: The Program's strategic plan shall identify goals and measurable objectives that advance the Program's mission and vision. 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. These should include strategic issues for the next 5-7 years and goals. Goals shall reflect the Program's intent to achieve and maintain diversity, as defined by the Program, in its student body and faculty, and to incorporate into the curriculum the knowledge and skills needed to serve a diverse society.
   4) *Monitoring and Evaluation*: 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. The Program shall document how it tracks and assesses the results of the interventions and strategies.

B. Programmatic Assessment: 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.

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

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.

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

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

5) *Graduate Certification Exam Pass Rate*: The Program shall document the percentage, based on the number who take the AICP exam, of master's graduates who pass the AICP exam within 3 years of graduation, and/or the percentage of bachelor's graduates who pass the AICP exam within 5 years of graduation. If the Program believes that alternative credentials are meaningful to its goals and objectives, the Program may supplement its AICP data with these metrics.

6) *Strategic Plan*: The Program shall document any other outcomes identified in its strategic plan, the degree to which the goals and measurable objectives articulated in the plan have been met, and any barriers to meeting the goals and measurable objectives, and how the Program proposes to address barriers.

C. Accreditation Review: The Program shall demonstrate progress since the last accreditation review in meeting accreditation standards assessed as partially-met or unmet at the last review.

D. Public Information: The Program shall routinely provide reliable information to the public on its performance at least annually. 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 awarded 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, and 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 3 years of graduation, and/or the bachelor's graduates who pass the AICP exam within 5 years of graduation; and
5) *Employment*: the employment rate of all graduates in professional planning, planning-related or other positions within 1 year of graduation.

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 - within the Program itself - and to advance diversity and a culture of inclusion and equity among the students, particularly with regard to racial and ethnic groups historically underrepresented in the profession.

A. Student Quality: The Program shall admit students whose educational attainment, previous academic performance, work experience, aptitude, maturity, motivation, life experiences, and/or hardships overcome indicate the potential for success in their studies and in professional practice. Toward that end, the Program shall establish admission standards, when applicable, that reflect the institution's policies and the Program's goals, and the Program, when applicable, 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.

B. Student Diversity: Diversity is an inclusive concept which encompasses, but is not limited to, race, ethnicity, class, gender, age, sex, sexual orientation, ability, educational attainment, first-generation status, spiritual beliefs, creed, culture, tribal affiliation, nationality, immigration status, political beliefs, and veteran status. The Program shall develop a holistic strategy that addresses the following elements:

1) *Recruitment*: Consistent with applicable law and institutional policy, the Program shall establish strategic goals that demonstrate an active commitment to attracting a diverse student population. Programs must report how they are arriving at their program's diversity goals and determining what student populations, if any, are underrepresented in their Program. 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 activities and programs intended to assist in achieving student diversity along with specific diversity-related strategic goals that have been met.

2) *Climate of inclusiveness*: The Program shall report on actions being taken to promote a culture of inclusiveness within the Program, including but not limited to support of student groups, promotion of community events, curricular elements, and faculty involvement.

3) *Student support*: The Program shall report on actions being taken to support and retain students from underrepresented groups, including but not limited to mentorship and internship programs, financial assistance and fellowship programs, professional development programs and career services, and initiatives to support engagement in the profession.

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.

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 (APA), 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 conferences and other events in which students might interact with professional planners from a variety of backgrounds.

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 - within the Program itself - and to advance diversity and a culture of inclusion among the faculty, particularly with regard to historically underrepresented racial and ethnic groups.

A. 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.

B. Faculty Diversity: Diversity is an inclusive concept which encompasses, but is not limited to, race, ethnicity, class, gender, age, sex, sexual orientation, ability, educational attainment, first-generation status, spiritual beliefs, creed, culture, tribal affiliation, nationality, immigration status, political beliefs, and veteran status. The Program shall develop a holistic strategy that addresses the following elements:

1) *Recruitment*: Consistent with applicable law and institutional policy, the Program shall establish strategic goals that demonstrate an active commitment to attracting a diverse faculty. 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 activities and programs intended to assist in achieving faculty diversity along with specific diversity-related strategic goals that have been met.

