

Learning Outcomes for BUPD & MURP

PART A: Learning Objectives by BSU Curricular Areas [Knowledge] & PAB Content

1. *Theory, Context, Science [PAB content]*
 - a. Understanding of current planning issues and trends
 - b. Understanding of planning principles
 - c. Understanding of the evolution of urban settlements and the diversity/culture of people who reside in them
 - d. Understanding of values as they pertain to the community and to the planning profession
2. *Analysis [PAB content of methods and techniques to solve problems of place, both qualitative and quantitative]*
 - a. Understanding of planning methodologies
 - b. Understanding of analysis, concept integration and problem solving using judgment skills
3. *Judgment [PAB content as to perspective and contextual understanding to find the truth]*
 - a. Understanding of analysis, concept integration and problem solving using judgment skills
 - b. Understanding of values as they pertain to the community and to the planning profession
4. *Communication [PAB content as to writing, listening, reading, speaking, graphics, collaborating, etc.]*
 - a. Ability to effectively collaborate using oral, graphic and written techniques
5. *Engaged [PAB content as to demonstrated ability to act for a constituency]*
 - a. Ability to engage all aspects of planning in experiential and immersive learning environments
6. *Leadership [Beyond PAB content as to direction + skills to make a difference and forge change]*
 - a. Ability to engage all aspects of planning in experiential and immersive learning environments

<i>Areas of Knowledge</i>	<i>Common “curricular” content¹</i>	<i>BUPD [foundation]</i>	<i>MURP [advanced]</i>
1. Theory, Context & Science	Planning & urban theory, history, law, professional values, social equity, theory urban/ site design	1 st year College orientation optimizes design, and emphasized through ensuing planning curriculum. No formal areas of concentrated study, although electives may so accommodate. Year-long sequence of urban and planning history and theory - PLAN 220-221.	Both tracks [standard & accelerated] cover theory in PLAN 501 and 604. Add ecological science/ environmental management, planning economics. Choice of two areas of concentrated study.
2. Analysis	Statistics, planning analysis, qualitative analysis of place, GIS, physical planning, development feasibility & impact analyses, sustainability, studio/ field trip/ CBP-based problem-solving utilizing various methods in collaborative environment. Portfolio review includes a section devoted to analytical methods as demonstrated by the student.	Studios in planning at [a] region, [b] neighborhood, [c] site, [d] local economy/ real estate development, and [e] comprehensive planning. Emphasis on design and physical planning.	Studios in [a] planning analysis and [b] ACS. Add research methods, independent research and product. Emphasis on methods, especially quantitative [8 courses]. Content covered is more intensive, with studios at half the contact hours as in the BUPD.

¹ as gleaned from learning objectives [abbreviated from course syllabi + extra-curricular programs]

<p>3. Judgment</p>	<p>The truth follows a method of discovery as tempered by professional values and the exercise of sound judgment. It involves the understanding of analysis, concept integration and problem solving using judgment skills. It involves the understanding of values as they pertain to the community and to the planning profession. Across the curriculum, the student is faced with choices in addressing the problems of place, and learns to use professional, not personal or political, values in the discovery of the public interest. Largely, this resides in “communicative planning,” and exemplified through the charrette process.</p>	<p>Permeates the BUPD.</p>	<p>No difference.</p>
<p>4. Communication</p>	<p>Courses exclusively devoted to oral, graphic and written techniques, and with studio courses to effectively collaborate using these techniques. Portfolio review is judged on three broad criteria, two of which are written and graphic communication. The College provides outstanding facilities and equipment for media.</p>	<p>CAP 1st year curriculum emphasizing graphic techniques, including hand-drawings; followed by planning courses that apply oral and written communication in addition to graphical.</p>	<p>Recently instituted a core course on communication media. Each course provides for at least one type of communication, and frequently all three.</p>
<p>5. Engagement</p>	<p>We venture this as our greatest comparative strength. We engage all aspects of planning in experiential and immersive learning environments through advancing the concepts of [a] experiential learning [e.g., field trip week], [b] service learning [client-based and as demonstrated through CBP, Complete Streets project, CAP Asia, etc.], and [c] immersive learning [collaborative, project-based, problem-solving with application to an external situation and demonstrated through both the studio experience and industry-sponsored competitions].</p>	<p>Permeates the BUPD.</p>	<p>No difference.</p>
<p>6. Leadership</p>	<p>Engagement can lead to leadership. Our alumni exemplify leadership in their agencies and firms, their civic lives, and their professional associations in APA and ULI. The Department sends a student liaison to APA-Indiana, and sends typically the largest student contingent [average 25] to APA-national conferences. Further, from studio emerge team leaders, a central preparation for professional work. [Of the APA top 25 most influential persons in planning, only one received a planning education; so, there is an obligation on planning schools to do more.]</p>	<p>Undergraduates most heavily engaged in APA.</p>	<p>By virtue of the advanced degree and greater maturity of the student, there is the expectation of a leadership-driven career for our graduates.</p>

PART B: Assessment of Learning

- A. Portfolio review [2nd semester, 3rd year BUPD; 2nd semester, 1st year MURP]
 - B. Internship evaluations by student and field supervisor [summer post 3rd year BUPD; summer post 1st year MURP]
 - C. Alumni surveys [formal on-line; informal at APA-Indiana annual conference]
 - D. PLAN 699 “exit exam” MURP only [multiple choice + essays comparative to PLAN 500 entrance diagnostics]; optional elective in the AICP Exam Prep course
 - E. AICP qualifying examination “pass-rate” by alumni
 - F. Studio jury evaluations [formal survey + informal as a mixture of external review and faculty review beyond the instructor]
 - G. Charrette evaluation by instructor and external constituents served
 - H. Course student presentations, tests, research papers, MURP Thesis/ Research Paper or Creative Project [instructor evaluation or faculty jury]
 - I. Course [student survey] evaluations; field trip week evaluations
 - J. External competitions through NAIOP, ULI, APA, USGBC, etc.
 - K. SPA [Student Planning Association] feedback and ad hoc student “focus” groups on departmental issues
 - L. PAB self-assessment by BSU
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