

Rowan University

School of Earth and Environment

Department of Geography, Planning, and Sustainability

Community and Environmental Planning

Bachelor of Science

Self-Study Report

for the

Planning Accreditation Board

6/1/2020

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PART I – SIGNATURES AND CONTACT INFORMATION

These signatures attest to the validity of the application and to the institution's support for the accreditation of the planning Program. Original signature page should be sent to PAB with the final SSR.

Institution Name: Rowan University

Degree Name: B.S. in Community and Environmental Planning

1. PLANNING PROGRAM ADMINISTRATOR

Name: Kevin Keenan
Title: Associate Professor & Dept. Chair
Mailing Address: Rowan University
Department of Geography, Planning, and Sustainability
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Glassboro, NJ 08028

Phone: (856) 256-4231
Email: keenankp@rowan.edu
Date: 9/14/20
Signature:

Kevin Keenan

2. PERSON PREPARING APPLICATION (if different from above)

Name: _____
Title: _____
Mailing Address: _____
Phone: _____
Email: _____
Date: _____
Signature: _____

3. DEAN OR OTHER HIGHER ADMINISTRATOR

Name: Kenneth Lacovara
Title: Dean
Mailing Address: Rowan University
School of Earth and Environment
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Glassboro, NJ 08028

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Date: _____
Signature: *K. Lacovara*

Date: 2020.08.20
20:10:27 -04'00'

4. INSTITUTION'S CHIEF ACADEMIC OFFICER

Name: Anthony Lowman
Title: Provost
Senior Vice President for Academic Affairs
Mailing Address: Rowan University
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201 Mullica Hill Road
Glassboro, NJ 08028

Phone: (856) 256-4012
Email: lowman@rowan.edu
Date: 8/28/20
Signature:

Anthony Lowman

5. INSTITUTION'S CHIEF EXECUTIVE OFFICER

Name: Ali A. Houshmand
Title: President
Mailing
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Office of the President
201 Mullica Hill Road
Glassboro, NJ 08028

Phone: (856) 256-4100
Email: houshmand@rowan.edu
Date: 8/28/20
Signature:

**PLANNING STUDENT ORGANIZATION**

Organization Name: Rowan University Planning Student Organization (RUSPO)
Student Name: Gabby Davis
Title: President
Phone: (609) 661 4132
Email: davisg62@students.rowan.edu

LOCAL APA CHAPTER REPRESENTATIVE

Chapter Name: New Jersey American Planning Association
Name: Sheena Collum
Title: Executive Director
Phone: (201) 704-0484
Email: scollum@njplanning.org

PART II –BACKGROUND INFORMATION AND PRECONDITIONS TO ACCREDITATION

1. DEGREE PROGRAM AND INSTITUTION

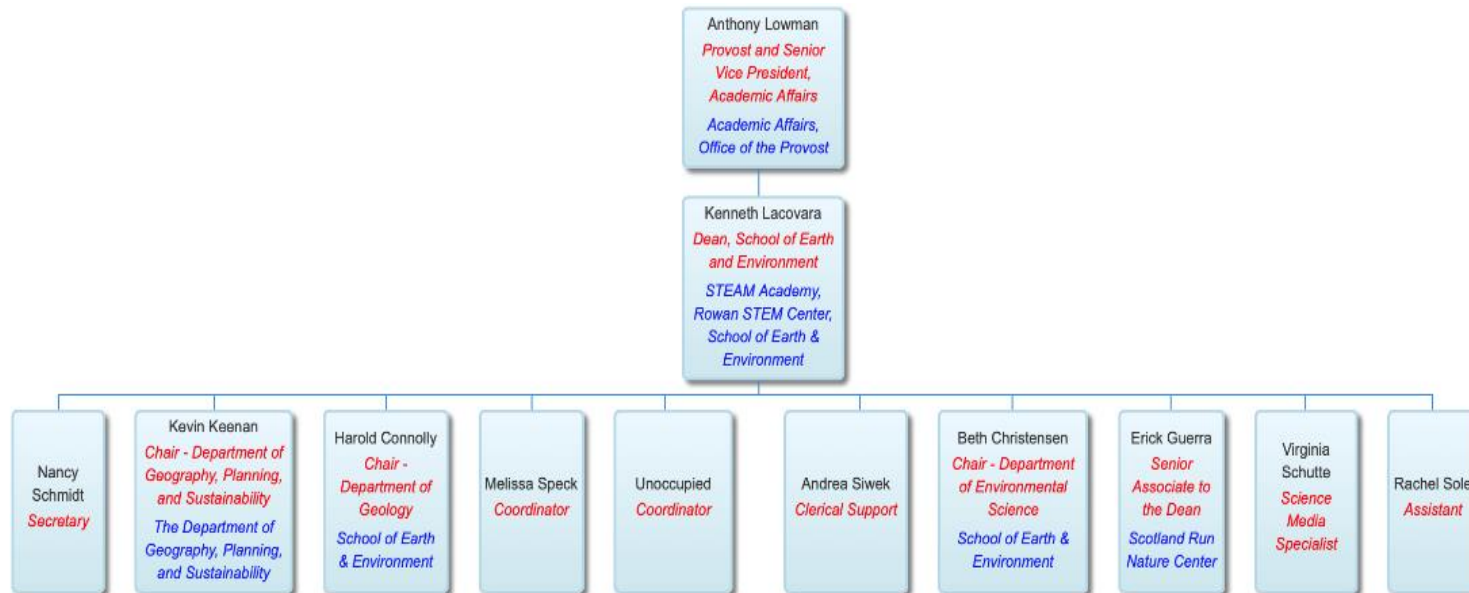
A. Degree Title: Bachelor of Science

B. Name of Planning Program or Unit: Community and Environmental Planning

C. Number of Credits Required for Graduation: The program requires 60 credits. The University requires 120 credits to award the bachelor's degree.

D. Calendar System (Check One): ☒ **Semester** ☐ **Quarter**

E. Institutional Structure:



The Provost reports to President Ali.

Dr. Keenan serves as Department Chair for the Department of Geography, Planning, and Sustainability and Program Coordinator for the Community and Environmental Planning Program. Dr. Keenan reports to Dean Lacovara.

2. OTHER PLANNING PROGRAM OFFERINGS

- A. Other Degrees:** The Department of Geography, Planning, and Sustainability offers five degrees. Currently, none of them are accredited.
1. BA in Geography
 2. BA in Environmental and Sustainability Studies
 3. BS in Geographical Information Science (GIS)
 4. BS in Community and Environmental Planning (seeking accreditation for this degree)
 5. MS in Urban and Regional Planning
- B. Non-Degree Programs:** The Department of Geography, Planning, and Sustainability offers the following non degree programs:

Certificates of Undergraduate Study (CUGs)

1. Food Systems Planning
2. Environmental Humanities
3. Geographical Information Science
4. Sustainable Urbanism
5. Crime Mapping & Analysis

Certificates of Graduate Study (COGs)

1. Sustainability Studies

Minors

1. Geography
2. Environmental and Sustainability Studies
3. Geographical Information Science
4. Community and Environmental Planning
5. Geosciences
6. Sustainability Science
7. Sustainable Built Environments
8. Applied Geographic Knowledge and Skills
9. Geographic Inquiry into Global Issues

3. PROGRAM HISTORY

The program began as a B.S. in Planning and awarded its first degree in 2012. Fifteen students have been awarded this degree. In 2017, the name of the degree changed to a B.S. in Community and Environmental Planning. Twenty-five students have received this degree. In total, 40 students have been awarded a B.S. degree in planning from Rowan University.

The faculty initiated the name change in order to emphasize faculty expertise in environmental studies as well as the need for planners to focus on conservation and environmental planning issues in the southern New Jersey / Philadelphia Metropolitan Region. Minor changes to the curriculum were included at the time of the program's name change. The changes included requiring an introductory level course titled GEOG 161.00 "Earth, People, Environment" as well as recommending that students take GEOG 161.30 "Earth Science Lab" for their Rowan Core "Science/Mathematics Bank."

In preparation for accreditation, the program underwent several changes in the past year. These changes focused on curricular updates and included:

1. Adding a course on History, Theory, and Ethics to the core
2. Adding qualitative methods to the methods and practice core of the major
3. Defining specializations
4. Adding a planning studio course

In addition, the program has implemented a combined advanced degree program with the MS in Urban and Regional Planning. High achieving undergraduate students must apply for admission to this program. Admitted students take 12 s.h. of graduate credits as part of the undergraduate program. The credits double count towards both the undergraduate degree and graduate degree. Upon completion of the undergraduate degree, students matriculate into the graduate program with 12 s.h. already finished.

4. STUDENT DATA

Much of the requested student data will be available through your university's institutional research or data office. Be aware, however, that IPEDS (integrated postsecondary education data system) will not necessarily capture fast-track (e.g. 4+1) or dual degree students accurately.

Table 1. STUDENT ENROLLMENT DATA

Institution's census date: 2/12/20

Academic Year *		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
# Applications Reviewed for Admission		The Program does not review applications for admission. Undergraduate students can enroll in any unrestricted major that they wish.						
# Applicants Admitted		All students that declared the major in either Planning or Community and Environmental Planning were admitted to the program.						
# New Students Admitted who Enrolled	Fulltime	Due to the program being offered at the undergraduate level without an admissions procedure, this data is not applicable.						
	Part-time							
# Total Students Enrolled*	Fulltime	21	18	29	30	37	39	37
	Part-time	0	2	1	0	2	2	6

*Data for total students enrolled is reported for the spring semester.

Table 2. STUDENT COMPOSITION This table includes the demographic data on the Program's student body for the most recent academic year. Provide a separate table for each degree, if applicable. Updated data for the current academic year should be provided to the Site Visit Team during the Site Visit, if relevant.

Students - Race and Ethnicity		Enrollment Status and Gender						
		Full-time			Part-time			Total
		Male	Female	Non-Binary	Male	Female	Non-Binary	
U.S. Citizens and Permanent Residents Only	White	24	5		2	1		32
	Black or African American	2	0		2	0		4
	American Indian or Alaska Native	0	0		0	0		0
	Asian	0	0		0	0		0
	Native Hawaiian and Other Pacific Islander	0	0		0	0		0
	Some Other Race Alone	2	1		0	1		4
	Two or More Races	0	0		3	0		3
	Unknown	0	0		0	0		0
	Total US Citizens and Permanent Residents Only	28	6		7	2		43
	International Students							
Total Students								
	Ethnicity - US Citizen and Permanent Residents Only							
	Hispanic or Latino	2	1		0	1		4
	Not Hispanic or Latino	26	5		7	1		39

*Ethnicity does not replace Race as a separate category. Ethnicity data supplements Race data. Programs may include non-binary data if collected.

5. FACULTY DATA

For PAB accreditation purposes, faculty are defined as follows: **(A) Full-time in Planning Unit** are tenure track faculty with a primary appointment in the planning unit. Graduate teaching assistants are excluded; **(B) Part-time in Planning Unit** are tenure track faculty from other academic departments in the University who teach: graduate core courses required for the planning degree; courses in other departments required for planning concentrations/specializations; and/or courses in other departments taken as an elective by a critical mass of planning students. Graduate teaching assistants are excluded; and **(C) Adjunct/Contract/Non-tenure track** are non-tenure track faculty and faculty hired with multi-year and annual contracts.

Table 3. FACULTY COMPOSITION

Faculty - Race and Ethnicity		Faculty Status and Gender									
		Full-time			Part-time			Adjunct			Total
		Male	Female	Non-Binary	Male	Female	Non-Binary	Male	Female	Non-Binary	
U.S. Citizens and Permanent Residents Only	White	2	1		3	1		9	8		21
	Black or African American							1			1
	American Indian or Alaska Native										
	Asian	1									1
	Native Hawaiian and Other Pacific Islander										
	Some Other Race Alone										
	Two or More Races										
	Unknown										
	Total US Citizens and Permanent Residents Only	3	1		3	1		10	8		
International Faculty		0	0	0	0	0	0	0	0	0	0
Total Faculty											
Ethnicity - US Citizen and Permanent Residents Only											
Hispanic or Latino								1			1
Not Hispanic or Latino											

* Ethnicity does not replace Race as a separate category. Ethnicity data supplements Race data. Programs may include non-binary data if collected.

Table 4. FACULTY AICP MEMBERSHIP

Full-time Faculty (A)	2
Part-time in Faculty (B)	0
Adjunct/Contract/Non-tenure track Faculty (C)	3
Total	5

Faculty Listing

This table lists the planning faculty, their educational backgrounds, and their responsibilities within the accredited Program and the degree granting unit.

Table 5. FACULTY LISTING

NAME	RANK/ TENURE	YEAR APPOINTED	DEGREE(S)	DATE	DEGREE FIELD(S)	DEGREE GRANTING UNIVERSITY(IES)	% of Time to Program* 2018- 2019	% of Time to Program* 2019- 2020
A Faculty								
John Hasse	Professor Tenured	2001	PhD MS MS	2002 1999 1998	Geography Urban Planning Geography	Rutgers University Rutgers University Rutgers University	10% Admin 50% Teaching 40% Research	10% Admin 50% Teaching 40% Research
Kevin Keenan	Associate Professor Tenured	2018	PhD MA MA	2009 2005 2000	Geography Geography Public Policy	Clark University Hunter College Hunter College	50% Admin 30% Teaching 20% Research	50% Admin 30% Teaching 20% Research
Jennifer Kitson	Assistant Professor	2015	PhD MA	2013 2005	Geography Geography	Arizona State University California State University, Los Angeles	20% Admin 50% Teaching 40% Research	10% Admin 50% Teaching 40% Research
Mahbubur Meenar	Assistant Professor	2016	PhD MUP	2014 2001	Geography and Urban Studies Urban and Regional Planning	Temple University University of Buffalo	10% Admin 50% Teaching 40% Research	10% Admin 50% Teaching 40% Research
B Faculty								
Zachary Christman	Associate Professor	2012	PhD MA	2010 2010	Geography Geography	Clark University Clark University	10% Teaching	10% Teaching
Jordan Howell	Associate Professor	2013	PhD MS	2013 2010	Geography Geography	Michigan State Univ. Michigan State Univ.	5% Teaching	5% Teaching
Charles McGlynn	Assistant Professor	2005	PhD	2011	Geography	Rutgers University	30% Teaching	30% Teaching
C Faculty								

Megan Bucknum	Lecturer	2018	MUEP	2009	Urban and Environmental Planning	University of Virginia	80% Teaching 20% Admin	80% Teaching 20% Admin
Richard Federman	Lecturer	2018	MS	2000	Environmental Science & Policy	Johns Hopkins University	30% Teaching	30% Teaching
Louis Joyce	Adjunct	2011	MA	1977	Environmental Education	Rowan University	100% Teaching	100% Teaching
Suzanne McCarthy	Adjunct	2013	MS	1986	Ecology	Rutgers University	100% Teaching	100% Teaching
Ashley York	Lecturer	2019	Ph.D. MA MS	2019 2016 2013	Geography Geography Applied GeoSpatial Science	Clark University Clark University Northern Arizona University	10% Teaching	10% Teaching

* For the most recent two years: Include percentage of time devoted to the Program. Include additional time devoted to other degrees or teaching components of the planning unit, and to planning program-related release time activities (e.g. administrative duties, research, university service, etc).

6. PRECONDITIONS TO ACCREDITATION

All programs applying for accreditation review must meet five preconditions. Programs must demonstrate in their Self-Study Reports that they meet the preconditions of accreditation at each accreditation review. The existence of a campus-based program which meets all preconditions is a prerequisite for an application from a program delivered via distance education. For accreditation purposes, programs are evaluated in the same way regardless of locations or modalities of delivery. As PAB is desirous of promoting innovation and experimentation in planning education, programs which do not meet the preconditions in a strictly literal sense, but which meet the spirit of these provisions, may petition PAB for special consideration. Such petitions and Self-Study Reports must provide evidence that the Program meets the spirit of the preconditions.

1. Program Graduates

Programs shall have granted the degree for which accreditation is sought to at least 25 students.

The program began as a B.S. in Planning and awarded its first degree in 2012. Fifteen students have been awarded this degree. In 2017, the name of the degree changed to a B.S. in Community and Environmental Planning. Twenty-five students have received this degree. In total, 40 students have been awarded a B.S. degree in planning from Rowan University.