2) *Climate of inclusiveness*: The Program shall report on actions being taken to promote a culture of inclusiveness within the Program.

3) *Faculty support*: The Program shall report on actions being taken to support and retain faculty from underrepresented groups. This includes, but is not limited to mentorship programs, support for research and teaching initiatives, and professional development opportunities. The Program should report data on promotion, and initiatives to support engagement in the profession.

C. 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 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.

D. 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 with the efforts of staff and academic professionals.

E. 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 should 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.

F. Professional Involvement, Community Outreach, and Civic Engagement: 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.

G. 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, the use of appropriate instructional technology, and topics such as implicit bias. Faculty, especially those from underrepresented groups, should also be provided with opportunities to be mentored throughout their career.

4. Curriculum and Instruction

Planners are committed to serve the public interest, infusing the values of equity and sustainability into their knowledge and skills as they envision the future and lead in decision-making that affects 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.

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 from local to global in which planners work, including demographic, environmental, institutional and political variation, and to promote awareness of and respect for differing beliefs, values and expectations of populations served by the profession.

The Program shall provide a curriculum and offer instruction to assure achievement of the knowledge, skills, and values that qualify graduates of accredited degree programs to enter diverse planning practice settings. Programs may do so using such established and familiar learning activities as courses and internships, and other 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.

A. <u>Guiding Values</u>: The Program shall address in its strategic plan its commitment to fundamental ethical and normative principles and ensure that these principles are embedded in a range of required courses, specifically:

1) Equity, Diversity, Social Justice, and Inclusion: key issues of equity, diversity, and social justice, including planners' role in expanding choice and opportunity for all persons; planning for the needs of disadvantaged groups; reducing inequities through critical examination of past and current systems; and promoting racial and economic equity.
2) Sustainability, Resilience, and Climate Justice: environmental, economic, and social/political factors that contribute to sustainable communities, reducing impacts of climate change, and creating equitable and climate-adapted futures.
3) 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. <u>Required Knowledge and Skills of the Profession</u>: The Program shall offer a curriculum that teaches students the essential knowledge and skills 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. Programs are encouraged to keep their curriculum in tune with emerging trends in the profession and engaged with contemporary issues. Specifically:

1) General Planning Knowledge in Global Context: The comprehension, representation, and use of ideas and information in the planning field, in the U.S. (or Canada) and internationally including appropriate perspectives from history, social sciences, design, and other allied fields.
   a) Planning History and Theory: The evolution and current practice of planning in communities, cities, regions, and nations; how planning has advanced and hindered the attainment of justice, equity, diversity, and inclusion; expectations about planning outcomes in different local and national contexts; conceptual models about what planning is and how it works; past and present conceptions of the future, including the relationship between planning and the future; the role of planning in responding to the global climate crisis.
   b) Planning Law and Institutions: Behaviors and structures available to bring about sound planning outcomes; mechanisms and practices for ensuring

equitable and inclusive decision-making; legal and institutional contexts within which planning occurs in the U.S. and/or internationally.

    c) Urban and Regional Development: Political, economic, social, and environmental explanations of and insights on historical, present, and future development; relationships between the built and natural environments and individual and community health and well-being; planning responses to mitigate climate change, reduce risks, and recover from climate-exacerbated impacts; interactions – flows of people, materials, ideas, and cultures – across world regions.

    d) Skills and Tools for Planning Practice: The use and application of knowledge to perform tasks required in the practice of planning.

    e) Planning Process and Engagement: Planning process and community and stakeholder engagement; plan creation and implementation; methods of design and intervention to understand and influence the future.

    f) Analytical Skills and Tools: Research and critical analysis skills for preparing and conducting research; quantitative and qualitative methods of data collection, analysis, and forecasting; methods of geo-spatial analysis, mapping and data visualization; data analytics and urban technology.

    g) Professional, Communication, and Leadership Skills: Ability to work in teams and with professionals in allied fields; professional leadership in the planning context; written, oral, and graphic communication.

    h) Electives: Beyond the required courses in the curriculum, Programs shall offer additional courses to provide both greater depth and breadth of material. The curriculum shall contain elective opportunities for students to gain exposure to a range of planning domains, other professions, and emerging trends and issues. Programs have the option of grouping elective courses together to create areas of specialization that provide students with a concentrated mastery of a specific planning domain.

