




CANADIAN INSTITUTE  
OF PLANNERS

INSTITUT CANADIEN  
DES URBANISTES

*Shaping our Communities  
Sustaining Canada's Future*

*Bâtir nos communautés  
Pour un Canada viable*



# ACCREDITATION OF ACADEMIC PLANNING PROGRAMS FOR THE PLANNING PROFESSION IN CANADA

## FINAL REPORT AND RECOMMENDATION



Note: As a result of changes in CIP governance policy, the National/Affiliate Membership Committee has been renamed the National Membership Standards Committee (NMSC).

On July 8 and 9, 2010 the National Membership Standards Committee met to review the draft Task Force documents developed for the Planning for the Future Project and to consider feedback received from Members, CIP and Affiliate Councils and other stakeholder groups. Based on this review, modifications were adopted to a number of proposals contained in the reports. The National Membership Standards Committee has formally endorsed these reports, as revised, as final recommendations for consideration by CIP and Affiliate Councils to guide the development of by-law revisions to be voted on by the membership at large.

## **MODIFICATION TO THE ACCREDITATION REPORT**

Having considered the feedback received on the Accreditation of Academic Planning Programs Report from Members, CIP and Affiliate Councils and other stakeholder groups including member programs of the Association of Canadian University Planning Programs, the NMSC has adopted the following modifications.

- p. 8 Change name to National Membership Standards Committee
- p. 8 Modify to have Committee Chairs named by the Professional Standards Board
- p. 9 Modify to have an equal number of Accreditation Program Committee members from ACUPP and the profession.
- p. 9 Modify to have the APC Chair named by the Professional Standards Board
- p. 9 Modify to make clear that all APC members and reviewers must be CIP members in good standing with the Institute .
- p. 10 Section 3, Recommendation 1 to add that accreditation shall be done on a program basis.
- p. 10 Section 3, Recommendation 1 and thereafter remove all references to department or school and replace with program, academic unit, or administrative unit as required.
- p. 11 Recommendation 2, Section A, change reference to “schools” to “academic programs in planning” and delete reference to “at least equivalent to that of a department chair”.
- p. 11 Recommendation 2, Section C, bullet point 1, change reference to “department or school” to “unit”.

- p. 11 R2, Section C, bullet point 2, change reference to “school” to “administrative unit”.
- p. 11 R2, Section C, bullet point 4, modify to clarify that a minimum of four full-time faculty appointed to the program must hold at least one academic degree in planning and that for the purposes of this requirement that two or more part-time faculty appointed to the program who hold an academic degree in planning may be counted as the equivalent of one of the four minimum faculty required..
- p. 12 R2, Section C, bullet point 5, add to clarify that a minimum of four full-time faculty appointed to the program must be CIP Members and that for the purposes of this requirement two or more part-time faculty appointed to the program may be counted as the equivalent of one of the four minimum faculty required.
- p.12 R2, Section E, change reference to “school” to “program”.
- p. 12 R2, Section F, change to “for the site visit, submission of required information by the university”.
- p. 12 R2, Section G, change reference to “school” to “program”.
- p. 12 R2, Section H, change reference to “schools” to “programs”.
- p. 12 R2, Section L, change references to “school” to “program”.
- p. 13 Background, change reference to “schools” to “planning programs”.
- p. 14 Bullet point 1, remove “in a normal case” in reference to a Masters degree.
- p. 14 Section 4.2, change reference to “school” to “program”.
- p. 14 Section 4.3, change line 2 to “the APC Chair”.
- p. 15 Paragraph 1, change reference to “school” to “program”.
- P. 15 Paragraph 2, change reference to “school” to “program”.
- p. 15 Paragraph 3, add “All costs associated with the development of required documentation to support the visit...”
- p. 15 Add new paragraph 5 “All costs associated with the Site Visit and preparation of subsequent reports shall be the responsibility of the Professional Standards Board. The PSB shall set an appropriate fee for the accreditation review and annual reports, to be based on a cost recovery basis, and to be charged as a standardized annual fee amortized over the cycle of the intensive accreditation reviews.”

- p. 15 Section 4.4, paragraph 2, change reference to “school’s” to “program’s” and clarify that interviews with faculty are to include all full-time faculty and add that an interview must be held with a senior academic administrator of the university that has responsibility for the program.
- p. 16 Paragraph 1, change references to “school” to “program”.
- p. 16 Paragraph 1, change name to “Professional” Standards Board.
- p. 16 Paragraph 2, change reference to “school” to “program”.
- p. 16 Section 4.7, paragraph 2, change to “A list of universities with accredited planning programs...”.
- p. 16 Section 4.7, paragraph 3, change reference to “Schools” to “Programs”.
- p. 16 Section 4.8, change references to “schools” to “programs”.
- p. 17 Section 4.9, paragraph 1, change references to “schools” to “programs” and the allowance for the transition period for intensive reviews has been changed from two to five years.
- p. 17 Section 4.9, paragraphs 2 and 3, changes references to “schools” to “programs”.
- p. 17 Section 5, change name to the “National Membership Standards Committee”.

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# 1. INTRODUCTION AND BACKGROUND

Through the *Planning for the Future*<sup>1</sup> initiative the Canadian Institute of Planners in partnership with Affiliate organizations is placing increased emphasis on strengthening the federation and fostering a “culture of excellence”. Through a comprehensive, collaborative review of CIP and Affiliate membership standards and processes this undertaking seeks to ensure the highest level of professionalism and credibility and to identify potential efficiencies in service provision. The planning profession is now in a strategic position to advance itself in the eyes of the Canadian public, private industry and government at all levels. The planned improvements for the profession will enhance both our reputation and how planners project a professional voice organizationally and administratively.

