## **vERSION 2** Curriculum MAP

*The curriculum map provides a template for reconciling courses with the PAB guiding values, knowledge and skills of the profession. Programs should use this in a deliberative manner that ensures full engagement of faculty and administration and critical analysis of the curriculum. Indicate with an “x” for the primary learning components embedded in each listed course and activity. Programs may present a modified template or generate a new map as part of their documented assessment process.*

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| **Curriculum Map**  **Courses Required of All Students** | **Course Number and Title** |  |  |  |  |  |  |  |  |  |
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| **A. Guiding Values** | | | | | | | | | | |
| 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. |  |  |  |  |  |  |  |  |  |  |
| 1. *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. |  |  |  |  |  |  |  |  |  |  |
| 1. *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. Required Knowledge and Skills of the Profession** | | | | | | | | | | |
| **B1. General Planning Knowledge in Global Context** |  |  |  |  |  |  |  |  |  |  |
| 1. *Planning History:* 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. |  |  |  |  |  |  |  |  |  |  |
| 1. *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. |  |  |  |  |  |  |  |  |  |  |
| 1. *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. |  |  |  |  |  |  |  |  |  |  |
| **B2. Skills and Tools for Planning Practice** |  |  |  |  |  |  |  |  |  |  |
| 1. *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. |  |  |  |  |  |  |  |  |  |  |
| 1. *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. |  |  |  |  |  |  |  |  |  |  |
| 1. *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. |  |  |  |  |  |  |  |  |  |  |