C. <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 and competencies for the expected knowledge, skills, and guiding values that students are expected to acquire. Evidence should connect materials covered in the core curriculum to the learning outcomes sought and achieved for students.

D. <u>Instructional Delivery and Scheduling</u>: Courses shall be taught by qualified faculty. 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.

E. <u>Facilities</u>: Students, faculty and staff shall have access to sufficient physical resources and facilities to achieve the Program's mission and objectives. This includes facilities for instruction, student work, and offices.

F. <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, and library resources and collections.

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.

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. The Program shall have control over 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.

B. <u>Program Leadership</u>: The administrator of the degree Program shall be a faculty member whose leadership and management skills, combined with education and experience in planning, enables the Program to achieve its goals and objectives. Typically, this administrator will be a tenured faculty member with an academic rank of associate professor or higher.

C. <u>Communication</u>: 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 them. The administrator of

the Program shall be regularly accessible to these stakeholders, providing them with suitable opportunities for interaction.

D. Faculty and Student Participation: The Program shall provide fulltime and adjunct faculty, individual students and student organizations with opportunities to participate fully and meaningfully in administrative decisions that affect them.

E. Promotion and Tenure: The Program shall publish policies and procedures for making decisions about the promotion and tenure of faculty. The Program shall provide support, including mentorship opportunities, for all faculty at the Assistant and Associate Professor (or equivalent) levels. The Program shall demonstrate a commitment to ensuring that women, racial and ethnic minorities, and members of underrepresented groups in academia have access to the mentoring, tools, and other support they need to advance professionally.

F. Grievance Procedures: In accordance with relevant university guidelines, 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.

G. Online Integrity: In accordance with relevant university guidelines, 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 procedure.

Appendix C

PAB Accredited Planning Programs at Other Universities

Institution	Program Type	Curriculum	Other
UMKC	Bachelor of Arts: Urban Planning and Design	- Series of 4 Design Studio courses - GIS for Urban Planning - History Of Planning And Urban Design - Land Use Planning - Planning Theory and Practice - Planning Law and Practice - Urban Planning Internship - 2 Electives in either: Neighborhood and Community Development, Advanced GIS, Transportation Planning, Historic Preservation Planning, Urban Redevelopment, or American Housing	Admission to the program is selective and reviewed by the UPD program.
University of Illinois - Chicago	Master of Urban Planning and Policy	- Introduction to Geospatial Analysis and Visualization - Geographic Information Systems - History and Theory of Urban Planning - Urban Space, Place and Institutions - Planning Skills: Computers, Methods and Communication - Plan Making Studio - Professional Practice Internship - 5 areas of specialization offered: Economic Development, Community Development, Spatial Planning, Urban Transportation, Environmental Planning & Policy	2 campus certificate programs: Geospatial Analysis and Visualization or the Public Transit Planning and Management Certificates
University of Illinois - Urbana Champaign	Bachelor of Arts in Urban Studies and Planning	Master's courses: - Planning History and Theory - Physical Planning - Urban History and Theory - Urban and Regional Analysis - Law and Planning - Plan Making Workshop	Accelerated Joint degree with the following programs: Architecture, Landscape Architecture, Juris

