



City and Regional Planning Program Level Learning Outcomes
(adopted February 2017)

1. Demonstrate effective writing, graphic, and communication skills at the level of an entry level practicing planner.

- a. Collect analyze, and interpret, data from a variety of sources including US Census data, archival records & media resources.
- b. Create visually compelling graphics for plan analyses, recommendations, and reports.
- c. Illustrate mastery of public speaking and visual and written communications.
- d. Create professional land use maps, and community and neighborhood plans.

2. Apply general planning knowledge of law, economics, demographics, and structure of cities, in the creation and development of plans for sustainable, prosperous, just, and resilient communities and cities across the world.

- a. Locate, read and comprehend academic and professional planning literature and engage in debate about the issues they raise.
- b. Write an effective analytical academic literature review that demonstrates students' mastery of the field.
- c. Apply social, environmental, economic sustainability concepts in the development of plans.
- d. Understand and apply economic principles to urban planning and public policy issues.
- e. Assess the impact of land use and development practices in the creation of long range planning tools such as comprehensive plans, subdivision regulations, zoning, and public facilities ordinances. Understand and critique metropolitan patterns of land use and their relation to historic, geographic, environmental, political, economic, and social conditions of the region.
- f. Comprehend and persuasively describe in written and oral formats the seminal concepts that have guided the development of American Cities and the profession of city planning.
- g. Demonstrate the effect of environmental, land use and tax laws on urban development, redevelopment, and natural resource protection.

3. Apply lessons from planning history and theory to the current conditions and challenges of diverse urban settings.

- a. Critique contemporary urban plans to demonstrate its relationship to historic planning antecedents.
- b. Understand, present, and critique the history of a seminal site or a historic plan within the Baltimore region, and assess the current physical, economic and socio-cultural conditions of the site.
- c. Critique conventional planning processes, models and theories; apply planning theory to practice.
- d. Compare and contrast various planning theories and their application to the Baltimore region.

4. Identify the key aspects of various planning skills, including research, analysis, facilitation, and consensus building and apply these skills in professional and public settings.

- a. Collect and assess the perspectives of diverse stakeholders, and incorporate these perspectives into neighborhood, community, large-scale, and comprehensive plans.
- b. Research, analyze, and project demographic and economic trends.
- c. Create comprehensive, neighborhood, and community plans and urban development proposals; collaborate with diverse stakeholders in the planning process.
- d. Assess the requirements for site selection, zoning, permitting, transportation capacity and other regulatory processes in the creation of land development and reuse plans.
- e. Demonstrate an understanding of the financial constraints, mechanisms and feasibility of planning and development projects; assess development projects potential for revenue generation.
- f. Demonstrate project management skills in group or client-based projects.
- g. Formulate rigorous and empirical methodological strategies to conduct research and investigate urban problems.

5. Express and support progressive planning ethics, values, and practices to engage and empower citizens and community groups in plan creation and implementation.

- a. Develop proposals and plans that empower underrepresented or disadvantaged communities.
- b. Summarize and apply equity, diversity and social justice values in engaging citizens and community stakeholders in local planning and development practices.
- c. Demonstrate professional norms, values, and ethics in professional practices.