The faculty initiated the name change in order to emphasize faculty expertise in environmental studies as well as the need for planners to focus on conservation and environmental planning issues in the southern New Jersey / Philadelphia Metropolitan Region. Minor changes to the curriculum were included at the time of the program's name change. The changes included requiring an introductory level course titled GEOG 161.00 "Earth, People, Environment" as well as recommending that students take GEOG 161.30 "Earth Science Lab" for their Rowan Core "Science/Mathematics Bank."

2. Accreditation Status of the Institution

The Program's parent institution shall be accredited by an institutional accrediting body recognized by the Council for Higher Education Accreditation (CHEA) or by its successor organization.

Rowan University is accredited by the Middle State Commission on Higher Education. The University's accreditation was reaffirmed in 2019.

3. Program and Degree Titles

Formal titles of programs and degrees shall contain the word "planning."

- The program is titled "Community and Environmental Planning"
- The original B.S. was titled "Planning."
- The current B.S. degree is titled "Community and Environmental Planning"

4. Length of Program

Undergraduate degree programs shall require a minimum of four academic years of full-time study or the equivalent. For students for whom the graduate degree constitutes the first professional degree in planning, a minimum of two academic years of full-time study or the equivalent in planning is required.

The planning program at Rowan University has awarded B.S. degrees since 2012 (8 years). Completion of this degree normally takes 4 years of full-time study.

Guideline: Residency. A Program, whether undergraduate or graduate, shall normally require students' presence at the accredited program institution for a minimum of two academic years, or its equivalent. The intentions of this guideline are to ensure significant interaction with other students and with faculty, hands on collaborative work, socialization into the norms and aspirations of the profession, and observations by faculty of students' interpersonal and communication skills. Programs departing from campus-centered education by offering distance learning, international exchanges, or innovative delivery systems must demonstrate that the intentions of this guideline are being achieved, and that such programs are under the supervision of fully qualified faculty. Such determination may include, but is not limited to, evidence of faculty of record, and communications between faculty and students.

Currently, the program is not offered online. Traditional undergraduate students will take most of their courses on the Glassboro campus over a period of four years. (Some courses may be available online, but all core planning courses and most electives are currently offered in the F2F format.) Rowan University's residency requirement is 30 credit hours, but students who transfer into the Community and Environmental Planning Program normally require at least 2 years of coursework before earning the degree.

Guideline: Fast-tracking. Programs that combine undergraduate education with a graduate degree in planning in a total of less than six academic years or the equivalent shall meet the criteria of an accredited graduate degree.

This self-study is generated for the application to accredit the undergraduate B.S. degree in Community and Environmental Planning. We do offer undergraduate students a Combined Accelerated Dual Degree Program (CADP) with our Master of Science in Urban and Regional Planning. Qualified students in the undergraduate program take up to 4 graduate courses in the master's program that are applied to the 60 s.h. needed to complete the undergraduate major. Upon completion of the undergraduate degree, the student may choose to matriculate in the graduate program and not have to re-take those four classes.

The guideline on fast-tracking is difficult to answer, as it is written from the perspective that an undergraduate program is not applying for accreditation. Our graduate degree is currently just starting, and it is not eligible for accreditation.

The undergraduate student in our CADP program will still achieve the core content required of an accredited undergraduate program. We have provided the courses that the CADP student substitutes for graduate courses.

Course #	Course Name	Course Attributes / Notes
PLAN 31280	Foundations of Planning & Environmental Design	Satisfies Humanistic Literacy
GEOG 16302	Urban Geography	
PLAN 31580	<i>Introduction to Planning: Past, Present, and Future</i> <i>Taken in lieu of PLAN 31380 History and Theory of Planning</i>	Graduate Course
PLAN 31383	Metro & Regional Planning	
PLAN 31386	Land Use & Conservation	
PLAN 31685	<i>Planning, Practice, Law, and Ethics</i> <i>Taken in lieu of PLAN 31385 NJ Applied Planning Practice</i>	Graduate Course
PLAN 31589	<i>Environmental / Sustainable Planning</i> <i>Taken in lieu of PLAN 31389 Environmental / Sustainable Planning</i>	Graduate Course
PLAN 31686	<i>Community Planning & Site Design</i> <i>Taken in lieu of PLAN 31486 Community Planning & Site Design</i>	Graduate Course

Guideline: Dual Degrees. Programs may allow a degree in planning to be earned simultaneously with a degree in another field, in less time than required to earn each degree separately. All criteria of an accredited graduate degree in planning must be met and the electives allowed to meet requirements of the other degree must be appropriate as electives for a planning degree.

The program does not currently provide a dual degree option for students.

5. Primary Focus

The degree Program's primary focus shall be that of preparing students to become practitioners in the planning profession.

The primary purpose of the B.S. in Community and Environmental Planning is professional preparation for the field of planning. The mission of the program is stated, in part, as follows on the Department's Web site (available here:

<https://earth.rowan.edu/departments/geography/academics/community-env-planning/about.html>): "The Bachelor of Science in Community & Environmental

Planning is a professional degree program that prepares students for positions in local, state, and federal agencies, private companies, planning departments, engineering firms, as well as graduate school programs in planning."

STANDARD 1 – STRATEGIC PLANNING AND PROGRESS

The Program or the Department in which it resides shall strive for self-improvement using an intentional process of goal articulation, planning, outcomes assessment, reflection and correction.

The Community and Environmental Planning Program at Rowan University undertook an extensive strategic planning process during AY 18-19 and AY 19-20. The process was as follows:

1. In the academic year 17-18, the Department of Geography, Planning and Sustainability generated a proposal to create a future Masters degree in Urban and Regional Planning. While this master's has not yet been offered, the proposal process generated much discussion about the nature of the undergraduate program.
2. Program faculty have had several meetings related to the CEP Program at Rowan as well as planning education more broadly at Rowan University. These meetings were held on 6 September 2018; 15 November 2018; 13 December 2018; 25 April 2019.
3. On 11 June 2019 and 25 June 2019, the CEP Program faculty met to specifically discuss the planning accreditation process and the elements of a strategic plan.
4. The Chair of the Department of Geography, Planning, and Sustainability / Director of the Community and Environmental Planning Program compiled the faculty ideas into a draft strategic plan that was then circulated to program faculty for feedback and edits on 6 September 2019. This plan was revised and circulated to all faculty within the Department of Geography, Planning, and Sustainability.
5. The Department of Geography, Planning, and Sustainability discussed the plan at the department meeting scheduled for 27 September 2019.
6. All fall semester planning faculty, including adjuncts, were asked to include the strategic plan as a discussion assignment in their fall semester undergraduate classes. Feedback was collected and the plan revised.
7. During the fall semester on 13 November 2019, the CEP Program Director convened the Planning Advisory Board and asked them to review the strategic plan and provide feedback. The feedback was discussed with program faculty and incorporated into the plan.
8. The Dean of the School of Earth and Environment, as well as the chairs of Environmental Science and Geology, which are the other departments within the School, were also invited to provide feedback on the plan. The Dean provided comment via letter on 11 November 2019. The Department of Environmental Science provided feedback on 31 October 2019. The Department of Geology provided feedback on 20 October 2019.
9. The Planning & Zoning Office in the City of Glassboro was invited to provide feedback on 21 October 21, 2019.
10. The final version of the plan that incorporated the feedback from each of the CEP Program stakeholders was discussed and ratified at the Department of Geography, Planning and Sustainability's meeting on 6 December 2019.

1A. PRIOR STRATEGIC PLAN AND ACCREDITATION REVIEW: THE PROGRAM SHOULD BE ENGAGED IN CONTINUOUS IMPROVEMENT BASED ON ONGOING PLANNING ACTIVITIES, AND RESPONSES TO PRIOR ACCREDITATION REVIEWS. THE PROGRAM SHALL DEMONSTRATE PROGRESS SINCE THE LAST ACCREDITATION REVIEW IN MEETING THE GOALS AND OBJECTIVES ARTICULATED IN THE STRATEGIC PLAN IN PLACE AT THE PRIOR ACCREDITATION REVIEW, AND DOCUMENT PROGRESS TOWARDS COMPLIANCE IN MEETING ACCREDITATION STANDARDS ASSESSED AS PARTIALLY-MET OR UNMET AT THE LAST SITE VISIT.

The Program has not been previously reviewed. The current application is the Program's first application for accreditation. All actions taken in response to the outcome of the current application and feedback from the accreditation review will be documented for future review of the program.

Progress towards meeting the goals and objectives articulated in the Program's strategic plan will be documented. The program will engage in regular assessment of its progress vis-à-vis the strategic plan.

1B. CURRENT STRATEGIC PLAN: THE PROGRAM SHALL HAVE A STRATEGIC PLAN FOR ACHIEVING ITS GOALS AND OBJECTIVES – EITHER AS A FREE-STANDING PLAN OR PART OF A BROADER DEPARTMENTAL STRATEGIC PLAN – AND MUST BE ABLE TO DEMONSTRATE PROGRESS TOWARDS GOAL ATTAINMENT.

THE STRATEGIC PLAN MUST ADDRESS: THE PROGRAM'S VISION; ITS DEFINITION OF MISSION FULFILLMENT; THE ELEMENTS IDENTIFIED AS NECESSARY TO CARRY OUT THE PLAN (INCLUDING FINANCIAL RESOURCES); THE PROCESS BY WHICH THE STRATEGIC PLAN IS DEVELOPED, REFRESHED, AND DISSEMINATED; AND A METHOD FOR EVALUATING PROGRESS AND MAKING IMPROVEMENTS. PROGRAMS MUST DOCUMENT PARTICIPATION IN PLAN DEVELOPMENT BY FACULTY, STUDENTS, ALUMNI, AND PRACTITIONERS. IT IS SUGGESTED THAT PRACTITIONERS INCLUDE A BROAD SPECTRUM OF THE PROFESSION WHO CAN BE RESOURCES FOR THE PROGRAM DURING PLAN DEVELOPMENT AND IMPLEMENTATION.

The current (2020-2025) Strategic Plan is provided in SSR evidence. Portions of the Plan are provided below.

1) *MISSION STATEMENT:* THE PROGRAM OR THE DEPARTMENT IN WHICH IT RESIDES SHALL HAVE A CLEAR AND CONCISE MISSION STATEMENT THAT EXPRESSES ITS CORE VALUES AND FUNDAMENTAL PURPOSE AND ROLE IN TRAINING PROFESSIONAL PLANNERS.

The mission statement for the Program is as follows:

The undergraduate Community and Environmental Planning Program at Rowan University provides a foundation for future planners to experience the discipline and practice of planning through a study of people, place, and environment.

Our mission is to educate students in collaborative and participatory approaches to planning that engage the public domain with a priority placed on engaging urban, suburban, and rural communities. We teach our students through approaches emphasizing the human dimension in design, policy, and planning that illuminates the human-environment relationship both in natural and built forms. We educate our students in ideas, strategies, and methods that will help them preserve and improve this relationship to secure a future more just and livable than the one we have now and the one that is emerging. Our methodological training includes geospatial techniques.

Through our regional location that combines extensive--but threatened--rural areas and dramatic urbanization and re-urbanization processes in one of the largest and poorest metropolises in the U.S., as well as in nearby cities such as Vineland and Camden, NJ, we initiate place-based learning that clarifies ideas of public justice. Our students will understand place as process, sense of place, place-making, and public space. As future planners, this education will allow our students to connect with regional residents in ways that increase awareness of the need for planning and facilitate community development.

2) *PROGRAM GOALS AND MEASURABLE OBJECTIVES:* THE PROGRAM'S STRATEGIC PLAN SHALL IDENTIFY GOALS AND MEASURABLE OBJECTIVES THAT ADVANCE THE PROGRAM'S MISSION. THE GOALS SHALL IDENTIFY THE PROGRAM'S FUTURE ASPIRATIONS IN THE CONTEXT OF ITS MISSION AND THAT OF THE UNIVERSITY, AND SHALL AIM TOWARD EXCELLENCE BEYOND THAT WHICH MAY ALREADY EXIST. GOALS SHALL REFLECT THE PROGRAM'S INTENT TO ACHIEVE AND MAINTAIN DIVERSITY IN ITS STUDENT BODY AND FACULTY, AND TO INCORPORATE INTO THE CURRICULUM THE KNOWLEDGE AND SKILLS NEEDED TO SERVE A DIVERSE SOCIETY.

The Program's Goals and Measurable Objectives are as follows:

Strategic Goals and Objectives

The above-noted program strengths, challenges and opportunities are the foundation for proposing the following strategic goals and objectives:

Goal 1: Revise and create marketing materials that clearly demonstrate program strengths. Program strengths are understood to be:

Location with the School of Earth and Environment

Connection to the Departments of Geology and Environmental Science

Existence of departmental specializations in GIS, sustainability, food systems planning, geography, and creative place making

Location in New Jersey and proximity to Philadelphia

Extensive experiential learning activities

Professional credentials of departmental faculty

- **Objective 1.1:** Evaluate all print marketing materials for currency and attractive, engaging design. Develop new materials for the program minor and planning-related certificates (i.e., food systems planning, sustainable urbanism). Emphasize professional dimension of planning, especially AICP and PP credentials. Circulate these materials to the Dean's Office and other departments.
- **Objective 1.2:** Evaluate Program Web site for currency and attractive, engaging design. Emphasize professional dimension of planning, especially AICP and PP credentials. Create a responsibility culture for faculty to regularly share news and information to keep the Web site fresh and up-to-date.
- **Objective 1.3:** Document all experiential learning activities within the department; highlight these activities on the Program's Web site. Seek opportunities to capture and communicate experiential, high-impact learning activities.
- **Objective 1.4:** Maintain close working relationship with the Office of Admissions; seek regular consultations regarding marketing the Program.

Goal 2: Enhance recruitment strategies for and pipelines to the program.

- **Objective 2.1:** Consult with the Office of Admissions regarding inclusion of the CEP Program in all appropriate university promotional events. Discuss specifically with the office how to recruit and support under-represented groups.
- **Objective 2.2:** Generate pathways for students in the Departments of Environmental Science and Geology to double major and / or minor in CEP. Explore similar pathways with other departments.
- **Objective 2.3:** Continue to support the following initiatives: b-or better letters to students in introductory courses; chair or instructor visits to introductory courses; letters to students admitted to Rowan that indicate an interest in CEP.
- **Objective 2.4:** Develop elevator talk script to promote the program and circulate to all faculty.

- **Objective 2.5:** Establish the Planning Student Organization; hold career-related events via this program.
- **Objective 2.6:** Visit with the Academic Advising Staff once a year to update them on the developments in the program.
- **Objective 2.7:** Create a 4+1 between the undergraduate planning program and the master's program in planning.
- **Objective 2.8:** Analyze and change (if needed) recruitment strategies as part of a new diversity plan.

Goal 3: Develop a diversity, equity, and inclusion plan for the CEP program and the Department of Geography, Planning, and Sustainability.

- **Objective 3.1:** Seek partnerships to develop a diversity plan. Partnerships may be sought through the Division of Diversity, Equity, and Inclusion, through the Rowan Faculty Center, and via the Office of Social Justice, Inclusion, and Conflict Resolution. Other partnerships may be appropriate and explored.
- **Objective 3.2:** Develop and implement a diversity plan.
- **Objective 3.3:** Document and increase the infusion of diversity literature and diverse authors in planning throughout the CEP curriculum.
- **Objective 3.4:** Initiate preliminary discussions related to diversity at Rowan University, within the department, and within the CEP Program with all full and part-time faculty.

Goal 4: Recruit diverse part-time and adjunct faculty with exceptional planning experience and credentials (i.e., AICP, PP); support full-time faculty's development in the practice of planning.

- **Objective 4.1:** Prioritize hiring faculty that represent populations in the region that the CEP program primarily serves.
- **Objective 4.2:** Prioritize hiring adjunct and part-time faculty that have AICP and/or PP credentials.
- **Objective 4.3:** Support full-time faculty in the pursuit and maintenance of AICP and PP (New Jersey) planning accreditation. Support includes financial (e.g., payment of exam fees; payment of membership fees etc.) when possible.
- **Objective 4.4:** Review and change (if needed) faculty recruitment strategies (both full and part-time) as part of the diversity plan noted in Objective 3.2.

Goal 5: Enhance opportunities for students to engage in the profession

- **Objective 5.1:** Create a Planning Student Organization (PSO) and initiate appropriate programming within this entity.
- **Objective 5.2:** Create marketing materials (both for the program web site and in print) that outline how students might engage more with the profession (including the American Planning Association).
- **Objective 5.3:** Invite students to attend the NJ APA Chapter's annual conference in New Brunswick, and seek out volunteer activities and funding sources to help the students travel.
- **Objective 5.4:** Document all linkages to the profession that occur via class instruction.
- **Objective 5.5:** Invite participation of the Advisory Board members in structured activities with students (e.g., Discussions with the Board event, presentations, career workshop panels; departmental lunch and learn sessions etc.)
- **Objective 5.6:** Continue to provide 1 on 1 career advising sessions and internship-search-assistance sessions with CEP students.

Goal 6: Comprehensively review and revise the curriculum to align with PAB requirements, to improve student workplace readiness and competitiveness post-degree, and to improve the overall educational experience.

- **Objective 6.1:** Generate a curriculum map for the Program. The map should document where core PAB content is introduced, reinforced, and where mastery is demonstrated. The map should also specify timelines for when needed courses will be offered.
- **Objective 6.2:** Define specializations for the program in the following areas: Geospatial Planning; Community and Creative Placemaking; Environmental and Sustainability Planning. Explore additional specializations in Geologic Foundations of Planning and Food Systems Planning.
- **Objective 6.3:** Consult with the Program's Advisory Board to determine needed new courses that reflect market direction. Create new courses to reflect market needs, and find appropriate full or part-time faculty to teach these courses. Create and staff a course on housing policy.
- **Objective 6.4:** Document the storytelling and communication skill sets currently embedded within core classes of the major.
 - Objective 6.4.a Emphasize this skill set to students in marketing and advising materials.

- **Objective 6.5:** Review the minor in Community and Environmental Planning and discuss the learning outcomes and goals of this program. The faculty will specifically consider if more structure is needed for this program, and what mechanisms (e.g., pre-requisites) might help create this structure.
- **Objective 6.6:** Explore offering CEP Program courses online and face-to-face during summer and winter sessions.
- **Objective 6.7:** Create a planning equivalent of GEOG 16.110 “Cultural Geography” (which includes significant education in global dimensions in which planning occurs as well as awareness of other cultures) and crosslist this class; designate as a core class in the CEP Program.

Goal 7: Engage alumni and the community.

- **Objective 7.1:** Survey alumni upon graduation, and at 3 year intervals thereafter.
- **Objective 7.2:** Develop and maintain an alumni contact database; partner with University Advancement and the Office of Alumni Engagement.
- **Objective 7.3:** Establish yearly alumni engagement events, such as current student/alumni mixer dinner, mentoring program, career panel. Hold at least one each academic year.
- **Objective 7.4:** Identify institutional and community stakeholders, and actively cultivate a relationship with these partners.

Goal 8: Define new and existing collaborative stances for the program; maintain and improve existing collaborations.

- **Objective 8.1:** Specifically name existing collaborative stances for the program and propose new ones.
- **Objective 8.2:** Generate an appendix to this strategic plan that explains how existing collaborations will be improved and how new ones will be solidified.

Goal 9: Secure designated space for the planning program.

- **Objective 9.1:** Secure a designated studio space for the planning program.
- **Objective 9.2:** Appropriately furnish the studio space with movable tables and chairs, open floorplan, and storage facilities.
- **Objective 9.3:** Secure lounge and clustering space for the planning students. Include appropriate furniture and amenities.

- **Objective 9.4:** Secure club space for the Planning Student Organization.

1C. PROGRAMMATIC ASSESSMENT: THE PROGRAM, OR THE DEPARTMENT IN WHICH IT RESIDES, SHALL HAVE A CLEARLY DEFINED APPROACH, METHODOLOGY, AND INDICATORS FOR MEASURING THE PROGRAM'S SUCCESS IN ACHIEVING THE GOALS ARTICULATED IN ITS STRATEGIC PLAN. SPECIFICALLY, PERFORMANCE INDICATORS AND THEIR RESULTS SHALL BE REPORTED AT EACH ACCREDITATION REVIEW IN THE AREAS LISTED BELOW, IN ADDITION TO THOSE THAT ARE CONTAINED WITHIN THE PROGRAM'S STRATEGIC PLAN.

The Department Chairperson/Community and Environmental Planning Program Director monitors progress towards accomplishment of the goals and objectives within the Program's strategic plan. The Program's core faculty meet every month during the fall and spring semesters to learn about the progress as well as different service needs. The core faculty, as well as other members of the Department of Geography, Planning, & Sustainability, undertake the service activities necessary to advance the strategic plan. At the annual retreat, held in May, the Program Director reports on aggregate accomplishment of strategic goals and objectives, and the faculty discuss overall progress towards implementing the strategic plan as well as possible ways to address emergent issues.

1) *GRADUATE SATISFACTION:* THE PROGRAM SHALL DOCUMENT THE PERCENTAGE OF GRADUATES WHO, TWO TO FIVE YEARS AFTER GRADUATION, REPORT BEING SATISFIED OR HIGHLY SATISFIED WITH HOW THE PROGRAM PREPARED THEM FOR THEIR CURRENT EMPLOYMENT.

In 2019, the CEP Program surveyed graduates upon graduation. The target audience was 10 students. Six students responded. Of these 6, 2 indicated that they were "extremely satisfied" with how the program prepared the student for the student's current employment. Two students were "somewhat satisfied," and 2 students were "neither satisfied nor dissatisfied."

In 2020, the CEP Program surveyed graduates upon graduation. The target audience was 19 students. Eight students responded. Of these 8, 3 indicated that they were "extremely satisfied" with how the program prepared the student for the student's current employment. Five students were "somewhat satisfied." No students reported being neutral or dissatisfied.

In 2020, the CEP Program secured all email addresses (n=69) for Program alumni via Rowan University's Office of Alumni Engagement. The Program issued a survey to all alumni and received 16 responses. Alumni reported the following:

- 53% are in a planning or planning-related career

- 33% were extremely satisfied with the Program, 53% were somewhat satisfied, and 13% were neither satisfied nor dissatisfied. No alumni reported being somewhat dissatisfied or extremely dissatisfied.

2) *GRADUATE SERVICE TO COMMUNITY AND PROFESSION: THE PROGRAM SHALL PROVIDE EVIDENCE OF GRADUATES' CONTRIBUTIONS TO MEETING COMMUNITY NEEDS AND TO PROVIDING SERVICE TO THE PLANNING PROFESSION. EVIDENCE FOR THESE SHALL BE OBTAINED BETWEEN 2 AND 5 YEARS AFTER GRADUATION.*

In 2019, the CEP Program surveyed graduates upon graduation. The target audience was 10 students. Six students responded. Of these 6, 3 were actively engaged in service and volunteering in planning related activities.

In 2020, the CEP Program surveyed graduates upon graduation. The target audience was 19 students. Eight students responded. Of these 8, 4 were actively engaged in service and volunteering in planning related activities.

In 2020, the CEP Program secured all email addresses (n=69) for Program alumni via Rowan University's Office of Alumni Engagement. The Program issued a survey to all alumni and received 16 responses. Alumni reported the following:

- 80% reported volunteering in their community
- 80% reported contributing to planning and/or community development in the last year.

3) *STUDENT RETENTION AND GRADUATION RATES: THE PROGRAM SHALL REPORT STUDENT RETENTION AND GRADUATION RATES (INCLUDING NUMBER OF DEGREES PRODUCED EACH YEAR) RELATIVE TO THE PROGRAM ENROLLMENT AND TO TARGETS SET BY THE PROGRAM.*

Retention rates in the Community and Environmental Planning show a decline over the course of the last 7 years. However, while any downward trend can be a cause for concern, it is important to note that the earlier years' retention rates are artificially lower because the program was very small overall, with just a few students in it. Please review Table 8, which documents the rise in degrees awarded. Nevertheless, it is important to understand why students are leaving the major, and the Program will initiate a review.

Our 4 year graduation rates have steadily increased, though there is room for improvement. As of the 2016-17 cohort, 61.54% of graduates completed the degree in 4 years.

Table 6. STUDENT RETENTION RATES

Academic Year		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Retention Rate*	Fulltime	33.33%	83.33%	68.75%	76.92%	68.18%	61.11%	55%
	Part-time							

*Retention rate is calculated for graduate students as the percentage of first-year students who return in the 2nd year. Retention rate is calculated for undergraduate students as the percentage of students enrolled one year after declaring their major, excluding those who graduated.

Rowan University's Information Resources and Technology (IRT) Division generated this data by Identifying the first term a student was in one of the following major: Planning or Community and Environmental Planning. IRT staff then Identified if a student was Full Time or Part Time during that term (Most Students in the dataset were Full time with the exception of 2 students in 2019). IRT staff then checked each student to see if they were enrolled 1 year later (for example Fall 2019 to Fall 2020 or Spring 2016 to spring 2017. 4, 5, and 6 year graduation was calculated based on the students first term in the relevant majors.

Table 7. UNDERGRADUATE STUDENT GRADUATION RATES (If Applicable)

Academic Year		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
# New Students Admitted who Enrolled*	Fulltime	9	12	16	13	22	18	20
	Part-time							2
Graduation Rate 4-year	Fulltime				33.33%	58.33%	43.75%	61.54%
	Part-time							
Graduation Rate 5-year	Fulltime					33.33%	66.67%	50.00%
	Part-time							
Graduation Rate 6-year	Fulltime						33.33%	66.67%
	Part-time							

* These figures should match what is provided in Part II Table 1. The Program at Rowan University is accrediting an undergraduate program. Students are not "admitted" to the Program, but rather are admitted to the University. Any student can declare the major at any point. The data provided in Table 7 represents the graduation rate of students who first declared the major during the academic year noted.

Table 8. NUMBER OF DEGREES AWARDED

Academic Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Degrees Awarded	4	4	8	5	9	8	Data not available as of 7/10/20.

4) **GRADUATE EMPLOYMENT:** THE PROGRAM SHALL DOCUMENT THE PERCENTAGE OF FULLTIME GRADUATES WHO ARE EMPLOYED WITHIN ONE YEAR OF GRADUATION IN PROFESSIONAL PLANNING, PLANNING-RELATED OR OTHER POSITIONS, AND THE DEFINITIONS THEREOF.

In 2019, the CEP Program surveyed graduates upon graduation. The target audience was 10 students. Six students responded. Of these 6, 4 indicated that they were employed at graduation. Three of these 4 indicated a planning position, while the fourth respondent did not specify the type of employment.

In 2020, the CEP Program surveyed graduates upon graduation. The target audience was 19 students. Eight students responded. Of these 8, 4 were employed in a planning position.

In 2020, the CEP Program secured all email addresses (n=69) for Program alumni via Rowan University's Office of Alumni Engagement. The Program issued a survey to all alumni and received 16 responses. Alumni reported the following:

- 53% are in a planning or planning-related career

TABLE 9. STUDENT EMPLOYMENT DATA

Graduation Years Ending		May 2019	May 2020	Month Year	Month Year	Month Year
Graduates employed within 1 year of graduation in a professional planning or planning-related job	Number	4	3	No data	No data	No data
	Percent	21%	30%	No data	No data	No data
Graduates who pursue further education within 1 year of graduation.	Number	2	1	No data	No data	No data
	Percent	10%	10%	No data	No data	No data
Graduates not employed in planning or planning-related jobs or unemployed within 1 year of graduation	Number	4	2	No data	No data	No data
	Percent	21%	20%	No data	No data	No data
Graduates with unknown employment status	Number	11	4	No data	No data	No data
	Percent	57%	40%	No data	No data	No data
Total	Number	19	10	No data	No data	No data
	Percent	100%	100%	100%	100%	100%

5) **GRADUATE CERTIFICATION:** THE PROGRAM SHALL DOCUMENT THE PERCENTAGE, BASED ON THE NUMBER WHO TAKE IT, OF MASTER'S GRADUATES WHO PASS THE AICP EXAM WITHIN 5 YEARS OF GRADUATION, AND/OR THE PERCENTAGE OF BACHELOR'S GRADUATES WHO PASS THE AICP EXAM WITHIN 7 YEARS OF GRADUATION. IF THE PROGRAM BELIEVES THAT ALTERNATIVE CREDENTIALS ARE MEANINGFUL TO ITS GOALS AND OBJECTIVES, THE PROGRAM MAY SUPPLEMENT ITS AICP DATA.

As per the American Planning Association's database, one graduate of our program has taken the AICP exam in the last 7 years. This one student did not pass it. In total, 7 graduates of our program have taken the exam (though most graduating before 2013) and 4 passed it. Thus our overall passage rate is 57%.

Table 10. AICP EXAM DATA

Graduation Years Ending	May 2012	May 2013	May 2014	May 2015	May 2016
Bachelor's program graduates who take the exam within 7 years of graduation (If applicable)					
# who take exam	0	1	0	0	0
% of takers who pass the exam	0	0	0	0	0

6) *STRATEGIC PLAN*: THE PROGRAM SHALL DOCUMENT ANY OTHER OUTCOMES IDENTIFIED IN ITS STRATEGIC PLAN.

The Program's Strategic Plan was adopted on 12/6/19, and the program is in the early stage of implementing the plan. To date, there are documented outcomes for just a few objectives, which are as follows: 2.5, 2.6, 4.2, 4.3, 5.1, 5.3, 6.1, 6.2, 6.7, 7.1, and 8.1.

1D. STUDENT LEARNING OUTCOMES ASSESSMENT: THE PROGRAM, OR THE DEPARTMENT IN WHICH IT RESIDES, SHALL HAVE A CLEARLY DEFINED APPROACH, METHODOLOGY, AND INDICATORS FOR MEASURING STUDENT LEARNING OUTCOMES FOR THE EXPECTED KNOWLEDGE, SKILLS, ATTITUDES, COMPETENCIES, AND HABITS OF MIND THAT STUDENTS ARE EXPECTED TO ACQUIRE. EVIDENCE SHOULD CLEARLY IDENTIFY THE LEARNING OUTCOMES SOUGHT AND ACHIEVED FOR STUDENTS AT EITHER COHORT OR YEAR LEVEL OVER THE ACCREDITATION REVIEW PERIOD.

The Program's assessment framework includes both program-level goals and student learning goals, which are reported below. The Department Chair/Program Director meets with the University's Director of Assessment each semester to formulate an assessment plan. The plan identifies several student learning goals to be assessed by the close of the semester. The Program faculty teaching courses with material that facilitates assessment of the identified student learning outcome(s) then develop signature assignments and rubrics for the actual assessment. The rubrics and eventually the data are entered into TracDat, which is the University's assessment tracking software.

The framework is provided below.

Program Goal 1: Produce graduates who possess a broad understanding of the variety of environmental, cultural, social, and political systems, how anthropogenic and natural forces impact these systems and how human actions are shaped by environmental conditions.

- Student Learning Goal 1.1: Students will develop fundamental knowledge of the biogeophysical environment.
 - Student Learning Outcome 1.1.1: Students will be able to distinguish and understand characteristics of the earth's biogeophysical systems.
 - Student Learning Outcome 1.1.2: Students will be able to identify the processes involved in the earth's biogeophysical systems.
- Student Learning Goal 1.2: Students will develop fundamental knowledge of the diversity of human cultures, their distribution, and evolution.
 - Student Learning Outcome 1.2.1: Students will be able to distinguish between and understand characteristics of human cultures/societies.
 - Student Learning Outcome 1.2.2: Students will be able to identify processes and changes in human cultures/societies over time (distribution and behavior).
- Student Learning Goal 1.3: Students will develop fundamental knowledge of human-environment interaction.
 - Student Learning Outcome 1.3.1: Students will be able to understand and can discuss the growing footprint of human activities on the local, regional and global environment.
 - Student Learning Outcome 1.3.2: Students will employ skills for engaging in solutions.

Program Goal 2c, Planning: Produce graduates who are knowledgeable about the theories, skills and ethics surrounding the practice of planning.

- Student Learning Goal 2c.1: become familiar with the purpose and meaning of planning in the past, present, and future.
 - Student Learning Outcome 2c.1.1: Students will be able to articulate the primary reasons planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.
 - Student Learning Outcome 2c.1.2: Students will be able to identify the relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future.
- Student Learning Goal 2c.2: Students will become familiar with the comprehension, representation, and use of ideas and information in the planning field, blending theory, law, and practice.
 - Student Learning Outcome 2c.2.1: Students will be able to exhibit an understanding of planning theories by applying theories to real-world planning problems.

- Student Learning Outcome 2c.2.2: Students will be able to exhibit an understanding of legal and institutional contexts within which planning occurs.
- Student Learning Goal 2c.3: Students will develop an understanding of the use and application of knowledge to perform specific tasks required in the practice of planning, including research, written, oral, and graphical communication, quantitative and qualitative methods, plan creation and implementation, planning process methods, and leadership.
 - Student Learning Outcome 2c.3.1: Students will be able to apply both quantitative and qualitative methods to planning.
 - Student Learning Outcome 2c.3.2: Students will be able to use GIS and other research tools and techniques for assembling and analyzing ideas.
- Student Learning Goal 2c.4: Students will develop a general understanding of sustainability and environmental factors in planning, connection between health and built environment, and social justice factors, including equity and diversity.
 - Student Learning Outcome 2c.4.1: Students will be able to exhibit an understanding of environmental, economic, and social/political factors that contribute to sustainable communities, and the creation of sustainable futures.
 - Student Learning Outcome 2c.4.2: Students will be able to identify planning's implications on individual and community health in the places where people live, work, play, and learn.

Program Goal 4: Produce graduates who understand the requirements and standards expected of geography, GIS, planning, and/or environmental professionals and possess the skills necessary to meet their professional and personal goals.

- Student Learning Goal 4.1: Students will be aware of potential career options available to graduates of the Department of Geography, Planning, and Sustainability and requirements of these opportunities.
 - Student Learning Outcome 4.1.1: Students will discuss career options.
 - Student Learning Outcome 4.1.2: Students will participate in career and graduate school advising sessions.
 - Student Learning Outcome 4.1.3: Students will develop documents required to apply to jobs and graduate school.
- Student Learning Goal 4.2: Students will apply knowledge and skills gained in the classroom environment in a “real-world” context.
 - Student Learning Outcome 4.2.1: Students will complete an experiential learning requirement beyond the classroom environment.

1E. STRATEGIC ISSUES FOR THE NEXT 5-7 YEARS: THE PROGRAM SHALL IDENTIFY THE CRITICAL STEPS CONSISTENT WITH ITS MISSION NEEDED TO ADVANCE ITS GOALS AND PROGRESS DURING THE NEXT ACCREDITATION PERIOD.

1. **Creating opportunities for students to engage with the profession:** The CEP Program faculty currently introduce students to the profession through a variety of teaching methods, field trips, and ad hoc opportunities. The CEP Program faculty recognizes the need for more systematic and structured program-level initiatives to engage students with the profession, including a planning student organization, attendance at the local planning conferences, more information on how to connect with national APA, as well as information on local planning employment options and significant regional planning events.
2. **Curriculum ~ course offerings and aligning content with PAB requirements:** The CEP Program has a strong and comprehensive undergraduate planning curriculum, but review is necessary to ensure coverage of all core content specified by the Planning Accreditation Board. In addition, adjuncts with extensive experience in the planning profession teach some of the courses, and more coordination is needed to ensure coverage of PAB content. Sequencing course offerings appropriately to facilitate program completion among students is also a concern. Finally, the CEP minor may need attention and additional structure. Currently, the minor requires just two introductory courses, followed by students taking any other 4 classes from the Planning Bank in consultation with the CEP Program advisor.
3. **Curriculum ~ course mapping:** The CEP Program needs a comprehensive course map that articulates when courses are planned to be available for students. This map must also indicate where core content is introduced, where it is reinforced, and where students demonstrate mastery of the content. In addition, the CEP Program intends to revisit the “pre-requisite” policy, and possibly strategically introduce and enforce some additional pre-requisites for upper-level courses. The Program faculty is mindful that the introduction of pre-requisites comes with a cost of lost flexibility for student completion in a timely fashion. The faculty will review options related to the minor.
4. **Curriculum ~ defining specializations for the program:** The CEP program currently lacks defined specializations, but the department has several clusters of innovative course content that could be clearly communicated to students to enhance the learning experience and improve competitiveness in the marketplace. These clusters include Community and Creative Placemaking, Geospatial Planning, and Environmental and Sustainability Planning. In addition, this content can be added to the program as part of the defined curriculum published in the undergraduate catalog.
5. **Curriculum ~ offering innovative, cutting edge content:** The CEP Program currently exists within a department that has several specializations (as noted in #4 above). In addition, the CEP Program exists within the School of Earth and Environment that houses departments in Geology and Environmental Science. Currently, relationships among the various specializations, programs, and departments and the CEP Program

remains informal. However, the program would like to engage these other entities with more intentionality. We believe doing so will benefit our students tremendously. Finally, the program recognizes the need to offer classes in transportation planning and housing policy specifically. (The transportation class is currently available in the catalog but has not been taught, while the housing course would need to be created.) Program faculty are also interested in course offerings in collaborative planning and food systems planning.

6. **Improving internal departmental collaborations:** The Department of Geography, Planning and Sustainability was reviewed by an external faculty member in Spring 2019. One of the insights gleaned from this review is the need for more cross-program collaboration. The CEP Program recognizes the need to enhance internal collaborations, especially with the Geographic Information Science and Environmental and Sustainability Study program coordinators. Collaborations can be improved around special event and guest lecture planning; curricula offerings; mutual professional support; student recruitment and retention.
7. **Recruitment and marketing:** Internal and external marketing strategies are needed for the CEP Program's success. Currently, the program has initiated a variety of marketing strategies, including: letters to high-performing students in introductory courses inviting them to take more classes; class visits by the department chair and program faculty inviting students to learn more about the department; printed fliers that celebrate the program; enhanced web site; and inclusion at Rowan University Open House events to target prospective students. The program believes there is an opportunity to think strategically about internal and external marketing activities.
8. **Alumni engagement:** The CEP Program has currently not done much alumni engagement. This is an area where much improvement is possible, including surveying alumni about satisfaction with the degree, preparation for the workplace, and needed skill sets and curricula interventions. In addition, alumni can be engaged to mentor students and provide insights about the world after college.
9. **Securing space for studio and student activities:** The CEP Program currently has a need for an appropriate space for planning studios. This space would include a variety of work space types (movable desks, computers, different lighting), ample space to cluster and de-cluster, and storage. While Robinson Hall 311 currently serves this function, there are several limitations that involve either reconfiguring this space or finding additional space. Further, this space is in heavy demand for GIS courses leading to space conflicts. In addition, the lounge in the main office of the Geography, Planning, and Sustainability Department serves as an informal student gathering and meeting space, but it would be ideal to have space specifically designated for planning students.

1F. PUBLIC INFORMATION: THE PROGRAM SHALL ROUTINELY PROVIDE RELIABLE INFORMATION TO THE PUBLIC ON ITS PERFORMANCE. SUCH INFORMATION SHALL APPEAR IN EASILY ACCESSIBLE LOCATIONS INCLUDING PROGRAM WEBSITES. IN ADDITION TO THE FOLLOWING INFORMATION, PROGRAMS ARE ENCOURAGED TO SHOWCASE STUDENT ACHIEVEMENT, HOWEVER IT MAY BE DETERMINED.

- 1) *STUDENT ACHIEVEMENT:* STUDENT ACHIEVEMENT AS DETERMINED BY THE PROGRAM;
- 2) *COST:* THE COST (TUITION AND FEES) FOR A FULL-TIME STUDENT FOR ONE ACADEMIC YEAR;
- 3) *RETENTION AND GRADUATION:* STUDENT RETENTION AND GRADUATION RATES, INCLUDING THE NUMBER OF DEGREES PRODUCED EACH YEAR, THE PERCENTAGE OF FIRST-YEAR STUDENTS WHO RETURN IN THE 2ND YEAR FOR GRADUATE STUDENTS, AND/OR THE PERCENTAGE OF STUDENTS ENROLLED ONE YEAR AFTER DECLARING THEIR MAJOR FOR UNDERGRADUATE STUDENTS, THE PERCENTAGE OF MASTER'S STUDENTS GRADUATING WITHIN 4 YEARS, AND/OR THE PERCENTAGE OF BACHELOR'S STUDENTS GRADUATING WITHIN 6 YEARS;
- 4) *AICP PASS RATE:* THE PERCENTAGE, BASED ON THE NUMBER WHO TAKE IT, OF MASTER'S GRADUATES WHO PASS THE AICP EXAM WITHIN 5 YEARS OF GRADUATION, AND/OR THE BACHELOR'S GRADUATES WHO PASS THE AICP EXAM WITHIN 7 YEARS OF GRADUATION; AND
- 5) *EMPLOYMENT:* THE EMPLOYMENT RATE OF FULLTIME GRADUATES IN PROFESSIONAL PLANNING, PLANNING-RELATED OR OTHER POSITIONS WITHIN 1 YEAR OF GRADUATION.

<https://earth.rowan.edu/departments/geography/academics/community-env-planning/public-information.html>

STANDARD 2 - STUDENTS

The Program shall attract a sufficient number of well-qualified students from diverse backgrounds and shall adequately prepare, support, and advise these students to pursue and contribute successfully to the field of urban and regional planning. Accordingly, the Program shall demonstrate that its students upon graduation possess the knowledge, skills, and values that will enable them to secure professional employment, to perform effectively as planners, and to participate meaningfully in the planning profession. Among the foremost responsibilities of the Program are to reject discrimination, including discrimination on the basis of race, color, national origin, sex, disability, age, and other classes protected by law - *within the Program itself* - and to advance diversity and a culture of inclusion among the planning profession's future practitioners in the Program, particularly with regard to historically underrepresented racial and ethnic minorities.

As of the Spring 2020 semester, there were 43 declared majors in the Community and Environmental Planning Program. The student body is of sufficient size to form a functional group, which is able to work collaboratively amongst themselves and with faculty on planning-

related projects. While the University and the program rejects discrimination and is committed to a culture of inclusion, the student body in the CEP Program is overwhelmingly male and white. The Program is currently taking steps to address this issue. First, the Program Director has completed the University's certification in Diversity, Equity, and Inclusion, and he has encouraged all CEP Program faculty to complete the certificate. Second, the Program is developing a diversity plan which will include specific outreach / recruitment efforts for students of color, women, and other under-represented groups. Finally, the Program is seeking collaborative stances and guidance from throughout the University on how to increase the diversity of the student body.

2A. STUDENT QUALITY: THE PROGRAM SHALL ADMIT STUDENTS WHOSE EDUCATIONAL ATTAINMENT, PREVIOUS ACADEMIC PERFORMANCE, WORK EXPERIENCE, APTITUDE, MATURITY, AND MOTIVATION INDICATE POTENTIAL FOR SUCCESS IN THEIR STUDIES AND IN PROFESSIONAL PRACTICE. TOWARD THAT END, THE PROGRAM SHALL ESTABLISH ADMISSION STANDARDS THAT REFLECT THE INSTITUTION'S POLICIES AND THE PROGRAM'S GOALS, AND THE PROGRAM SHALL APPLY THOSE STANDARDS FAIRLY AND CONSISTENTLY. THE PROGRAM SHALL DOCUMENT ITS ADMISSION STANDARDS AND THE EXTENT TO WHICH ITS CURRENT STUDENTS MEET OR EXCEED THOSE STANDARDS.

The Community and Environmental Planning Program serves undergraduate students. There are no admissions criteria for the program. Any undergraduate student at Rowan University can declare the major at will, and they do not need to submit a separate application. Declaring a major is accomplished via a form found at the University Advising Center. Further information regarding how students might declare the Community and Environmental Planning major is available at this link: https://sites.rowan.edu/student-success/docs/advising/declare_your_major1.pdf

2B. STUDENT DIVERSITY: CONSISTENT WITH APPLICABLE LAW AND INSTITUTIONAL POLICY, THE PROGRAM SHALL ESTABLISH STRATEGIC GOALS THAT DEMONSTRATE AN ACTIVE COMMITMENT TO ATTRACTING AND RETAINING A DIVERSE STUDENT POPULATION, AND ARE INFORMED BY THE CHARACTERISTICS OF THE POPULATIONS THAT THE PROGRAM'S GRADUATES GENERALLY SERVE. THE PROGRAM SHALL COLLECT AND ANALYZE DATA ON STUDENT DEMOGRAPHICS TO INFORM AND ENHANCE ITS EFFORTS TO IDENTIFY EFFECTIVE AND APPROPRIATE METHODOLOGIES FOR ACHIEVING DIVERSITY IN ITS STUDENT BODY. FURTHERMORE, THE PROGRAM SHALL ESTABLISH ASSESSMENT MECHANISMS FOR EACH OF ITS STRATEGIC GOALS THAT ARE FOCUSED ON ACHIEVING DIVERSITY. BECAUSE DIVERSITY IS NOT A STATIC CONCEPT, AND BECAUSE ALL PLANNING PROGRAMS SHOULD SEEK TO IMPROVE THE DIVERSITY OF THE GRADUATES ENTERING THE PROFESSION, THE PROGRAM SHALL PROVIDE EVIDENCE OF CONTINUOUS IMPROVEMENT IN ACHIEVING ITS DIVERSITY-RELATED STRATEGIC GOALS.

Strategic Goals Related to Diversity and Efforts to Achieve Diversity

The Program has defined the following diversity goals as part of its strategic plan, which was adopted in 2020. The Program has taken early several steps towards achieving these goals.

- **Objective 3.1:** Seek partnerships to develop a diversity plan. Partnerships may be sought through the Division of Diversity, Equity, and Inclusion, through the Rowan Faculty Center, and via the Office of Social Justice, Inclusion, and Conflict Resolution. Other partnerships may be appropriate and explored.
 - *Actions taken:*
 - The Program director has had several conversations with representatives of the Office of Diversity, Equity, and Inclusion about advancing diversity within the Department and has completed the University's inaugural certificate in DEI. In addition, as noted below, a representative from the DEI Office visited the department to discuss DEI strategies at the department / program level.
- **Objective 3.2:** Develop and implement a diversity plan.
 - The program faculty will create a diversity plan in the Fall 2020 semester.
- **Objective 3.3:** Document and increase the infusion of diversity literature and diverse authors in planning throughout the CEP curriculum.
 - *Actions taken:*
 - The Program faculty have begun the process of creating a comprehensive list of diverse authors in planning practice and theory literature, readings on diversity issues within the field, and readings on how to increase diversity in academia and in the profession.
 - The Program faculty have created an inventory of literature in each of the program's courses that engages with one of the aspects of diversity mentioned in the preceding bullet.
- **Objective 3.4:** Initiate preliminary discussions related to diversity at Rowan University, within the department, and within the CEP Program with all full and part-time faculty.
 - *Actions taken:*
 - The CEP Program committee has had several discussions of approaches to diversity within the Program at its steering meetings.
 - Rowan University's Office of Diversity, Equity, and Inclusion visited the Department's meeting on December 6, 2019 to begin conversations with faculty about how to advance DEI at the departmental / program-level.

Diversity Definition

Diversity means the identities, perspectives, backgrounds, life experiences, and differences, which combine to create a unique person. These include, but are not limited to, race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, marital status, national origin, religion, age, physical and neurological ability, veteran status, career level, education, and political perspective. Some of an individual's diversities may be self-identified, while others may be an assumed personhood, and they may vary over a person's life or according to particular social situations.

Student Demographics

Our Program's has collected an initial data set that documents the existing diversity amongst the students in the Program. This data is provided in Part II, Section 4, Table 2. The data establishes the Program's baseline against which its progress can be measured in subsequent reviews.

2C. STUDENT ADVISING, SERVICES, AND SUPPORT: THE PROGRAM SHALL PROVIDE STUDENTS WITH COMPETENT ACADEMIC ADVISING, PROGRESS APPRAISAL, AND CAREER GUIDANCE, AS WELL AS ACCESS WITHIN THE INSTITUTION TO ANY PERSONAL COUNSELING THAT STUDENTS MIGHT NEED. FURTHERMORE, THE PROGRAM OR ITS INSTITUTION SHALL PROVIDE STUDENTS WITH CAREER SERVICES THAT ASSIST STUDENTS IN SECURING SUITABLE INTERNSHIPS AND JOBS. THE PROGRAM SHALL ALSO SUPPORT ITS STUDENTS BY PROVIDING THEM WITH FINANCIAL AID OPPORTUNITIES THAT ARE SUFFICIENT IN NUMBER AND AMOUNT TO ACHIEVE THE PROGRAM'S STRATEGIC GOALS FOR A WELL-QUALIFIED AND DIVERSE STUDENT BODY. THE PROGRAM SHALL PUBLISH ITS CRITERIA FOR THE ALLOCATION OF SUCH FINANCIAL AID.

Mr. Harold Thompson serves as the program's in-house academic advisor. He provides regular academic advising to the students, and he monitors their progress towards degree completion at regular intervals. Mr. Thompson is a full-time employee embedded within the Department.

All students within the Program are required to take the GeoClinic course, which links students to structured academic internship experiences. The course is supervised by a fulltime faculty member. While students must find their own internships, the supervising faculty member helps students locate positions that match their interests and/or directs the students' search. If the student cannot find a viable internship, faculty members have found positions for the student, or in certain circumstances invite the student to serve on a faculty research project. In addition, The Office of Career Advancement (OCA) at Rowan University engages students in the development and implementation of meaningful educational and career goals consistent with their values, interests, and abilities. To this end, the office team helps students and alumni create a practical framework for a lifetime of active career management through one-on-one counseling, workshops, recruitment programs, career fairs, job posting databases, and by promoting strong partnerships with employers, academic departments, and the university community.

2D. STUDENT ENGAGEMENT IN THE PROFESSION: THE PROGRAM SHALL PROVIDE OPPORTUNITIES FOR STUDENT ENGAGEMENT IN THE PROFESSION, INCLUDING BUT NOT LIMITED TO PARTICIPATION IN A PLANNING STUDENT ORGANIZATION AFFILIATED WITH THE PROGRAM, IN THE LOCAL CHAPTER OF THE AMERICAN PLANNING ASSOCIATION, IN PROFESSIONAL MENTORING PROGRAMS, IN OTHER PROFESSIONAL SOCIETIES AND ACTIVITIES, AND IN WORK, INTERNSHIPS, COMMUNITY-BASED PLANNING ACTIVITIES, OR PROJECT EXPERIENCES THAT DEVELOP THEIR SKILLS AS PLANNERS. THE PROGRAM SHALL ALSO PROMOTE SOCIALIZATION INTO THE PLANNING PROFESSION BY ENCOURAGING STUDENTS TO ATTEND APA’S PLANNING CONFERENCES AND OTHER EVENTS IN WHICH STUDENTS MIGHT INTERACT WITH PROFESSIONAL PLANNERS FROM A VARIETY OF BACKGROUNDS.

The Program provides a variety of ways for students to engage with the profession. These include the following:

- Rowan University Planning Student Organization (RUSPO), which holds a variety of events over the course of the academic year.
- Students from the Program attend the annual NJ APA conference in New Brunswick. The Program provides support for students to attend.
- The faculty that teach all of the core courses in the Program, and many of the electives, utilize experience-based learning projects that engage students with community-based planning activities and other experiences that develop their skills as planners.
- Students in the Program are required to take an Internship / Research clinic for 3 s.h. The experience is supervised by a faculty member. Through this course, CEP students gain professional experience relevant to planning.

STANDARD 3 – FACULTY

The Program shall employ a sufficient number of qualified, productive, and engaged faculty members to permit the achievement of program goals and objectives. Among the foremost responsibilities of the Program are to reject discrimination, including discrimination on the basis of race, color, national origin, sex, disability, age, and other classes protected by law - *within the Program itself* - and to advance diversity and a culture of inclusion among the faculty who shape the future of the planning profession, particularly with regard to historically underrepresented racial and ethnic minorities.

The Program faculty is quite productive, as noted in the number of publications, creative activities, and successful grants listed in the tables below and described in the narrative. The Program faculty engages with the Program's students beyond the classroom, and the faculty supports the students in a variety of high-impact learning experiences. The faculty engage with the broader community in many different ways, particularly through their scholarship and service. The faculty also are committed to supporting the New Jersey American Planning Association. The Department Chairperson/Program Director serves as a faculty liaison to the NJ APA's Executive Committee, and the faculty regularly participate in the annual meeting of this organization and facilitate the participation of students.

The Program faculty are committed to rejection of discrimination in all of its forms and seeks to advance diversity and a culture of inclusion among the faculty. The Department Chairperson/Program Director recently completed a 7 module certificate in Diversity, Equity, and Inclusion offered by Rowan University. All faculty within the Program are encouraged to complete this certificate. Rowan University's Office of Diversity, Equity, and Inclusion was invited to the Department/Program to initiate discussions around DEI, and the faculty is committed to creating a diversity plan that will serve as a baseline from which progress in subsequent reviews can be measured. Due to the extensive Covid-19 disruptions, the faculty were not able to complete a DEI plan in the spring. However, the plan will be a priority in the 20-21 Academic Year. This plan will include specific steps the Program faculty can take to reject racism and encourage a culture of inclusion. Among other things, the faculty have been creating reading lists on topics of diversity in the field of planning, readings authored by diverse authors, and readings specifically dealing with strategies to diversify planning.

3A. FACULTY QUALITY: THE FULLTIME AND ADJUNCT FACULTY OF THE PROGRAM SHALL HAVE EDUCATIONAL AND PROFESSIONAL BACKGROUNDS, A RELEVANT MIX OF CREDENTIALS (I.E., ACCREDITED DEGREES IN PLANNING, SIGNIFICANT EXPERIENCE IN PLANNING, PHDS IN PLANNING, DEGREES AND EXPERIENCE IN RELATED FIELDS, AND AICP MEMBERSHIP), BE QUALIFIED TO SERVE THE PROGRAM'S MISSION AND CAPABLE OF EXECUTING THE PROGRAM'S GOALS AND OBJECTIVES, PARTICULARLY AS THEY PERTAIN TO TEACHING, RESEARCH, AND SERVICE.

Three of the full-time faculty members of the Program have masters degrees in Planning from accredited programs and one has an M.A. in Public Policy, three of them have doctoral degrees

in Geography and one has a doctoral degree in Geography and Urban Studies. Two of the full time faculty are AICP certified. Three additional adjunct faculty have AICP certification and are certified via the New Jersey state license (known as the Professional Planner license). Each of these faculty have masters degrees – one in Public Administration with a concentration in Planning and Public Policy, one in Environmental Education, and one in Resource Management and Administration. 85% of the adjuncts who have taught a course in the Program have a masters degree or higher degree (Ph.D., J.D.).

The mixture of credentials held by the faculty allows the faculty to effectively deliver the Program’s mission. The Program intends to “provide a foundation for future planners to experience the discipline and practice of planning through a study of people, place, and environment.” The formal degrees in planning held by the faculty, as well as the AICP and PP credentials, support this part of the mission. In addition, the Program emphasizes the “human-environment relationship” as well as “place as process, sense of place, place-making, and public space” throughout the program, and these aspects are supported by the faculty’s training in geography.

3B. FACULTY DIVERSITY: CONSISTENT WITH APPLICABLE LAW AND INSTITUTIONAL POLICY, THE PROGRAM SHALL ESTABLISH STRATEGIC GOALS THAT DEMONSTRATE AN ACTIVE COMMITMENT TO ATTRACTING AND RETAINING A DIVERSE FACULTY AND ARE INFORMED BY THE CHARACTERISTICS OF THE POPULATIONS THAT THE PROGRAM’S GRADUATES GENERALLY SERVE. THE PROGRAM SHALL COLLECT AND ANALYZE DATA ON FACULTY DEMOGRAPHICS IN ORDER TO INFORM AND ENHANCE ITS EFFORTS TO IDENTIFY EFFECTIVE AND APPROPRIATE METHODOLOGIES FOR ACHIEVING DIVERSITY AMONG ITS FACULTY. FURTHERMORE, THE PROGRAM SHALL ESTABLISH ASSESSMENT MECHANISMS FOR EACH OF ITS STRATEGIC GOALS THAT ARE FOCUSED ON ACHIEVING DIVERSITY. BECAUSE DIVERSITY IS NOT A STATIC CONCEPT, AND BECAUSE ALL FACULTY REPRESENTATION WITHIN EACH PLANNING PROGRAM SHOULD SEEK TO CONTRIBUTE TO THE DIVERSITY OF THE LEARNING ENVIRONMENT AND IMPROVE THE DIVERSITY OF GRADUATES ENTERING THE PROFESSION, THE PROGRAM SHALL PROVIDE EVIDENCE OF CONTINUOUS IMPROVEMENT IN ACHIEVING ITS DIVERSITY-RELATED STRATEGIC GOALS.

The Program is committed to faculty diversity. The Department Chairperson/Program Director completed Rowan University’s certificate in Foundations in Diversity, Equity, and Inclusion, and he has collected data on diversity among Department and program faculty. In AY 19-20, the Department within which the Program exists began the process of generating a diversity plan, which included collecting data on diversity among Department and program faculty. At its December 2019 Department meeting, Vice President Penny McPherson Myers from the University’s Office of Diversity, Equity, and Inclusion delivered a presentation to initiate faculty discussions regarding how to define diversity as well as steps that might be taken to generate a diversity plan. The Department of Geography, Planning, & Sustainability subsequently included Goal 10 in its Strategic Plan, which indicates the Department will create a Diversity Plan. The Program, which exists within the Department, listed Goal 3 in its plan, which states it will develop a Diversity, Equity, and Inclusion Plan. In addition, the School of Earth and

Environment, in which both the Department and the Program reside, initiated school wide planning for diversity.

In the beginning of the Spring 2020 semester, the Department began taking concrete steps to generate a diversity plan. It solicited feedback from faculty regarding their definitions of diversity; these definitions were compiled into a single definition that was scheduled to be discussed at a department meeting. In addition, the Department began generating a climate survey to understand the different constituencies' experience of the Department. The extensive disruptions in the Spring semester, including the closure of the University and transition to fully remote learning, necessitated putting the diversity plan development on hold. The Department intends to prioritize the Diversity Plan in the Fall 2020 semester. There is currently a committee established to focus on the plan.

Due to the Covid-19-related disruptions in the Spring 2020 semester, the Program does not have a defined diversity plan or assessment mechanism. However, the Program will have a diversity plan by the time the site visit occurs, should the program be granted candidacy status. The Program is currently establishing its baseline and will demonstrate continuous improvement during each review period.

3C. FACULTY SIZE: THE FACULTY SHALL BE OF A SUFFICIENT SIZE TO ACCOMPLISH THE PROGRAM'S MISSION AND GOALS, ADMINISTER THE PROGRAM, AND TEACH THE CURRICULUM. THE PROGRAM SHALL HAVE A FACULTY OF SUCH SIZE THAT THE FULL-TIME FACULTY ARE ABLE TO TEACH REQUIRED COURSES AND DIRECT ALL AREAS OF SPECIALIZATION. THE PROGRAM SHALL HAVE NO GREATER THAN A 15/1 RATIO OF UNDERGRADUATE STUDENT FTE TO INSTRUCTIONAL FACULTY FTE, AND A 10/1 RATIO OF GRADUATE STUDENT FTE TO INSTRUCTIONAL FACULTY FTE.

As noted in Table 5, the Program is governed by 4 full-time tenured or tenure-track faculty and one full-time nontenure lecturer. These faculty teach required courses in the major and direct the specializations. Two of these faculty members are AICP certified. Despite credit hour reductions due to service obligations for the chairperson/program director and teaching buyouts from grants, the program has a student / teaching faculty ratio of 10.47/1.

Please provide the Program's definition/formula for a full-time teaching load:

Tenured and tenure track faculty are required to teach 12 credit hours each semester for a total of 24 credit hours each academic year. The University provides 3 credit hours of research release time each semester for tenured and tenure track faculty. Thus, the Program defines 9 credit hours per semester as full-time in the program. In addition, tenured and tenure track faculty can "buyout" an additional 6 credit hours each semester using grant funding. The Department Chairperson / Program Director receives a 6 credit hour reduction in addition to the 3 credit hour research release.

The University defines a lecturer, who teaches 12 credit hours each semester and 24 credit hours each academic year, as full-time instructional staff. Lecturers do not receive course reductions for research, nor can they buyout teaching time from a grant.

Faculty	FTE
Megan Bucknum (24/24)*	1
John Hasse (12/18)**	.66
Kevin Keenan (6/18)***	.33
Jennifer Kitson (18/18)****	1
Mahbubur Meenar (15/18)*****	.83

*Megan Bucknum is a full-time lecturer.

**John Hasse received research adjusted load and bought out 2 courses in AY 19-20.

***Kevin Keenan received research adjusted load plus 6 credit service release per semester in AY 19-20.

****Jennifer Kitson received research adjust load in AY 19-20; she will have a half appointment in the Program beginning AY 20-21.

*****Mahbubur Meenar received research adjusted and bought out 1 course in AY 19-20.

Table 11. TEACHING FACULTY FTE

	FACULTY MEMBER NAME	STATUS (A, B OR C)	TEACHING FTE
1	Megan Bucknum	C	1
2	John Hasse	A	.66
3	Kevin Keenan	A	.33
4	Jennifer Kitson	A	1
5	Mahbubur Meenar	A	.83
	TOTAL TEACHING FTEs		3.82

Student / Teaching Faculty Ratio = 10.47

Part-time Student FTE, including calculation (if applicable):

There were 6 part-time students in the 19/20 Academic Year. $(6) * (.5) = 3$

Student/Teaching Faculty Ratio, including calculation:

The total number of students in the Program in AY 19-20 was $37 + 3$ (FTE part-time) = 40

$$40/3.82 = 10.47$$

3D. ENGAGEMENT WITH STUDENTS: THE FACULTY SHALL BE ENGAGED WITH STUDENTS BEYOND THE CLASSROOM AS MENTORS, ADVISORS, AND/OR COMMITTEE MEMBERS OR COMMITTEE CHAIRS ON THESIS, REPORTS AND DISSERTATIONS. FACULTY SHALL PROVIDE CAREER ADVICE AND ASSIST IN JOB PLACEMENT IN WAYS THAT COORDINATE APPROPRIATELY WITH THE EFFORTS OF STAFF AND ACADEMIC PROFESSIONALS.

The Program does not offer a thesis or dissertation option, as it is an undergraduate program. Thus, there is not an opportunity for the faculty to engage with students around these requirements. However, the faculty is involved with many students as mentors and advisors. Ms. Megan Bucknum facilitates the Rowan University Planning Student Organization (RUSPO) and interacts with many students outside of the classroom, as do all faculty. Ms. Bucknum has also offered the Senior Seminar course, as have Drs. Keenan, Kitson and Meenar. These faculty have supported and mentored students through the research process related to planning projects. Through Dr. Meenar's lab "Community Planning + Visualization Lab," he has trained, mentored, and advised more than 20 undergraduate students in the last four years. Each of these students were engaged in sponsored research projects conducted by the lab. Occasionally, some students got real-world internships because of their experience in the lab. For example, one student got an internship at Creative Glassboro and another got an internship at Land Dimensions Inc. because of their work in the lab.

Dr. Meenar will also be offering a planning studio course for the first time in Spring 2021, which will allow for more explicit engagement and support of planning students. Dr. Hasse, through his extensive network of funded projects known as GeoLab, has provided internships to many of the Program's students. Through these paid positions, the students receive direct mentorship of a tenured faculty member holding both the AICP credential and a masters in Urban Planning on topics applicable to practice. Dr. Kitson has advised many students about academic options and interests, especially around creative place-making and public art. She, along with Ms. Bucknum, have organized extensive applied projects that while academic in nature, effectively advise students in core processes involved in managing real-world planning projects and mobilizing community interest. Dr. Meenar has also engaged students in community planning activities in Glassboro and Camden, NJ. Further, career support is provided through the Program's GeoClinic course, which is required of all students. Though the Program asks students to find their own internship, Program faculty often assist the students when they cannot find an internship. Throughout this course, students are provided with career advice. In addition, faculty regularly serve to provide advice to students about career interests, goals, and possibilities for future academic growth.

3E. RESEARCH, SCHOLARSHIP AND OTHER CREATIVE ACTIVITY: FACULTY TEACHING AND ADMINISTRATIVE ASSIGNMENTS PROVIDE FOR ENGAGEMENT IN RESEARCH, SCHOLARSHIP, AND/OR OUTREACH REFLECTIVE OF THE STAGE OF THEIR CAREERS, THE MISSION OF THE PROGRAM, AND EXPECTATIONS OF THE UNIVERSITY. FACULTY CREATIVE ACTIVITIES WILL UNDERGO PEER REVIEW APPROPRIATE TO THE SCHOLARLY OR PRACTICE ORIENTATION OF THE WORK, INCLUDING, BUT NOT

LIMITED TO, APPROPRIATE JOURNALS OR OTHER PUBLICATION OUTLETS, CONFERENCES, OR OTHER VENUES ALLOWING DISSEMINATION OF THE WORK.