	Master of Urban Planning	- Capstone Project or Thesis - 4 concentrations: Land-Use & Environmental Planning, Transportation Planning, Community Development for Social Justice, Local & Regional Economic Development	Doctor, or Public Health
Kansas State	Master of Regional and Community Planning	- Plan Making - Planning Implementation - Planning Theory and Law - Geographic Information Systems - Ethics and Environmental Dilemmas - Research and Professional Writing - Off Campus Studies (Internship, Study abroad, or at the Kansas City Design Center) for 5 year master's plan	Outlines degree requirements for high school versus college graduates
Wayne State University	Master of Urban Planning	- Resources and Communication in Planning - Urban Planning Process - Planning Studies and Methods - Urban and Regional Systems - Planning and Development Law - Planning and Decision Theory - 3 concentrations: Housing & Community Development, Urban Economic Development, Managing Metropolitan Growth	Total of 48 credits with 3 pathways Graduate certificates in Economic Development, GIS, or Urban Sustainability
The University of Memphis	Master's in City & Regional Planning	- Planning the American City - Planning Theory and Perspectives - Land Use Controls - Site Planning - Planning and the Metro Economy - Analysis for Community Planning - Land Use Planning - Comprehensive Planning Studio - Elective courses in the following: Housing Policy, Sustainability, Economic Development, Transportation Planning, GIS, Environmental Planning	Dual degree pairings include: Architecture, Civil Engineering, Social Work, Public Administration Graduate Certificate: GIS

Morgan State University	Master of City & Regional Planning	- Principles and Pracitces of City & Regional Planning - History of City & Regional Planning - Computer and Data Applications for Planners - Urban Economics for Planning - Thesis Research and Professional Report Preparation - Land Development Law - City and Regional Planning Studio Sequence	Graduate program was the first graduate planning program in Marylannd and the first program at a HBCU
Cleveland State University	Master of Urban Planning & Development	- Graphics for Urban Professionals - Civic Engagement - GIS Principles - Regional Theory & Analysis - Planning History & Theory - Planning for the Built Environment - Planning Law - Planning Studio - Land Use Planning & Sustainable Development - Public Budgeting & Finance - 6 specialization areas: Economic Development, Environmental Sustainability, Historic Preservation, Housing & Neighborhood Development, Real Estate Development & Finance, and GIS	Graduate Certificates in: Economic Development, GIS, Historic Preservation, and Real Estate Development & Finance
University of Louisville	Master of Urban Planning	- Planning Theory & History - Urban Economics - Applied Research Methods - Land Use & Planning Law - Urban Demography and GIS - Site Plannning - Internship & Professional Practice - Capstone Studio - 4 concentrations: Administration of Planning & Organizations, Housing & Community Development, Land Use and Environmental Planning, Spatial Analysis for Planning	Dual Degree with a Juris Doctor

University of Cincinnati	Master of Community Planning	- Planning in Urban Communities - Methods of Planning Systems Analysis - Introduction to GIS - Economic Development Planning: Theory & Practice - Professional Development for Master of Community Planning - Structure & Dynamics of Human Settlements - Methods of Physical Planning & Design Analysis - Graphics & Communication for Planners - 3 concentrations: Design & Development Planning, Environmental Planning, Community & Economic Development Planning	Dual Degree with a Juris Doctor Complementary Certificates in: GIS, Historic Preservation, Public Art & Placemaking, Real Estate, and Urban Design Fast Track option
Ball State University	Bachelor of Urban Planning & Development Master or Urban & Regional Planning	Master's courses: - Design & Graphic Communication - Intro to Urban Planning - Impact Analysis - Land-Use Planning - Qualitative Methods & Social Justice - Comprehensive Planning Studio - Planning Law - Capstone Studio for Planning - Internship	Graduate Certificate in Real Estate Development Fast Track option
Iowa State University	Bachelor of Science in Community and Regional Planning Master of Community and Regional Planning	Undergrad Core Courses: - The American Metropolis - Environmental Planning - Urban Analytical Methods - Theory of the Planning Process - Field Travel - Community Planning Studio - Planning Law, Administration and Implementation Undergrad Focus Areas: - Community Development and Social Policy - Ecological and Environmental Planning - Regional and International Planning - Physical Planning and Urban Design - Transportation and Land Use	Graduate Dual Degrees offered with Architecture, Business, Landscape Architecture, Sustainable Agriculture, Sustainable Environments, and Urban Design Graduate certificate in GIS - emphasizing spatial analysis,

		Graduate Core Courses: - Planning Theory for Practice - Planning the American Metropolis - Intro to Analytical Methods for Planning - Policy Analysis and Planning - Planning and Development - Land Use and Development Regulation Law - Community Planning Studio	GIS applications and program management

Appendix D

Responses from the American Planners Association (APA) - St. Louis Metro Section Survey