The *Planning for the Future* project specifically reviews membership standards, practices, and related policies. It has been almost twenty five years since membership standards were last reviewed by CIP. The mandate of the project is to “raise the bar” for the professions’ standards, and to continue to meet expectations of constituents. The vision is to develop professional standards at a national level which are consistently and uniformly applied through a transparent process which is subject to regular review and which advances the credibility of the Canadian planning profession nationally and internationally. Management of the project was delegated to the National/Affiliate Membership Committee (NAMC).

The Accreditation Task Force was formed by the NAMC as the group responsible for implementation of the following recommendations and the development of a Draft Accreditation Program and associated policy and processes for consideration by the National/Affiliate Membership Committee.

- ***Develop a formal accreditation program that reflects the National Competency Standards and the advanced standing requirements (program/course) for the Professional Education Program and the profession’s commitment to developing Canadian university planning programs.***
- ***Deliver accreditation services on a shared services basis with one service delivery point and provide training to program reviewers.***

The planning profession is not starting from the beginning in developing a formal accreditation program. The Canadian Institute of Planners (CIP) in partnership with its provincial and regional affiliates has been responsible for the accreditation of academic programs in planning in Canada since the 1950s. CIP has utilized a modified version of accreditation – *recognition* – to formally assess and acknowledge the quality of qualifying academic degrees awarded during specific periods of time.

The Institute will continue to work with the university system in which the majority of the professional planners in Canada are educated. With the assistance of provincial and regional Affiliate planning organizations and the Association of Canadian University Planning Programs (ACUPP), CIP endeavours to support the development of formal planning education in Canada through fostering the involvement of students in university level planning studies, through the support of academic Members in the planning programs, and by contributing to the continuing evolution of planning practice and the articulation of appropriate principles, philosophy and ethical standards.

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<sup>1</sup> Previously the Membership Continuous Improvement Project



Through the National/Affiliate Membership Committee, CIP establishes national standards for accreditation and oversees both the initial and periodic reviews of academic programs seeking to acquire accreditation for the first time or to maintain an existing accreditation status. The current accreditation review process itself is delivered by the Affiliate organizations. In addition to an intensive initial and periodic review process, accredited planning curricula must also file an annual report to maintain their accreditation standing. CIP currently recognizes 23 university planning programs in Canada.

The current recognition program is based on four underlying principles:

- that the degree is in planning, as defined by CIP;
- that the department or planning school has the administrative capacity and academic independence to control and deliver its program;
- that Members are significantly involved in teaching; and
- that course content includes “what planners need to know”.<sup>2</sup>

The first three criteria are addressed by seven "administrative" standards applied at the time of an initial program assessment for recognition and for both the annual and periodic reviews. As to the fourth criteria – minimum program content - CIP recognizes that a university can never teach everything a planner needs to know. To begin with, work experience is a fundamental and complementary part of a planner's training as is a program of ongoing continuous professional learning. However, at a minimum, the program content must address the competency and ethical standards essential to the practice of planning and an understanding of professionalism and the realm of planning practice.

A Manual for the guidance of the National Membership Committee and Affiliate Membership Committees, Volume 3, provides for the recognition of university degrees (See Appendix A). The most recent change to the Accreditation section of the Manual was made in 2004 however a systematic review has not been completed since the mid 1980's.

In addition to reviewing the current Recognition Program, the Task Force has been asked to consider and act upon comments received from affiliates, members, and the National/Affiliate Membership Committee; to assess past experience with the current recognition process; and to thoroughly review related best practices in the development of a Draft Accreditation Program and related policies and processes.

The task force holds the opinion that a formal accreditation program will help to strengthen the planning programs, and in turn, the profession. Accordingly, the task force has developed recommendations and information that will assist to establish and deliver a formal accreditation program for planning schools which supports the planning profession in Canada. The program will be delivered on a shared services basis with one service delivery point – the Professional Standards Board (PSB) which would be an accountable, but autonomous body mandated by CIP and Affiliates in partnership.

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<sup>2</sup> The specific knowledge and skill competencies required are set out in the CIP Membership Manual, Volume 3.



## 2. ACCREDITATION PROGRAM OPERATIONS

### 2.1 Governance

#### Recommendation 1

*A Professional Standards Board shall be established and provided with terms of reference and authority that makes it responsible for accreditation matters for the planning profession in Canada. Annual reports on accreditation activities of the Professional Standards Board shall be provided to the CIP Council and Affiliates.*

*The Professional Standards Board shall establish an Accreditation Committee to oversee the implementation of accreditation policy and administrative procedures.*

#### Background

The nature of accreditation requires the responsible body to have a significant level of independence. The Professional Standards Board (PSB) is tasked by Affiliates and CIP to provide leadership in the delivery of national standards to support the planning profession in Canada. Responsibility for the establishment and review of national standards will be vested with the National Membership Standards Committee of CIP Council, which is comprised of the Certification and Membership Chairs of Affiliate organizations.

The PSB mandate shall cover a program of accreditation, ethical, competency and certification criteria, and related policies and procedures including the Professional Education Program and Examination and Prior Learning Assessment Review (PLAR).

The board shall consist of eight individuals appointed for one three-year term, renewable for a second term. There is one representative on the board for each Affiliate and one for CIP, selected from a list of nominees received from the Councils of CIP and Affiliate organizations. Initial appointees to the PSB will be appointed with staggered terms to assure stability and continuity of experience on the Board thereafter. The chair of the board is selected by members of the board. Administrative and program support is provided by CIP, in accordance with a shared service agreement with Affiliates. Administrative and delivery services are on a cost recovery basis. Senior affiliate staff responsible for certification matters shall also serve as a resource to the PSB. The Professional Standards Board shall meet at least twice a year.

To assist the board in its work, there are two standing committees which can strike task forces as required to handle special projects. The standing committees are the Accreditation Program Committee, and the Professional Educational Program and Examination Committee. An ad-hoc committee of the Board will handle appeals. At least one member of the PSB board shall sit on each Committee. Committee chairs are selected by the Professional Standards Board.

The Accreditation Program Committee (APC) is made up of at least one member of the PSB board and qualified representatives from affiliates and the Association of Canadian University Planning Programs (ACUPP). The chair of the Accreditation Program Committee shall be selected by the Professional



Standards Board. There shall be an equal number (minimum of three each) of suitable, qualified representatives from ACUPP and the planning profession on the APC . Composition of the APC shall have regard for issues of balance with respect to gender and regional representation. The committee will be assisted by a roster of suitable, qualified and experienced reviewers selected by the committee from a list of nominees from Affiliate organizations. All APC members and reviewers shall be CIP Members in good standing with the Institute.

The APC shall have at least one in-person meeting each year and one or more teleconference/ internet meetings, determined by the committee chair and staff support. The term of appointments for the APC and reviewers will be three years, renewable for a second term.

## **2.2 Reviewers**

### **Recommendation 1**

*The Professional Standards Board shall approve selection criteria for reviewers.*

#### **Background**

The Accreditation Program Committee shall use the criteria to establish a roster of reviewers based on the selection criteria approved by the Professional Standards Board. The Accreditation Committee may provide input to the Professional Standards Board on the selection criteria. Individuals appointed to the roster of reviewers shall have experience in accreditation procedures and policies or in the delivery of the membership process at the affiliate level.

All individuals appointed to the roster of reviewers will be required to complete training for the Accreditation program. The Accreditation Program Committee shall be responsible for the development of the training program subject to the approval of the Professional Standards Board.

## **2.3 Administration**

### **Recommendation 1**

*An arrangement for staff support services with CIP shall be established to support the work of the Professional Standards Board and the Accreditation Program Committee.*

#### **Background**

The administrative support required for the Accreditation Program does not require a full time individual. The same individual may also support the examination activity and other work of the Professional Standards Board. The timing for the reviews is to be determined. However, it is expected that only four or five may occur each year. Other support required could include the processing of the annual reports from all accredited post-secondary programs.

The cost of delivering the Accreditation Program will be on a cost recovery basis and reviewer and committee time will be on a volunteer basis.



## **2.4 Communications**

### **Recommendation 1**

*The administrative support for the Professional Standards Board and the Accreditation Program Committee shall work with CIP and Affiliate Institutes to ensure that websites reflect the current accreditation status and information on each program. Promotion of accreditation as an asset to the professionalism of planners shall be part of all Marketing and Communications Plans.*

### **Background**

To ensure accurate and consistent messages and plans, administrative support from the Professional Standards Board and the Accreditation Program Committee will need to work closely with Affiliate and CIP staff.



### 3. ACCREDITATION PRINCIPLES AND POLICY\_

#### Recommendation 1

*The following principles shall be applied in the interpretation and development of policy and procedures to support the Accreditation Program:*

- *The accreditation process is transparent, consistent, fair, and maximizes objectivity and confidentiality.*
- *Accreditation review is on a program basis.*
- *The accreditation review is held at the site(s) of the educational program under review and includes gathering input from stakeholders, as necessary, to meet the review requirements. Qualified peer reviewers conduct the accreditation review after meeting criteria and training requirements.*
- *Reviewers receive a professionally enriching experience and their time is recognized for continuing professional learning credits.*
- *There is a time-defined accreditation status and requirements to maintain the status.*
- *Accreditation status of planning programs is posted on the CIP and each Affiliate's website and available to individuals aspiring to become professional planners.*

#### Background

Accreditation principles and policies are consistent with Association of Accrediting Agencies of Canada's Guidelines for Good Practice of Academic Accreditation of Professional Programs.<sup>3</sup> The principles were developed based on best practices of Canadian professional groups which have formal accreditation programs. The principles will provide guidance in the interpretation and development of policies and procedures.

#### Recommendation 2

*The following policies shall be approved to support the development, delivery, and evaluation of the Accreditation Program for planning schools in Canada:*

- A. *All academic programs in planning wishing to be accredited shall submit an application for accreditation and meet the eligibility requirements of the accreditation program.*
- B. *Applications for planning program accreditation shall require the program degree to be in planning, as defined by CIP.*
- C. *Eligibility requirements for accreditation:*
  - *The program offering the degree in planning shall be a recognizable administrative unit within the educational institution, in the direct charge of an individual or*

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<sup>3</sup> See [www.aaac.ca/PDFs/GoodPracticeGuidelines.pdf](http://www.aaac.ca/PDFs/GoodPracticeGuidelines.pdf)

*individuals whose academic and professional qualifications are in planning, and who is officially designated by the educational institution as the responsible executive academic officer of the unit, having authority on academic matters including curriculum, faculty hiring and budget.*

- *The administrative unit shall have the administrative capacity and academic independence to control and deliver its program.*
- *Members of the planning profession are to be significantly involved in the delivery of teaching the planning curriculum.*
- *The faculty shall include at least four academic members whose major appointments are in the planning program and who have academic qualifications in planning (with a minimum of one academic degree credential in planning). Two or more faculty with part-time teaching appointments in the planning program and who hold the appropriate planning degree credential shall be considered to be one of these full time equivalents.*
- *The faculty shall include at least four academic members whose major appointments are in the planning program who are Members of CIP. Faculty members on sabbatical or parental leave are to be included for the purpose of meeting this requirement. Faculty members who are on secondment, long term disability or adjunct to the planning program will not be counted for the purpose of meeting this requirement. Two or more CIP members with part-time teaching appointments in the planning program shall be considered to be one of these full time equivalents.*
- *The curriculum shall satisfy the competency and ethical standards and understanding of practice criteria for accreditation.*
- *Input from students, alumni, employers and the provincial Affiliate on the planning program shall be received.*
- *There shall be a review of the program's strategic direction, operations, facilities and resources.*

*D. Administrative procedures shall be developed by the Professional Standards Board.*

*E. A program eligible for an accreditation review shall be assigned a review team which shall consist of three reviewers selected by the Professional Standards Board's Accreditation Committee Chair, two of which must be fully qualified, and the third may be in training under the guidance of a qualified reviewer. All reviewers shall understand and apply the policies and procedures established for the accreditation program.*

*F. The Professional Standards Board's Accreditation Committee Chair shall select a team leader who shall arrange for the site visit, submission of required information by the university, and the site visit agenda.*

*G. Each program meeting the eligibility requirements may be eligible for an accreditation award of up to five years.*

*H. An appeal process shall be available for programs wishing to appeal the decision of the review team.*

- I. All matters with respect to the deliberations of the Accreditation Review Team and the Professional Standards Board's Accreditation Committee are to be kept confidential.*
- J. The Professional Standards Board shall maintain and publish a list of programs that are currently in compliance with the accreditation program.*
- K. As part of the transition process from the current Recognition Program to the new Accreditation Program, the Professional Standards Board's Accreditation Committee shall attempt to link the reviews to provincial or university intensive reviews to ensure an orderly transition. Each planning program will be given a minimum of 5 years following its next scheduled periodic accreditation review to meet the new requirements of the Accreditation program.*
- L. Each accredited program shall complete an annual reporting form. The annual report shall be reviewed by the team having completed the last review for the program. If the review team deems necessary, it can recommend to the Accreditation Committee that a full or partial review shall occur prior to the next scheduled intensive periodic accreditation review.*
- M. While the accreditation program is specifically geared to planning programs, it does not preclude the Accreditation Committee from accrediting a specific course from another academic program to meet other Educational Program requirements as part of the Certification Standards. The review and accrediting of specific courses shall be conducted in a manner consistent with practices used by other professional associations.*

## **Background**

The Accreditation Program will play an important role in identifying planning programs whose graduates will be academically qualified and eligible for advanced standing to begin the process of becoming a professional planner. The recommended policies will help establish and ensure the ongoing development of a credible accreditation program.

These policies build on existing policies, as do the program procedures. Policies are linked to the principles and are, therefore, consistent with policies used by other professional associations. The policies delegate authority to the Professional Standards Board to develop eligibility requirements, other administrative criteria, and responsibility for the Accreditation Program.



## 4. ACCREDITATION PROGRAM PROCEDURES

The preceding information provides information on the purpose of accreditation and policy to support the program. The following outlines the accreditation administrative procedures to support the policies.

### Recommendation 1

*The following administrative procedures for the Accreditation Program shall be approved.*

#### 4.1 Eligibility and Application

Postsecondary institutions inquiring about the Accreditation Program shall be provided with information on the program and its eligibility requirements, as specified in the policies for the program. Information will include a self evaluation form which potential applicants can use to assess eligibility and are required to complete if they are submitting an application.

The Accreditation Program shall require that:

- *The planning degree shall be from a post-secondary educational institution recognized by a Government of a Province or Territory of Canada.*
- *The degree shall be in the field of planning: planning being defined as “the scientific, aesthetic and orderly disposition of land, resources, facilities and services with a view to securing the physical, economic, and social efficiency, health and well being of urban and rural communities”.*
- *A Bachelor’s Degree in planning shall be at least four years or equivalent in a normal case (except in Quebec where it is normally 3 years following CEGEP). A Master’s Degree in planning shall be at least two years or equivalent of study. A one year Master’s degree program shall require a minimum of two years of professional planning practice experience in addition to the appropriate academic credential as the basis for admission. There is no accreditation program for the Ph.D. (or equivalent) degree level of postsecondary study.*
- *The word “planning” or the French equivalent shall appear in the title of the degree or parenthetically to identify the discipline of planning within the designated branch of knowledge (Science, Arts, Environmental Studies, etc.) and shall not be subordinate to another discipline within that branch of knowledge (Geography, Architecture, Biology, etc).*

Applications for Accreditation shall include a completed self evaluation form, along with a designated fee as determined by the Professional Standards Board.

#### 4.2 Selection of Reviewers

The Professional Standards Board shall approve criteria for the selection of reviewers. The criteria (to be developed) shall give preference to those with experience and no conflict with the planning program being reviewed and shall have regard to issues of balance related to gender, regional representation and the inclusion of professional academic planners/members. The criteria are used by the Accreditation Committee to attract and select reviewers and train new reviewers.



The number of reviews required is determined by the planned schedule for future reviews. Where possible, the number of reviews will be spread out over a five year period.

All trained reviewers shall sign a statement through which they attest that they have read and understood the principles, policies, administrative procedures and confidentiality requirements.

All reviewers, as required, shall be provided with a letter from the Accreditation Committee Chair attesting to their involvement for the purpose of recognizing continuing professional learning credits.

**The Review team shall consist of three qualified reviewers who are CIP Members in good standing with the Institute.**

### **4.3 Review Preparations**

When the Accreditation Committee has accepted a completed application for accreditation, a time frame shall be determined and the three reviewers will be selected. The APC Chair shall appoint a Review Team Leader.

The Review Team shall be provided with the current Planning degree program file, if one is available, along with the Application for Accreditation, including the self-assessment.

The Review Team Leader shall proceed to arrange for the program visit, submission of additional information if required, and the site visit agenda, tours and interviews.

The timing of the visit shall not conflict with any significant activity being undertaken by the program unless it is similar in nature to the accreditation review.

All costs associated with the development of required documentation to support the visit of the Review Team shall be the responsibility of the postsecondary institution making the application for accreditation.

All costs associated with the Site Visit and preparation of subsequent reports shall be the responsibility of the Professional Standards Board. The PSB shall set an appropriate fee for the accreditation review and annual reports, to be based on a cost recovery basis, and to be charged as a standardized annual fee amortized over the cycle of the intensive accreditation reviews.

### **4.4 The Review**

The review is to take place at the site of the educational program under review.

Tours of the program's facilities are required and interviews are to be held with: all full-time faculty members; at least five students; at least five alumni/employers; a senior academic officer of the university with responsibility for the planning program; and a representative of the provincial planning institute in which the school is situated.

The Review Team shall complete a Review Working Paper to ensure all aspects of the review as required, are considered.



Immediately following the review, the Review Team will consolidate their findings to prepare for development of the report. Any issues or unanswered questions shall be identified and addressed through the program head or designated contact prior to development of the report.

## **4.5 Reporting and Accreditation Decision**

The Review Team's draft report, as a minimum, shall include a summary of the key elements reviewed, along with findings and recommendations for action or consideration, if any, in order to meet the requirements of the accreditation program. The report shall indicate the recommended accreditation status being awarded, if any.

It is possible for the team to recommend the term of accreditation status be awarded for up to five years, or a shorter term, with conditions where remedial action shall occur prior to extending the award period. The Review Team may also recommend that accreditation not be granted.

The draft report shall be completed within 30 days of the review. A copy of the draft shall be distributed to the Accreditation Program Committee Chair, the staff Coordinator, and to the head of the planning degree program. The planning degree program will have 30 days to provide feedback on the draft report. After reviewing the feedback from the planning program the final report shall be prepared. The final report shall be approved by the Accreditation Committee, sent to the planning degree program and forwarded to the Professional Standards Board and appropriate Affiliate organization. Final Review Team reports shall be public documents available upon request.

## **4.6 Appeals**

Upon receipt of the draft report and within 30 days, the planning degree program may raise issues concerning the report with the review team. The review team shall consider the issues prior to preparing the final report. The review team may ask the Accreditation Committee for input on process or policy aspects of the issues raised.

Upon receipt of the final report and within 30 days, the planning program may request a formal review of the Accreditation Committee decision. The appeal shall be reviewed and adjudicated by an *ad hoc* Appeals Committee of the Professional Standards Board. In all cases, PSB members assigned to the Accreditation Program Committee shall be excluded from the Appeals Committee. Any potential conflicts of interest shall be identified prior to the commencement of the appeal process.

The determination of the Appeals Committee will be reported in writing to the Accreditation Program Committee and to the administrative head of the planning degree program.

## **4.7 Publication and Confidentiality**

Records and deliberations of the Review Team and the Accreditation Committee shall be kept confidential. Copies of Review Team reports shall be held by the PSB and the identified contact individual for the planning program assessed. Final Review Team reports approved by the Accreditation Program Committee shall be public documents available upon request.

A list of universities with accredited planning programs will be maintained by the Professional Standards Board's Accreditation Program Committee. The list will only include those planning programs that have been accredited along with the effective date or dates of the award. The list shall be published in relevant CIP and Affiliate information and be available on request.

Programs that are no longer accredited will be removed from the list within 30 days of the change in status.

## 4.8 Annual Reports

Each accredited planning program shall file an annual report. The Accredited Planning Program Annual Report Form (to be developed) shall be sent to the accredited planning programs on or before October 1 of each year. Planning programs shall return the report by December 1 along with the appropriate fee as determined by the PSB.

Annual reports shall be reviewed by the most recent review team for the program. The review team will review the report for changes at the academic unit or in its program. The review team may recommend to the Accreditation Program Committee one or more of the following activities based on their findings:

- The report is filed with no further need for action.
- Specific remedial action shall occur within a specified time period.
- The accreditation award is suspended pending remedial action.
- The accreditation award is suspended pending a review.
- A full or partial review shall take place.
- The accreditation award shall be removed.

## 4.9 Transition

In order to support a successful transition from the current Recognition Program to the Accreditation Program, the Accreditation Program Committee shall assess the current status of the planning programs to plan for future reviews and, where necessary, allow up to five years following the end of the next intensive review period to accommodate transition situations such as linking the reviews to required provincial or university intensive reviews and addressing short falls from expected standards.

It is expected that all accredited planning programs will satisfy the required coverage of the competency and ethical standards within a two year period of the approval and announcement of the Accreditation Program. To aid the planning programs, competency tools will be provided to assist in the *mapping* of program curriculum content.

Within one year, existing recognized programs shall provide a schedule outlining what they do and do not offer in terms of the competencies. A schedule shall be provided along with descriptions that show how the courses cover the competencies. Information as to how the gaps will be addressed and when is to also be provided.



## 5. SUMMARY AND CONCLUSION

The proposed Accreditation Program and associated policies will position the planning profession in Canada to have a single national standard for university program accreditation, consistently applied by an independent Professional Standards Board. While the development and ongoing review of the national standards for competencies and ethics remains vested with the National Membership Standards Committee of CIP Council, the PSB will be charged with the delivery and administration of accreditation on behalf of CIP and Affiliate organizations.

From the perspective of the profession, it is imperative to link the accreditation and certification standards for membership through the elaboration of expected competencies of program graduates, the ethical preparation of graduates for professional practice, the capacities of graduates for ongoing intellectual and professional development, the capacities of graduates to contribute as learned, professional members of society, and the ability of the program to prepare graduates to meet the requirements of regional and national labour markets. Accreditation shall be granted to those planning programs that demonstrate the administrative and teaching capacity, and calibre of curriculum as set out in the functional and enabling competencies standards prescribed.

Based on experience gained over a fifty plus year period, the profession also remains concerned about the adequacy of institutional support for planning programs offered by postsecondary institutions, the independence of the programs with respect to the reporting relationship to the university's administrative structure, the independence of the program with respect to faculty hiring and curriculum development, the credentials and experience of the administrative head responsible for the program, and the credentials and experience of faculty delivering the program.

Through the Accreditation Program proposed, the Institute has now further clarified the administrative and program content requirements for programs which will seek accreditation under the new provisions and those contemplating seeking the initial accreditation of a new planning program.



## APPENDIX A – Current Policy and Program

### 3.1 General

- 3.1.1 The term "recognition" is an action by the Council to formally acknowledge the quality of specific academic degrees awarded during specific periods of time. The act of recognition binds the Council in the performance of its functions.
- 3.1.2 The Institute, as a nationally chartered organization, is committed to maintaining an interest in the university system in which the majority of the professional planners in Canada are educated. This can be achieved by involving planning students in the activities of the Institute and by maintaining a close link between the Institute and the academic Members in the planning programs. It is the responsibility of the Institute to visibly commit itself to Canadian planning programs so that the schools and the students will participate in the activities of the Institute and, at the same time, contribute to the continuing evolution and development of its principles, philosophy and responsibilities.
- 3.1.3 The criteria for recognition rest on four underlying principles:
- that the degree is in planning, as defined by CIP;
  - that the department or planning school has the administrative capacity and academic independence to control and deliver its program;
  - that Members are significantly involved in teaching; and
  - that course content includes "what planners need to know".

The first three criteria are covered by seven "administrative" questions in the application form.

As to the fourth criteria, content, CIP recognizes that a university can never teach everything a planner needs to know. To begin with, work experience is a fundamental and complementary part of a planner's training. In regards to academic preparation, the Institute respects the university's role in deciding what it believes students need to learn in order to be well-rounded citizens, and what it believes planning students need to learn. Furthermore, each responds to regional needs, market conditions, the evolution of society and the university will specialize in different fields of planning over time in response to advancement of the profession. However, the Institute, as the voice of the profession, has a duty to identify the knowledge and skills that professional planners require, and to require that degree programs include these as a condition of recognition.

Therefore, in making a decision on whether to recognize a degree the Institute will judge whether the course content effectively addresses the four overlapping categories of essential substantive knowledge: process, content, context, and role. The Institute will also judge whether the courses teach a sufficient number and quality of skills. These are described in detail in the section on minimum standards.

3.1.4 The National By-laws (Clause 10.3 of SCHEDULE "A") requires each Affiliate to establish a liaison committee to monitor and review institutions offering recognized degrees in their affiliate jurisdictions. The Association of Canadian University Planning Programs (ACUPP) is an independent body, which maintains close relations with CIP. The creative aspects of liaison are of equal importance to the control aspects of degree recognition.

## **3.2 Procedures**

### *PREAMBLE*

3.2.1 The criteria to expressly recognize degrees in planning from Canadian educational institutions are contained in Clause 8.0 - Recognition of Degrees, SCHEDULE "A" of the CIP By-laws.

3.2.2 Each affiliate will establish a Committee to assess and recommend to Council for approval, the initial application from university departments proposing to establish a planning degree recognized by CIP. The Committee is to examine the course content to ensure that the program maintains the high national standard expected of all CIP recognized planning degrees and to make sure that the administrative requirements of SCHEDULE "A" have been complied with.

3.2.3 The application forms used by CIP for degree recognition are in this Manual.

### *ANNUAL REVIEW*

3.2.4 The Affiliate Membership Committee will conduct a review of planning degrees annually and will achieve permanent contact with the head of each planning school. If the head is not a CIP Member, contact will also be maintained with a faculty member who is a CIP Member. The purpose of the annual review is to monitor the program and signal any changes that may have taken place since the previous periodic intensive review. See By-law No.1, Schedule A, Section 8.6 for the list of requirements, and this Manual for the application form for recognition of Canadian university planning degrees. The annual review could apprehend changes which are sufficiently significant to trigger a periodic review, and in the extreme the annual review could result in revocation of recognition.

3.2.5 The Affiliate will initiate the process of annual renewal of Degree recognition at an early date, to provide notification to CIP and the university by July 31<sup>st</sup>, for the academic year beginning on September 1<sup>st</sup>.

### *PERIODIC INTENSIVE REVIEW*

3.2.6 A major review will normally be undertaken by the affiliate every seven years or less in order to facilitate the coordination of other reviews to be done and to ensure that the course content and administrative criteria fulfill the requirements for recognition by CIP. It is important to schedule the periodic intensive review at a time when the program is also being reviewed by others, such as the provincial ministry of education, so that the same documentation can be used. See By-law No.1, Schedule A, Section 8.6 for the list of requirements, and Appendix IV of this Manual for the application form.

3.2.7 A typical process might be as follows. A meeting of university and affiliate representatives is held to discuss the process and to agree on procedures. The university then submits documentation to the affiliate indicating how it meets the criteria for recognition. The affiliate seeks the evaluation of employers, graduates and students, and provides the results to the university. The affiliate and the university review the documentation and make preliminary comments to each other.

3.2.8 A site visit committee shall assess the program. The committee shall spend at least one day on the campus of the university at a mutually convenient time during the academic year. The affiliate needs to be flexible in scheduling the visit, to allow the university to minimize its costs.

3.2.9 The site visit committee shall consist of:

- a Member appointed by the affiliate,
- a university appointee, and
- a Member from out-of-affiliate.

The role of the out-of-affiliate Member shall be to represent the National interest. The cost of the out-of-affiliate Member shall be borne by the university. The affiliate and university appointees shall be persons acceptable to both parties. The out-of- affiliate Member shall be acceptable to CIP as well as the two parties.

3.2.10 Prior to the site visit, the program seeking approval shall prepare a self- evaluation report which shall address the manner in which the program meets CIP requirements with respect to the knowledge and skills the Institute requires a professional planner to have, and the administrative criteria of the Institute. The self-evaluation report will identify any changes since the last annual review and any changes since the last periodic intensive review.

3.2.11 The site visit committee shall be provided with all relevant documentation from the program and the affiliate prior to the site visit, and the Committee may confer in advance. The program shall make a presentation to the site visit committee based on its written statement addressing the manner in which the program addresses the knowledge and skills criteria. The site visit committee would normally meet with faculty members, students, and other officials of the university, and review the facilities.

3.2.12 The site visit committee shall make a decision in writing no later than one month following the visit, and submit it to the affiliate and the university. Possible decisions are:

- approval;
- approval with conditions to be fulfilled prior to the next content review;
- refusal, with explanation of what is needed before approval can be given.

3.2.13 Appeals must be made within 30 days of the decision being rendered.



3.2.14 Recognizing the financial and organizational requirements placed on universities and affiliates during major reviews, they may identify special needs or unusual circumstances for Council's consideration.

### **3.3 Program Content Requirements - Minimum Standards Guidelines**

#### *BACKGROUND*

This section is intended to assist the Major Review Committee and the program chair in determining (establishing/assessing) that the program's curriculum successfully implements the goals and objectives and provides students with the knowledge, skills and ethical values necessary for becoming professional planners.

#### *CRITERIA*

Planning is a future-oriented and comprehensive process. It seeks to link knowledge and action in ways which improve the quality of public and private development and of decisions affecting people and their environment. Because of its future orientation, planning embraces visionary and idealistic thinking, yet also recognizes that the implementation of plans requires the reconciliation of present realities to futures states. To become effective and ethical practitioners, students must develop a comprehensive understanding of communities and regions, and of the theory and practice of planning. They must become sensitive to the ways in which planning affects individual and community values, and must be aware of their own roles in this process.

*Quality:* The program's curriculum shall be of high quality to ensure and up-to-date understanding of the field and the development of state-of-the-art planning skills by its graduate.

*Goals:* Planning programs seeking recognition from CIP must clearly state their goals and objectives with respect to complying with the CIP program content requirements as stated in this document within the broader framework of their own university or institutional goals and/or mission statements. Further, the program's curriculum shall be configured consistently with the stated goals and objectives.

*Components:* The components of a program shall address knowledge, skills and ethical values as follows:



## CRITERIA FOR RECOGNITION

### KNOWLEDGE COMPONENTS

<b>Structure and Function of Human Settlements</b>	<b>History and Principles of Community Planning Processes and Practices</b>	<b>Legislative, Legal, Political &amp; Administrative Aspects of Planning &amp; Policy Implementation</b>	<b>Methods of Policy Implementation and Planning</b>	<b>Environmental and Ecological Aspects of Planning</b>	<b>Roles and Responsibilities of Planners</b>
<ul style="list-style-type: none"> <li>▪ study of human settlement and its evolution and history, geography, economy, urban form, political and social structure</li> <li>▪ understanding of local government, finance and land use</li> <li>▪ understanding of the broad principles that guide the design and operation of infrastructure and services</li> <li>▪ understanding of the roles of economic development and social service provision, including housing</li> </ul>	<ul style="list-style-type: none"> <li>▪ knowledge of the theories, ideals and principles which have guided community planning</li> <li>▪ history of community planning and community planning practice</li> <li>▪ approaches to and methods of policy analysis</li> <li>▪ understanding of the historical evolution of community planning as a function of government, as a professional activity, and as a reform movement</li> <li>▪ an examination of planning as a decision making process within a political environment</li> <li>▪ understanding of the strengths, limitations and uncertainties associated with political, social, economic, environmental, &amp; cultural nature of public interest and the roles of professional judgment, expertise &amp; advice within these frameworks</li> </ul>	<ul style="list-style-type: none"> <li>▪ understanding of the contexts in which planning takes place, focusing on enabling legislation, agencies conducting planning or employing planners</li> <li>▪ understanding of the processes by which plans are made and implemented</li> </ul>	<ul style="list-style-type: none"> <li>▪ methods for implementing public policy and community plans within the framework of Canadian Law and the process of local government</li> <li>▪ includes planning law, community development plans, zoning and other implementation techniques</li> <li>▪ includes governmental systems, political and organizational behavior</li> <li>▪ includes public finance principles, evaluation methods and impact assessment</li> <li>▪ knowledge of, and familiarity with the role and methods of public consultation and involvement in decision making</li> <li>▪ understanding of concepts of community based development</li> </ul>	<ul style="list-style-type: none"> <li>▪ understanding of biophysical environments and systems</li> <li>▪ understanding of the relationship between ecological, social and economic factors in planning</li> <li>▪ understanding of the concepts of sustainable development</li> </ul>	<ul style="list-style-type: none"> <li>▪ understanding of the roles, relationships and responsibilities of planners within the broader society</li> </ul>



<b>Problem Identification, Research Skills, Data Gathering</b>	<b>Analytical Skills</b>	<b>Written, Oral and Graphic Communication Skills</b>	<b>Collaborative Problem Solving Skills</b>	<b>Synthesis and Application of Knowledge to Practice</b>	<b>Ethics</b>
<ul style="list-style-type: none"> <li>▪ demonstrated ability to identify problems from complex actual situations</li> <li>▪ ability to design research frameworks and conduct research</li> <li>▪ gain competence in a variety of research techniques including case study methods, survey design and data gathering methods such as observation, open ended interviewing and the design of questionnaires</li> <li>▪ familiarity with information sources commonly used by planners</li> </ul>	<ul style="list-style-type: none"> <li>▪ demonstrated ability to define planning problems, forecast future needs, generate alternatives, and evaluate their consequences</li> <li>▪ ability to apply statistical and other analytical methods and techniques</li> <li>▪ ability to apply principles and rules of classification (sorting, grouping, categorizing), logical (inductive and deductive) reasoning and empiricism in undertaking analysis and in reporting results</li> <li>▪ ability to apply methods of policy and program analysis and evaluation to identify outcomes such as costs and benefits (including differential distribution of benefits and costs)</li> </ul>	<ul style="list-style-type: none"> <li>▪ demonstrated ability to communicate effectively in written, spoken and visual forms</li> <li>▪ drafting of technical, advisory and regulatory reports and other documents used as a basis for decision making</li> <li>▪ capacity for the production of visual communication forms including graphics, plans, drawings and other graphics</li> </ul>	<ul style="list-style-type: none"> <li>▪ demonstrated ability to work effectively as leaders and members of multi-disciplinary teams</li> <li>▪ understanding of group and interpersonal dynamics to assure effective group action</li> <li>▪ understanding of group processes</li> <li>▪ understanding of mediation and negotiation processes and skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ demonstrated ability to synthesize planning knowledge and apply it to actual planning problems, typically through a thesis, comprehensive project, or comprehensive examination</li> <li>▪ demonstrated ability to generate creative solutions to practical planning problems, typically through studio projects or workshops</li> </ul>	<ul style="list-style-type: none"> <li>▪ the program shall provide the basis for students to become ethical practitioners aware of and responsible for the way that their activities affect and promote ethical values</li> <li>▪ understanding of the importance and effects of the Statement of Values of the Canadian Institute of Planners</li> <li>▪ understanding of the Code of Ethics of the Canadian Institute of Planners</li> </ul>

**SKILLS COMPONENTS**

**ETHICS**



## APPENDIX B – Comparison Chart of Current and Proposed Competencies

### CURRENT KNOWLEDGE AND SKILLS STANDARDS FOR MEMBERSHIP

#### KNOWLEDGE COMPONENTS

Structure and Function of Human Settlements	History and Principles of Community Planning Processes and Practices	Legislative, Legal, Political and Administrative Aspects of Planning and Policy Implementation	Methods of Policy Implementation and Planning	Environmental and Ecological Aspects of Planning	Roles and Responsibilities of Planners
Problem Identification, Research Skills, Data Gathering	Analytical Skills	Written, Oral and Graphic Communication Skills	Collaborative Problem Solving Skills	Synthesis and Application of Knowledge to Practice	Ethics

#### SKILLS COMPONENTS

#### ETHICS

### PROPOSED FUNCTIONAL AND ENABLING COMPETENCY STANDARDS<sup>4</sup>

#### FUNCTIONAL COMPETENCIES

Human Settlement	History and Principles of Community Planning	Government, Law and Policy	Plan and Policy Considerations	Plan and Policy Making	Plan and Policy Implementation	Developments in Planning and Policy
Critical Thinking	Interpersonal	Communication	Leadership	Professional and Ethical Behavior		

#### ENABLING COMPETENCIES

<sup>4</sup> The proposed Functional and Enabling Competencies are defined in detail in the Competencies Task Force Report.