Full time tenured or tenure-track faculty receive 3 credit hours of research release time each semester. Faculty are expected to use this time to engage in productive scholarly and creative activity, including seeking grants. Faculty may use grant funding to buyout an additional 6 hours of teaching time each semester. (At a minimum, a tenured or tenure track faculty must teach 1 course per semester.) Lecturers teach 12 credit hours each semester and are not expected to engage in research. Lecturers cannot buyout teaching time.

The full-time faculty in the program have been productive, publishing in journals directly related to urban and planning theory, practice, and applied scholarship. They have engaged in successful grant activity in the last 7 years, bringing in close to 1.7 million dollars. The GeoLab and the NJ Map project directly advance environmental awareness in New Jersey, and contribute to policy efforts towards conservation. This project is largely coordinated by Dr. Hasse, though many of the Department's and Program's faculty have been involved in the project. Dr. Hasse's scholarship reflects his efforts to advance geospatial tools that are used by New Jersey planners, and he is a frequent presenter at the NJ American Planning Association's annual meeting and the NJ County Planners meetings.

As junior faculty, Dr. Meenar and Dr. Kitson have conducted scholarship that also directly engage planners and advance environmental awareness and conservation around the state. Dr. Meenar's Community Planning + Visualization Lab has engaged numerous undergraduate students in the study of Brownfields and Green Infrastructure in Camden, NJ and Philadelphia, PA. Dr. Meenar is a prolific author, having published in many notable journals including Journal of American Planning Association, Journal of Planning Education and Research, Environment and Planning A, and Journal of Planning Literature. Dr. Kitson's work has expanded understanding of sensory experience of environments, especially vis-à-vis understanding urban space and prospects for social sustainability. She is the lead PI on the Watershed Stories Project which explores the connections between people, place, and water in New Jersey through public storytelling. Dr. Keenan has published in a range of urban planning-related journals, including Environment and Planning A, Environment and Planning C, Urban Studies, and Urban Affairs Review. He has recently co-published with Dr. Meenar on emotional experiences of urban environments, and he is participating in a funded project on vehicle electrification in underserved communities.

Table 12. 7-YEAR SUMMARY OF FACULTY SCHOLARSHIP

Faculty Name	Job Title	Number of books Authored or Edited	Number of Refereed Journal Articles	Number of Book Chapters Authored	Number of Extramural Exhibitions	Number of Extramural Awards and Honors	Number of Reports and Monographs	Number of External Contracts and Grants	Dollar Amount of External Contracts and Grants	Number of Extramural Presentations at Conferences
Full-time in Planning Unit (A)										
John Hasse	Professor	0	5	0	0	2	2	12	862,000	21
Kevin Keenan	Associate Professor	0	10	0	0	0	0	10	94,588	12
Jennifer Kitson	Assistant Professor	0	10	2	0	7	0	6	193,175	8
Mahbubur Meenar	Assistant Professor	0	18	0	0	3	3	12	639,783	19
Part-time in Planning Unit (B)										
Zachary Christman	Associate Professor	0	15	1	0	2	0	5	1,033,658	7
Jordan Howell	Associate Professor	0	12	1	0	1	7	11	960,506	17
Charles McGlynn	Assistant Professor	0	0	0	0	4	0	3	56,000	9
Adjunct/Contract/Non-tenure track (C)										
Megan Bucknum	Lecturer	0	0	1	0	0	2	0	0	1
Richard Federman	Lecturer	0	0	0	0	1	0	0	0	4
Louis Joyce	Adjunct	0	0	0	0	0	0	0	0	0
Suzanne McCarthy	Adjunct	0	0	0	0	0	0	0	0	0

3F. PROFESSIONAL INVOLVEMENT AND COMMUNITY OUTREACH: FACULTY DEMONSTRATE INVOLVEMENT IN THE PROFESSION THROUGH PARTICIPATION IN NATIONAL ORGANIZATIONS AND/OR PARTICIPATION IN LOCAL, STATE, REGIONAL, AND NATIONAL PROFESSIONAL CONFERENCES, WORKSHOPS AND OTHER SPONSORED ACTIVITIES INCLUDING ACTIVITIES OF PROFESSIONAL PLANNING ORGANIZATIONS. THEY SHALL DEMONSTRATE COMMUNITY OUTREACH THROUGH CONTINUOUS ENGAGEMENT IN ACTIVITIES LEADING TO THE ADVANCEMENT OF THE PROFESSION, THE UNIVERSITY, AND PROGRESS TOWARD MEETING THE NEEDS OF THE BROADER SOCIETY.

Program faculty are quite involved in the profession and community outreach. The faculty are involved at the state and local levels, and across the region. The Program faculty is well-represented at the New Jersey American Planning Association's annual meeting/conference, is a regular sponsor of this event, and facilitates the participation of students as well. Dr. Hasse regularly presents on the impact of the NJ Map project on conservation efforts in New Jersey, while Dr. Keenan and Dr. Hasse both attend the conference to secure the CM credits needed for their AICP certification. Dr. Meenar also attends the conference, as does Ms. Bucknum who has facilitated the presence of students. Dr. Keenan serves as the faculty Liaison from Rowan University to the New Jersey American Planning Association's Executive Committee and has direct participation in the chapter's governance. Ms. Bucknum serves the national APA as the academic and professional liaison on the APA Food Systems Division Leadership Committee.

Program faculty support a variety of planning and planning-related institutions in the area. Dr. Keenan has served on the New Jersey Future Smart Growth Awards Committee as has Drs. Hasse and Meenar, while Dr. Meenar has served on the Creative Glassboro Advisory Board. Ms. Bucknum has served Kane County's initiatives towards food systems planning. In addition, through their many scholarly activities documented in their CVs, the Program's faculty engage various communities and contribute to environmental awareness and knowledge of the planning process.

Table 13. 7-YEAR SUMMARY OF FACULTY PROFESSIONAL INVOLVEMENT

Faculty Name	Job Title	Number of Plans, Design, and Policy Reports Submitted to External Clients	Number of Extramural Presentations to Agencies, Firms, Universities, and Other Clients	Number of Offices Held and Leadership Positions in Professional Associations and Learned Societies	Number of Offices Held and Memberships on Government or Corporate Boards and Commissions	Number of Editorships and Memberships on Editorial Boards
Full-time in Planning Unit (A)						
John Hasse	Professor	0	2	0	0	0
Kevin Keenan	Associate Professor	0	0	4	0	0
Jennifer Kitson	Assistant Professor	0	2	1	0	0
Mahbubur Meenar	Assistant Professor	4	1	0	2	1
Part-time in Planning Unit (B)						
Zachary Christman	Associate Professor	1	0	3	0	0
Jordan Howell	Associate Professor	0	4	4	1	0
Charles McGlynn	Assistant Professor	0	0	0	0	0
Adjunct/Contract/Non-tenure track (C)						
Megan Bucknum	Lecturer	2	1	1	0	0
Richard Federman	Lecturer	0	0	0	0	0
Louis Joyce	Adjunct	15	0	2	3	0
Suzanne McCarthy	Adjunct	10	3	0	0	0

3G. PROFESSIONAL DEVELOPMENT: FACULTY SHALL BE PROVIDED OPPORTUNITIES TO CONTINUE TO DEVELOP THEMSELVES PROFESSIONALLY. WORK ASSIGNMENTS AND OTHER DEVELOPMENT OPPORTUNITIES SHALL BE SUCH THAT SKILLS IN TEACHING, RESEARCH, LEADERSHIP, PROFESSIONAL PRACTICE AND OTHER CREATIVE ACTIVITIES ARE SUFFICIENTLY MAINTAINED AND DEVELOPED. ADEQUATE RESOURCES SHALL BE AVAILABLE TO SUPPORT FACULTY PROFESSIONAL DEVELOPMENT, INCLUDING TRAINING WITH RESPECT TO INSTITUTION POLICIES, STUDENT NEEDS, AND THE USE OF APPROPRIATE INSTRUCTIONAL TECHNOLOGY.

Faculty in the Program are provided with resources for professional development. New hires receive a generous start-up fund usually in the amount of \$10,000. The School of Earth and Environment provides faculty travel funds each year, and there are several special grant opportunities provided by different offices throughout the year to defray the costs of faculty travel—especially for junior faculty. The Faculty Center for Excellence in Teaching and Learning provides a variety of pedagogical development workshops, webinars and online training to help faculty improve as teachers. These resources are offered throughout the academic year and over the summer, with both F2F and online formats. The Faculty Center resources are available to adjunct and part-time faculty, as well as full-time faculty.

Any full-time faculty wishing to achieve AICP or PP (NJ license) credentials will be fully supported. They will also be supported in maintaining such credentials. The Program covers the cost for program faculty (and students) to attend the New Jersey American Planning Association's yearly conference in New Brunswick, NJ. Faculty who are AICP certified receive the bulk of their CM credits at this conference.

Faculty teach core courses in the Program, but are also able to propose and develop specialty courses that reflect their expertise. Examples of specialty courses developed to advance faculty interests include PLAN 31387 Food Systems Planning, GEOG 16307 Geography of Transportation, and GEOG 16308 Sensing the Sustainable City.

Through the Division of Information Resources & Technology (IRT), Rowan University provides faculty members with a multitude of resources to support their use of instructional technology inside and outside the classroom. IRT has introduced new technology and services in the classroom with the installation of intuitive Pixie controllers, document and web cameras and other tools that improve classroom interactivity, and we are continuously evaluating new technologies for future classroom upgrades. To ensure faculty have access to the technology they need for teaching wherever they are, all full-time tenure-track faculty, lecturers and ¾-time faculty members are regularly assigned a new computer by IRT that is replaced every four years. In response to the challenges posed by the COVID-19 pandemic, all faculty members were given the option to receive a laptop computer and a Microsoft Surface Go tablet to support hybrid and remote teaching models in fall 2020. IRT, in coordination with Rowan Online, the Faculty Center and the Office of the Provost, also helped transition all non-medical undergraduate and graduate courses to a new learning management system for fall 2020. To support the use of these instructional technologies, virtual Q&A sessions, live online training, self-paced training courses and self-help articles have been developed for faculty. Faculty also have the option to contact IRT for one-on-one phone and email support.

The Division of Academic Affairs (DAA) runs training continuously through our Faculty Center for Excellence in Teaching and Learning (<https://sites.rowan.edu/academic-affairs/facultycenter/>). Our Faculty Center's website provides access to the Digital Faculty

Handbook, organizes events and information sessions, and presents the Magna Mini-series seminars that address critical issues in higher education. The Faculty Center also coordinates and runs the annual New Faculty Orientation series, and we deploy faculty T&R workshops year round. DAA also helps faculty one-on-one with T&R and Promotion packet-writing, and the Division keeps them informed of changes in the T&R, Promotion, and Sabbatical MOAs. DAA also runs professional development workshops that specifically target online teaching, and we have a Faculty Learning Community (FLC) group, which is a cross-disciplinary group that comes together for year-long exploration in active, collaborative, and dialogic learning. The Faculty Center also provides support services to adjunct faculty.

The Office of Human Resources at Rowan University provides the following training to faculty regarding institutional policies:

- Code of Ethics certification
- Code of Ethics training
- FERPA training
- Title IX training
- Right to Know – Hazard Communication Standard Training
- Preventing Employee Discrimination Video
- Getting Paid-Online Payroll training

STANDARD 4 – CURRICULUM AND INSTRUCTION

Planners integrate knowledge, skills and values to anticipate the future and improve the quality of decision-making affecting people and places. They understand the dynamics of cities, suburbs, regions, and the theory and practice of planning. They attend to the diversity of individual and community values. They develop and implement ethical plans, policies and processes. The minimum curriculum criteria below reflect these educational goals. Programs are expected to be innovative and to experiment in developing curricular approaches that achieve the objectives of this standard.

The curriculum should demonstrate consistency and coherence in meeting the Program's mission, goals, and objectives. While an accredited degree program must meet basic minimal performance criteria, PAB recognizes that programs may have different profiles with varying emphases. The Program being reviewed must demonstrate how its curricular content matches the profile emphasized in its overall mission. For example, a program emphasizing urban design would meet a different test than one emphasizing small town and rural planning.

The curriculum must include instruction to prepare students to practice planning in communities with diverse populations and to develop skills necessary to create equitable and inclusive planning processes. Consistent with the Program's mission and strategic plan, course content and co-curricular activities should seek to broaden understanding of historical and contemporary factors across the full range of practice settings in which program graduates work, including national, demographic and political variation, and to promote awareness and respect for differing beliefs, values and expectations of populations served by the profession.

The Program shall provide a curriculum and offer instruction to best assure achievement of the knowledge, skills, and values that qualify graduates of accredited degree programs to enter professional planning practice. While programs may adopt such established and familiar learning activities as courses and internships, PAB is also receptive to program innovations that prove effective in meeting the criteria.

An accredited degree program must ensure that each graduate demonstrate the knowledge, skills, and values necessary for competent professional planning in diverse occupational and institutional settings. The criteria below provide a framework for judging the scope and quality of minimum educational outcomes.

The Community and Environmental Planning Program begins with foundational courses that introduce students to the program's core emphases on place and space as well as environmental advocacy and preservation. Concepts related to these Program-level goals are taught in **GEOG 16100**, **GEOG 16110**, and **GEOG 16140**. These courses also introduce students to the human-environment relationship, which provides a key organizing framework for many of the Program's courses.

Students take a series of required methods and practice courses, as well as core planning courses. Through our methods and practice courses, students learn specific methods

to understand and improve the human-environment relationship. These methods include quantitative and qualitative approaches (**GEOG 16350**), GIS (**GEOG 16160**), plan design and implementation (**PLAN 31495**), as well as applied professional experience (**GEOG 16390**).

The core planning courses provide our students with specific knowledge related to the profession's history and current state (**PLAN 31280**, **PLAN 31380**, **PLAN 31486**), while also enriching the curriculum by including a focus on our local region (**PLAN 31383**, **PLAN 31385**), environmental awareness and advocacy (**PLAN 31386**, **PLAN 31389**), and the challenging urbanization, re-urbanization, and suburban processes happening nearby (**GEOG 16302**).

Our students can select from among 4 different specializations that reflect Departmental strengths and needed skill sets in the workplace. The Cultures and Contexts of Planning Specialization emphasizes the study of place and culture, as well as the unique contexts around the U.S. and the world, that can affect the process of planning. The Geospatial Techniques Specialization provides an opportunity for sustained study in GIS, which is a particularly useful skill set in planning. The Resilience Planning Specialization prepares students to understand and help mitigate the effects of a rapidly changing environment. Finally, under the guidance of faculty and academic advisors, students can curate their own specialization. However, this specialization must be relevant to a future career in planning as explained by the student and approved by the faculty.

**Table 14. CURRICULUM LISTING
UNDERGRADUATE PROGRAM**

COURSE NUMBER AND TITLE*	FALL 2018 FACULTY**	SPRING 2019 FACULTY**	FALL 2019 FACULTY**	SPRING 2020 FACULTY**
COURSES REQUIRED OF ALL STUDENTS				
GEOG 16100 "Earth, People and Environment"	<ul style="list-style-type: none"> ● <i>Richard Federman</i> ● <i>Paul Hanley</i> ● John Hasse ● <i>Andrew Levecchia</i> ● <i>Christine Nolan</i> 	<ul style="list-style-type: none"> ● Richard Federman ● <i>Owen Selles</i> ● <i>Paul Hanley</i> ● Christine Nolan ● John Hasse 	<ul style="list-style-type: none"> ● Richard Federman ● Christine Nolan ● <i>Paul Hanley</i> ● <i>Robby Fergus</i> 	<ul style="list-style-type: none"> ● Richard Federman ● <i>Anthony Pannullo</i> ● <i>Paul Hanley</i> ● Christine Nolan ● <i>Robby Fergus</i>
GEOG 16110 "Cultural Geography"	<ul style="list-style-type: none"> ● <i>Robby Fergus</i> ● <i>George Hakun</i> ● Jennifer Kitson ● <i>Naomi Levecchia</i> ● <i>Christine Nolan</i> 	<ul style="list-style-type: none"> ● <i>Naomi Levecchia</i> ● <i>George Hakun</i> ● <i>Jacquelyn Kyle</i> ● <i>Robby Fergus</i> ● Jennifer Kitson 	<ul style="list-style-type: none"> ● Jennifer Kitson ● <i>Ammie Chittim</i> ● <i>George Hakun</i> ● <i>Naomi Levecchia</i> ● <i>Christa Pullion</i> 	<ul style="list-style-type: none"> ● <i>Naomi Levecchia</i> ● <i>George Hakun</i> ● <i>Ammie Chittim</i> ● Jennifer Kitson
GEOG 16140 "World Regional Geography"	<ul style="list-style-type: none"> ● <i>Robby Fergus</i> ● <i>Anthony Stevenson</i> ● <i>Wayne Zanni</i> 	<ul style="list-style-type: none"> ● <i>Wayne Zanni</i> ● <i>Anthony Stevenson</i> 	<ul style="list-style-type: none"> ● <i>Wayne Zanni</i> ● <i>Anthony Stevenson</i> 	<ul style="list-style-type: none"> ● <i>Wayne Zanni</i>

GEOG 16160 "Introduction to Mapping and GIS"	<ul style="list-style-type: none"> • <i>Hannah Jacobson</i> • <i>Christopher Pollard</i> 	<ul style="list-style-type: none"> • <i>Christopher Pollard</i> • <i>Bryce Carmichael</i> • <i>Brian Embley</i> • <i>Hannah Jacobson</i> 	<ul style="list-style-type: none"> • <i>Christopher Pollard</i> • <i>Bryce Carmichael</i> • <i>Zachary Christman</i> • <i>Ashley York</i> • <i>Hannah Jacobson</i> • <i>Brian Embley</i> • <i>Kimberly Korejko</i> 	<ul style="list-style-type: none"> • <i>Carlos Morales-Ramirez Bryce Carmichael</i> • <i>Kimberly Korejko</i> • <i>Hanna Jacobson</i> • <i>Zachary Christman</i> • <i>Ashley York</i>
GEOG 16390 "Geography Research Clinic / Studio or Internship"	<ul style="list-style-type: none"> • <i>Jennifer Kitson</i> 	<ul style="list-style-type: none"> • Mahbubur Meenar 	<ul style="list-style-type: none"> • Mahbubur Meenar 	<ul style="list-style-type: none"> • Mahbubur Meenar
GEOG 16350 "Quantitative and Qualitative Methods"	<ul style="list-style-type: none"> • <i>Richard Federman</i> 	Not Offered	<ul style="list-style-type: none"> • <i>Richard Federman</i> 	Not Offered
PLAN 31280 "Foundations of Planning and Environmental Design"	<ul style="list-style-type: none"> • <i>Megan Bucknum</i> 	<ul style="list-style-type: none"> • Kevin Keenan • <i>Andrew Levecchia</i> 	<ul style="list-style-type: none"> • <i>Megan Bucknum</i> 	<ul style="list-style-type: none"> • <i>Megan Bucknum</i>
GEOG 16302 "Urban Geography"	<ul style="list-style-type: none"> • <i>Megan Bucknum</i> 	<ul style="list-style-type: none"> • <i>Jennifer Kitson</i> 	<ul style="list-style-type: none"> • <i>Megan Bucknum</i> 	Not Offered
GEOG 16490 "Senior Seminar in Geography"	<ul style="list-style-type: none"> • Kevin Keenan • Mahbubur Meenar 	<ul style="list-style-type: none"> • <i>Judy Okun</i> 	<ul style="list-style-type: none"> • <i>Judy Okun</i> 	<ul style="list-style-type: none"> • <i>Megan Bucknum</i> • <i>Judy Okun</i>
PLAN 31380 "History and Theory of Planning"	Not Offered	Not Offered	<ul style="list-style-type: none"> • Kevin Keenan 	Not Offered
PLAN 31383 "Metropolitan and Regional Planning"	Not Offered	Not Offered	<ul style="list-style-type: none"> • <i>Megan Bucknum</i> 	Not Offered
PLAN 31385 "New Jersey Planning Practice"	<ul style="list-style-type: none"> • <i>Louis Joyce</i> 	Not Offered	<ul style="list-style-type: none"> • <i>Louis Joyce</i> 	Not Offered

PLAN 31386 “Land Use and Conservation”	Not Offered	● <i>Suzanne McCarthy</i>	Not Offered	● Suzanne McCarthy
PLAN 31486 “Community Planning & Site Design”	Not Offered	● Mahbubur Meenar	Not Offered	● Mahbubur Meenar
PLAN 31389 “Environmental / Sustainable Planning”	Not Offered	● Mahbubur Meenar	Not Offered	● Mahbubur Meenar
ELECTIVE COURSES				
Specialization 1: Cultures and Contexts of Planning				
GEOG 16241 Geography of NJ’s State Plan	● Richard Federman	● Richard Federman	● Richard Federman	● Richard Federman
GEOG 16307 Geography of Transportation	Not Offered	Not Offered	Not Offered	● Kevin Keenan
ARTH XYZ Glass Arts & Heritage Landscapes	Not Offered	Not Offered	Not Offered	Not Offered
GEOG 16240 US & Canada	● Chuck McGlynn ● <i>Christa Pullion</i>	● Chuck McGlynn ● <i>Christa Pullion</i>	● Chuck McGlynn ● <i>Christa Pullion</i>	● Chuck McGlynn ● <i>Christa Pullion</i>
GEOG 16304 “Population Geography”	● Chuck McGlynn	● Chuck McGlynn	● Chuck McGlynn	● Chuck McGlynn
GEOG 16331 “Geography of the National Parks”	Not offered	Not Offered	● Chuck McGlynn	● Chuck McGlynn
GEOG 16344 “Geography of Latin America”	● <i>Christa Pullion</i>	Not Offered	Not Offered	● <i>Christa Pullion</i>
GEOG 16335 Field Studies in Geography	Not Offered	Not Offered	Not Offered	Not Offered
GEOG 16312 “Cultural Landscapes”	Not Offered	Not Offered	Not Offered	Not Offered
GEOG 16342 – 47 Area Geography Courses	● <i>Christa Pullion</i>	● <i>Robby Fergus</i> ● Chuck McGlynn	Not Offered	● Chuck McGlynn ● <i>Robby Fergus</i>

Specialization 2: Geospatial Techniques				
GEOG 16260 “Fundamentals of GIS”	• Eunmok Lee	• <i>Eunmok Lee</i>	• Ashley York	• <i>Eunmok Lee</i>
GEOG 16261 “Cartography”	Not Offered	Not Offered	Not Offered	Not Offered
GEOG 16360 “Applications of GIS”	Not Offered	• <i>Richard Ferrigno</i>	Not Offered	• <i>Richard Ferrigno</i>
GEOG 16361 “Geovisualization ”	• Mahbubur Meenar	Not Offered	• Mahbubur Meenar	Not Offered
GEOG 16265 “Geospatial Measurement and Environmental Modeling”	• <i>Richard Ferrigno</i>	Not Offered	Not Offered	Not Offered
GEOG 15375 “Remote Sensing of the Environment”	Not Offered	Not Offered	Not Offered	• Zachary Christman
Specialization 3: Resilience Planning				
PLAN 31384 Water Resource Planning	• Chuck McGlynn	Not Offered	• Chuck McGlynn	Not Offered
PLAN 31387 Food Systems Planning	Not Offered	Not Offered	Not Offered	• <i>Megan Bucknum</i>
GEOG 16130 Earth Sciences Lab or GEOG 16131 Principles of Earth Science	• Chuck McGlynn • <i>Zachary Boles</i>	• Chuck McGlynn • <i>Zachary Boles</i>	• Chuck McGlynn • <i>Francesca Mundrick</i>	• Chuck McGlynn • <i>Zachary Boles</i>
GEOG 16301 Natural Resources, Capitalism, and Society	Not Offered	Not Offered	• Jordan Howell	Not Offered
GEOG 16308 “Sensing the Sustainable City”	• Jennifer Kitson	Not Offered	• Jennifer Kitson	Not Offered

GEOG 16334 "The Geography of Natural Disasters"	Not Offered	Not Offered	Not Offered	Not Offered
ENST 94302 "Technology and the Environment"	Not Offered	• Jordan Howell	Not Offered	• Jordan Howell
ENST 94101 "Planet in Peril: Environmental Science in the 21 st Century"	Not Offered	• Rich Federman	Not Offered	• Richard Federman
ENST 94102 "Human Nature: Intro to Environmental and Sustainability Studies"	• Jordan Howell	Not Offered	• Jordan Howell	Not Offered
ENST 94400 Environmental Impact Assessment"	Not Offered	• <i>Andrew Levecchia</i>	Not Offered	• <i>Andrew Levecchia</i>

*Distinguish among the course prefix and number with the following text effects:

Italics = courses where undergraduate and graduate sections are combined

**Distinguish among the appointment status of the faculty with the following text effects:

Bold = full-time in the planning program (A in table 5.C.)

Normal text = part-time in the planning program (B in table 5.C.)

Italics = adjunct/contract/non-tenure track faculty (C in table 5.C.)

Table 15. CURRICULUM MAP – UNDERGRADUATE DEGREE

Curriculum Map Courses Required of All Students	GEOG 16100 Earth People Envt	GEOG 16100 Cultural Geography	GEOG 16140 World Regional	GEOG 16160 Intro to GIS	GEOG 16390 GeoClinic	GEOG 16350 Quant / Qual Methods	PLAN 31280 Foundations of Plan	GEOG 16302 Urban Geography	GEOG 16490 Senior Seminar	PLAN 31380 History & Theory	PLAN 31383 Metro & Regional	PLAN 31385 NJ Planning Practice	PLAN 31386 Land Use / Conserv	PLAN 31486 Comm Plan & Site	PLAN 31389 Envt & Sustain Plan	PLAN 31495 Planning Studio
A. Required Knowledge, Skills and Values																
A1 General Planning Knowledge																
a) Purpose and Meaning of Planning							x									
b) Planning Theory							x			x						
c) Planning Law												x	x			
d) Human Settlements and History of Planning	x	x	x					x				x		x		
e) The Future							x							x	x	
f) Global Dimensions of Planning		x	x					x		x						
A2 Planning Skills																
a) Research					x											x
b) Written, Oral and Graphic Communication				x			x							x		x
c) Quantitative and Qualitative Methods				x		x										
d) Plan Creation and Implementation														x		x
e) Planning Process Methods						x										x
f) Leadership					x											x
A3 Values and Ethics																
a) Professional Ethics and Responsibility					x					x		x			x	
b) Equity, Diversity and Social Justice							x	x							x	
c) Governance and Participation							x			x		x		x		
d) Sustainability and Environmental Quality													x		x	
e) Growth and Development								x					x			

Table 16. CURRICULUM MAP – AREAS OF SPECIALIZATION

<p>Curriculum Map</p> <p>Areas of Specialization (Use * to denote required specialization courses)</p>	<p>Course Number and Title</p>	<p>GEOG 16240 Geog. US & Can.</p>	<p>GEOG 16241 Geog. NJ</p>	<p>GEOG 16304 Population Geog.</p>	<p>GEOG 16307 Geog. Transport.</p>	<p>GEOG 16312 Cultural Lands.</p>	<p>GEOG 16331 Geog. Natl Parks</p>	<p>GEOG 16335 Field Studies Geo.</p>	<p>GEOG 16342 (...Area Geog.)</p>	<p>GEOG 16344 Geog. Latin Amer.</p>	<p>ARTH XYZ Glass Arts & Lands.</p>
B1 Areas of Specialization #1											
Cultures and Contexts of Planning											
A – Knowledge											
a.1) Identification of other cultures and/or the role of context in shaping planning		x	x	x	x	x	x	x	x	x	x
a.2) Definition of other cultures and/or the role of context in shaping planning		x	x	x	x	x	x	x	x	x	x
B – Skills											
b.1) Analysis of contextual data and features that affect planning		x	x	x	x	x			x	x	x
b.2) Use scalar approaches to planning			x				x				
C – Values											
c.1) Recognize the practices and institutions of other cultures in which planning occurs		x				x			x	x	x
c.2) Appreciation of other cultures within which planning occurs		x				x			x	x	x

<p>Curriculum Map</p> <p>Areas of Specialization (Use * to denote required specialization courses)</p>	Course Number and Title	GEOG 16260 Fun. Of GIS	GEOG 16261 Cartography	GEOG 16360 Application of GIS	GEOG 16361 Geovisualization	GEOG 16365 Enviro. Model	GEOG 16375 Remote Sensing	GEOG 16463 Web-Based Map
B2 Areas of Specialization #2 Geospatial Techniques								
A – Knowledge								
a.1) Analysis tools, capabilities, and techniques of the GIS system		x	x	x		x		
a.2) Analysis tools, capabilities, and techniques using remote sensing and web-based systems							x	x
B – Skills								
b.1 Ability to use Geographic Information Systems to conduct spatial analysis		x	x	x		x	x	x
b.2) Create visualizations of the landscape			x		x			x
C – Values								
c.1) Critical interpretation of data and usage of maps and other spatial analysis		x	x	x		x	x	x
c.2) Teamwork in knowledge creation and working environments		x	x	x	x	x	x	x

<p>Curriculum Map</p> <p>Areas of Specialization (Use * to denote required specialization courses)</p>	Course Number and Title	PLAN 31384 Water Resources	PLAN 31387 Food Systems	GEOG 1630 Earth Sci. Lab OR	GEOG 16131 Principles Earth	GEOG 16301 Natural Resrces	GEOG 16308 Sensing the City	GEOG 16334 Natural Disasters	ENST 94302 Tech & Eenvt	ENST 94101 Env. Sci 21 st Cent.	ENST 94102 Intro Sust. Studies	ENST 94400 Env. Impact Assess
B3 Areas of Specialization #3 Resilience Planning												
A – Knowledge												
a.1) Identification of resilience concepts		x	x	x	x	x	x	x	x	x	x	x
a.2) Application of resilience concepts		x	x	x	x	x	x	x	x	x	x	x
B – Skills												
b.1) Ability to articulate ways to reduce vulnerability in society / foster resilience		x	x				x	x	x			
b.2) Advocacy for sustainability and environment						x					x	x
C – Values												
c.1) Appreciation of the environment and consciousness of human impact		x				x	x			x	x	x
c.2) Awareness of vulnerability in society		x	x				x	x				

Table 17. CURRICULUM MAP – ELECTIVES

This table is not applicable to the Community and Environmental Planning Program at Rowan. Students do not have the option to take electives within the program, but they do have the option to take 33 semester hours as free electives towards the overall undergraduate degree. The Program advises students to use these 33 free electives towards a complimentary second major and/or minor.

Other Learning Activities: The Program believes that it delivers all of the PAB content within its core classes. PAB content is not delivered via other learn activities.

4A. REQUIRED KNOWLEDGE, SKILLS AND VALUES OF THE PROFESSION: THE PROGRAM SHALL OFFER A CURRICULUM THAT TEACHES STUDENTS THE ESSENTIAL KNOWLEDGE, SKILLS, AND VALUES CENTRAL TO THE PLANNING PROFESSION. THESE REQUIRED COMPONENTS WILL BE TAUGHT IN SUCH A MANNER THAT IT IS POSSIBLE TO DEMONSTRATE THAT EVERY GRADUATE HAS STUDIED THEM. ORDINARILY, THIS MEANS THAT THEY ARE INCLUDED IN COURSES REQUIRED OF ALL STUDENTS, ALTHOUGH OTHER APPROACHES ARE POSSIBLE. SPECIFICALLY:

As presented in Table 15, the Program has mapped the required knowledge, skills and values of the Profession to the core classes which all majors in the Community and Environmental Planning Program must take.

4A.1. GENERAL PLANNING KNOWLEDGE: THE COMPREHENSION, REPRESENTATION, AND USE OF IDEAS AND INFORMATION IN THE PLANNING FIELD, INCLUDING APPROPRIATE PERSPECTIVES FROM HISTORY, SOCIAL SCIENCE, AND DESIGN AND OTHER ALLIED FIELDS.

The Program delivers this content in several core courses required of all students, as noted in Table 15 and summarized below. The syllabi are available, as well as representative student work from each course to demonstrate mastery.

A) PURPOSE AND MEANING OF PLANNING: WHY PLANNING IS UNDERTAKEN BY COMMUNITIES, CITIES, REGIONS, AND NATIONS, AND THE IMPACT PLANNING IS EXPECTED TO HAVE.

The Program provides this content in PLAN 31280 “Foundations of Planning and Environmental Design.” The course provides an overview of the historical development of the field, current challenges and norms affecting planning, as well as a review of basic concepts, plan analysis, and basic planning lexicon.

B) PLANNING THEORY: BEHAVIORS AND STRUCTURES AVAILABLE TO BRING ABOUT SOUND PLANNING OUTCOMES.

The Program provides this content in PLAN 31280 “Foundations of Planning and Environmental Design” and in PLAN 31380 “History and Theory of Planning.” PLAN 31280 introduces students to the basics of planning analysis while PLAN 31380 provides

a comprehensive review of the major planning theories that have informed the field over time as well as a review of theories of ethics and ethical behavior in planning.

C) PLANNING LAW: LEGAL AND INSTITUTIONAL CONTEXTS WITHIN WHICH PLANNING OCCURS.

The Program provides this content in PLAN 31385 “NJ Planning Practice” and in PLAN 31386 “Land Use and Conservation.” PLAN 31385 provides an overview of the rules and regulations governing planning in New Jersey, while PLAN 31386 provides an overview of land tenure and use, as well as legal aspects of land use and protection.

D) HUMAN SETTLEMENTS AND HISTORY OF PLANNING: GROWTH AND DEVELOPMENT OF PLACES OVER TIME AND ACROSS SPACE.

The Program provides this content in GEOG 16302 “Urban Geography,” PLAN 31383 “Metropolitan / Regional Planning, PLAN 31486 “Community Planning & Site Design,” GEOG 16100 “Earth, People, and Environment,” and GEOG 16110 “Cultural Geography.” This collection of courses provides an overview of the historical approaches to managing human settlements via planning, as well as contemporary issues such as gentrification, environmental concerns, and international patterns. Particular emphasis is placed on the process of urbanization and its impact.

E) THE FUTURE: RELATIONSHIPS BETWEEN PAST, PRESENT, AND FUTURE IN PLANNING DOMAINS, AS WELL AS THE POTENTIAL FOR METHODS OF DESIGN, ANALYSIS, AND INTERVENTION TO INFLUENCE THE FUTURE.

The Program provides this content in PLAN 31280 “Foundations of Planning and Environmental Design,” PLAN 31389 “Environmental / Sustainable Planning,” and PLAN 31486 “Community Planning and Site Design.” PLAN 31280 provide students a foundation to understand that planning is a future-oriented profession, as well as how past events have affected current realities. PLAN 31389 and 31486 provide students with a broader overview of contemporary planning topics and processes that allow students to intervene to influence the future.

F) GLOBAL DIMENSIONS OF PLANNING: INTERACTIONS, FLOWS OF PEOPLE AND MATERIALS, CULTURES, AND DIFFERING APPROACHES TO PLANNING ACROSS WORLD REGIONS.

The Program provides this content in GEOG 16302 “Urban Geography,” PLAN 31380 “History and Theory of Planning,” and GEOG 16110 “Cultural Geography.” GEOG 16302 provides an overview of urban systems, while PLAN 31380 provides an overview of theories useful for understanding the global dimensions of urbanization. GEOG 16110 provides a foundation in understanding the costs and benefits of globalization, locally and globally

4A.2. PLANNING SKILLS: THE USE AND APPLICATION OF KNOWLEDGE TO PERFORM SPECIFIC TASKS REQUIRED IN THE PRACTICE OF PLANNING.

The Program delivers this content in several core courses required of all students, as noted in Table 15 and summarized below. The syllabi are available, as well as representative student work from each course to demonstrate mastery.

A) RESEARCH: TOOLS FOR ASSEMBLING AND ANALYZING IDEAS AND INFORMATION FROM PRIOR PRACTICE AND SCHOLARSHIP, AND FROM PRIMARY AND SECONDARY SOURCES.

The Program provides instruction in research throughout the curriculum. Nearly all courses require students to engage in a skill relevant for research. In addition, there are two courses that engage students in research in more sustained depth: GEOG 16390 “Geo Research Clinic or Internship” and PLAN 31495 “Planning Studio.” Students who enroll in GEOG 16390 have the option of choosing an internship or assisting a faculty member with a portion of his or her research. The students who choose to work on a faculty research project receive a sustained research experience. Students in PLAN 31495 will conduct research related to undertaking a studio project under the guidance of a core faculty member.

B) WRITTEN, ORAL AND GRAPHIC COMMUNICATION: ABILITY TO PREPARE CLEAR, ACCURATE AND COMPELLING TEXT, GRAPHICS AND MAPS FOR USE IN DOCUMENTS AND PRESENTATIONS.

Instruction in writing, oral, and graphic presentations is infused throughout the upper-level course curriculum. The Program provides this content in PLAN 31280 “Foundations of Planning and Environmental Design,” PLAN 31486 “Community Planning and Site Design,” and PLAN 31495 “Planning Studio.” Early in the major, students are asked to work as a team—with careful faculty guidance—to prepare a professional group project at the end of the semester. This skill set is reinforced throughout the major, but there are two additional upper-level core courses where students must again demonstrate their ability to deliver effective presentations: PLAN 31486 and PLAN 31495.

C) QUANTITATIVE AND QUALITATIVE METHODS: DATA COLLECTION, ANALYSIS AND MODELING TOOLS FOR FORECASTING, POLICY ANALYSIS, AND DESIGN OF PROJECTS AND PLANS.

GEOG 16350 “Quantitative and Qualitative Methods” provides students with instruction in quantitative and qualitative methods, from regression statistics and analysis to focus groups.

D) PLAN CREATION AND IMPLEMENTATION: INTEGRATIVE TOOLS USEFUL FOR SOUND PLAN FORMULATION, ADOPTION, AND IMPLEMENTATION AND ENFORCEMENT.

The Program provides this content in PLAN 31486 “Community Planning and Site Design” and PLAN 31495 “Planning Studio.” These two courses are taken in sequence.

Students gain an in-depth experience of plan design in PLAN 31486 and then work on creating a plan in PLAN 31495.

E) PLANNING PROCESS METHODS: TOOLS FOR STAKEHOLDER INVOLVEMENT, COMMUNITY ENGAGEMENT, AND WORKING WITH DIVERSE COMMUNITIES.

The Program provides this content in PLAN 31280 “Foundations of Planning and Environmental Design,” PLAN 31486 “Community Planning and Site Design,” and PLAN 31495 “Planning Studio.” In PLAN 31280 and PLAN 31486, students are introduced to several examples of engaging the community in both plan making, but also in the benefit of planning itself. Students then develop and implement some of these tools in the studio class.

F) LEADERSHIP: TOOLS FOR ATTENTION, FORMATION, STRATEGIC DECISION-MAKING, TEAM BUILDING, AND ORGANIZATIONAL/COMMUNITY MOTIVATION.

The Program provides this content in GEOG 16390 “Geo Research Clinic or Internship” and PLAN 31495 “Planning Studio.” In our internship class, many of our students begin learning—through their experience on site with an employer—how to be part of a work team. They also often gain experience in strategic decision-making. Many of these experiences are reinforced in Planning Studio, especially tools for attention and formation of organizational/community motivation.

4A.3. VALUES AND ETHICS: VALUES INFORM ETHICAL AND NORMATIVE PRINCIPLES USED TO GUIDE PLANNING IN A DEMOCRATIC SOCIETY. THE PROGRAM SHALL INCORPORATE VALUES AND ETHICS INTO REQUIRED COURSES OF THE CURRICULUM, INCLUDING:

The Program delivers this content in several core courses required of all students, as noted in Table 15 and summarized below. The syllabi are available, as well as representative student work from each course to demonstrate mastery.

A) 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).

The Program provides this content in the following courses: PLAN 31385 “NJ Planning Practice,” PLAN 31389 “Environmental / Sustainable Planning,” GEOG 16490 “Research Clinic / Studio or Internship,” and PLAN 31380 “History and Theory of Planning.” In PLAN 31385, students are introduced to several ethical issues related to legal practice in New Jersey, while in PLAN 31380 the students receive explicit instruction in theory of ethics and review ethical dilemmas faced by planners.

B) EQUITY, DIVERSITY AND SOCIAL JUSTICE: KEY ISSUES IN EQUITY, DIVERSITY, AND SOCIAL JUSTICE THAT EMPHASIZE PLANNERS’ ROLE IN EXPANDING CHOICE

AND OPPORTUNITY FOR ALL PERSONS, PLAN FOR THE NEEDS OF THE DISADVANTAGED, REDUCE INEQUITIES THROUGH CRITICAL EXAMINATION OF PAST AND CURRENT SYSTEMS AND DISPARITIES, AND PROMOTE RACIAL AND ECONOMIC INTEGRATION.

The Program provides this content in the following courses: PLAN 31280 “Foundations of Planning and Environmental Design,” PLAN 31389 “Environmental / Sustainable Planning,” and GEOG 16302 “Urban Geography.” Each of these courses include literature that both documents the existence of issues related to equity diversity and social justice, as well as ways to rectify them. PLAN 31389 includes instruction in environmental justice.

C) GOVERNANCE AND PARTICIPATION: THE ROLES OF OFFICIALS, STAKEHOLDERS, AND COMMUNITY MEMBERS IN PLANNED CHANGE.

The Program provides this content in the following courses: PLAN 31280 “Foundations of Planning and Environmental Design,” PLAN 31383 “Metropolitan / Regional Planning,” PLAN 31486 “Community Planning and Site Design,” and PLAN 31385 “NJ Planning Practice.” PLAN 31280 provides a broad overview of the way that government facilitates planning, as well as how to plan for different communities. PLAN 31383 scales up to the regional level, while PLAN 31385 focuses on the role of NJ State Government. PLAN 31486 includes specific attention with regard to how to involve the community in planning.

D) SUSTAINABILITY AND ENVIRONMENTAL QUALITY: ENVIRONMENTAL, ECONOMIC, AND SOCIAL/POLITICAL FACTORS THAT CONTRIBUTE TO SUSTAINABLE COMMUNITIES, AND THE CREATION OF SUSTAINABLE FUTURES.

The Program provides this content in the following courses: PLAN 31389 “Environmental / Sustainable Planning”, GEOG 16302 “Urban Geography” and GEOG 16100 Earth, People and Environment.” PLAN 31389 focuses on sustainability and environmental quality, while GEOG 16302 includes several readings on this topic. GEOG 16100 provides a comprehensive conceptual framework for sustainability and the essential need for it to guide human activities in the coming decades.

E) GROWTH AND DEVELOPMENT: ECONOMIC, INFRASTRUCTURE, SOCIAL, AND CULTURAL FACTORS IN URBAN AND REGIONAL GROWTH AND CHANGE.

The Program provides this content in the following courses: GEOG 16302 “Urban Geography” and PLAN 31386 “Land Use and Conservation.” In GEOG 16302, students review a variety of economic, social, and cultural factors—particularly through the lens of gentrification—that impact urban and regional growth and change. In PLAN 31386 students learn how to manage regional change through the lens of preservation and conservation methods.

f) Health and Built Environment: planning’s implications on individual and community health in the places where people live, work, play and learn.

The Program provides this content in the following courses: PLAN 31486 “Community Planning and Site Design” and PLAN 31495 “Planning Studio.” PLAN 31486 provides an overview of the built environment features that directly impact public health and wellbeing. These concepts are reinforced in PLAN 31495 when students initiate studio projects.

4B. AREAS OF SPECIALIZATION AND ELECTIVES: THE PROGRAM SHALL HAVE SUFFICIENT DEPTH IN ITS CURRICULUM AND FACULTY IN THE SPECIALIZATION AREAS AND ELECTIVES IT OFFERS TO ASSURE A CREDIBLE AND HIGH QUALITY OFFERING.

The Program offers 3 defined specializations, as well as a more flexible and learner-focused “Student Curated” specialization. The 3 defined specializations are: (1) Cultures and Contexts of Planning; (2) Geospatial Techniques; and (3) Resilience Planning. These specializations reflect the Department’s strengths in the study of place, space, and culture, geographic information science and remote sensing, and environmental change, vulnerability, and resilience. Students choosing one of these specializations must select courses from a predefined list, which are noted above. The following guidance is offered for the “Student Curated Specialization”:

With the consultation of a faculty advisor, the review of the departmental academic advisor, and the approval of the Department chairperson, a student may propose a course of study towards a specialization that reflects the student’s academic interests and desired life and career aspirations.

Courses may be chosen both from both the Department of Geography, Planning, and Sustainability as well as from other departments. **The specialization must have a clear connection to planning practice.**

Students selecting this option must write a 300-500 word rationale for the specialization which will be reviewed by advisors and the Department chair. The rationale must include discussion of learning objectives in curated courses and clear explanations for how the courses align with planning. The student is advised to make explicit linkages to Planning Accreditation Board defined categories.

4B.1. SPECIALIZATIONS: WHEN A PROGRAM INCLUDES SPECIALIZATION FIELDS, IT IS ASSUMED THAT THEY ARE BUILT ON TOP OF THE GENERAL PLANNING FOUNDATION AND THAT COURSES IN THE AREAS OF SPECIALIZATION ADD SIGNIFICANTLY TO THE BASIC PLANNING KNOWLEDGE, SKILLS AND VALUES. PROGRAMS MUST DEMONSTRATE THAT THERE ARE ENOUGH COURSES IN THE AREAS OF SPECIALIZATION THAT STUDENTS GET THE DEPTH AND RANGE OF MATERIALS TO GIVE THEM A LEVEL OF EXPERTISE.

As noted above, the Program provides 4 specializations. Students must complete 15 semester hours to complete each specialization. At least 15 semester hours of the courses that comprise the specializations with predefined lists are regularly offered (at least once per year). The courses that comprise the “Student Curated Specialization” are determined by the student in consultation with a faculty member, the academic advisor, and the department chairperson. Because the list of courses that will comprise the “Student Curated Specialization” is unknown until the student defines the list, the faculty and advisors will work with the student to carefully review the selections for appropriateness, regularity of offering, and likelihood of completing the courses in time to earn the degree in 4 years.

4B.2. ELECTIVES: THE CURRICULUM SHALL CONTAIN OPPORTUNITIES FOR STUDENTS TO EXPLORE OTHER AREAS SUCH AS EXPOSURE TO OTHER PROFESSIONS, OTHER SPECIALIZATIONS, AND EMERGING TRENDS AND ISSUES.

The Community and Environmental Planning Program does not define any electives for students within the major program. The planning-specific content consists of 60 semester hours. 6 of these hours are taken as Introductory Geography Courses. 15 hours are Methods and Practice Courses. 24 hours comprise the Planning core, while the remaining 15 are allocated to the specializations. However, after the student completes the major requirements and the Rowan Core requirements (equivalent to general education requirements), there are an additional 33 free electives that the student can take in order to achieve the 120 semester hours required for the undergraduate degree. The student is encouraged to pursue a second major or a complimentary minor in consultation with an academic advisor and/or faculty member.

4C. INSTRUCTIONAL DELIVERY AND SCHEDULING: COURSES SHALL BE TAUGHT BY QUALIFIED FACULTY, AND APPROPRIATE INSTRUCTORS SHALL BE ASSIGNED FOR REQUIRED, SPECIALIZED AND ELECTIVE COURSES. IN GENERAL, MOST REQUIRED COURSES WILL BE TAUGHT BY FULLTIME PLANNING FACULTY. COURSES SHALL BE OFFERED IN FORMATS AND TIMES TO ASSURE APPROPRIATE STUDENT ACCESS TO THEM AND TIMELY COMPLETION OF PROGRAM REQUIREMENTS.

All courses offered in the Program are taught by qualified faculty with appropriate educational backgrounds and planning credentials.

The faculty that teach the planning core classes consist of 4 Category A faculty and 4 Category C faculty. Dr. Hasse, Dr. Keenan, Dr. Kitson, and Dr. Meenar are Category A faculty. Drs. Keenan and Hasse are AICP certified. Dr. Hasse, and Dr. Meenar each have masters degrees in planning, while Dr. Keenan has a masters in public policy. Each faculty member in Category A has a ph.d. in Geography.

Beginning in AY 20-21, Dr. Kitson will have a half-time appointment with the program and will be a Category B faculty. Dr. Kitson’s ph.d. is in Geography, with a specialization in Urban Geography.

Ms. Megan Bucknum, Mr. