Master of Urban Planning Rubric

You
are receiving this evaluation because you evaluated a MUP Professional Project. For Planning Accreditation Board (PAB) we need to collect feedback to enhance our curriculum. Your honest and open responses are highly valued. We will aggregate the received responses without any personally identifiable information. We estimate that this survey should take around 5 minutes to complete. Thank you!

This rubric is to be completed by each member of the graduate committee during the professional project review. Please rate from 1 to 5 below:

1 - Unsatisfactory (Never demonstrates this ability/does not meet expectations)
2 - Uncomplimentary (Seldom demonstrates this ability/rarely meets expectations)
3 - Fair (Sometimes demonstrates this ability/meets expectations)
4 - Commendable (Usually demonstrates this ability/sometimes exceeds expectations)
5 - Exceptional (Always demonstrates this ability/consistently exceeds expectations)

* Indicates required question

Student Name *

Your answer

Your Name *

Your answer

Your departmental affiliation (4 letter code) *

Your answer

What is your role on the committee? *

○ Chair/Co-Chair

○ Member

Date of Review *

Date

mm/dd/yyyy

Professional Paper Review *

	Weak (1)	Adequate (2)	Moderate (3)	Strong (4)	Excellent (5)
JEDI: Value equity, diversity, social justice, and inclusion (e.g., examine past and current systems critically, seek to expand opportunities and choices.)	○	○	○	○	○
Sustainability, Resilience, and Climate Justice: Examine environmental, economic, and social/political factors that contribute to sustainable communities, reducing impacts of climate change, and creating equitable and climate-adapted futures.	○	○	○	○	○
Professional Ethics and Responsibility: Evaluate 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).

Planning History and Theory: Discuss 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.

Planning Law and Institutions: Describe 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.

○   ○   ○   ○   ○

Urban and Regional Development: Recognize 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.

Planning
Process and
Engagement:
Implement a
planning process
and community
and stakeholder
engagement;
plan creation
and
implementation;   ○   ○   ○   ○   ○
methods of
design and
intervention to
understand and
influence the
future.

Analytical Skills
and Tools:

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.

Professional
Communication
and Leadership
Skills: Work in
teams and with
professionals in
allied fields;
professional
leadership in the   ○   ○   ○   ○   ○
planning context;
written, oral, and
graphic
communication.
graphic
communication.

Please elaborate in any of the rankings above you think need more explanation.

Your answer

Are there any skills or competencies that you feel are important to the profession or career-field (represented by your organization) that have not been listed in this evaluation? If so, please list these skills below and assess the student group accordingly.

Your answer

What measures can we take to enhance our curriculum or better equip students before graduation?

Your answer

Is there anything else you like to add?

Your answer

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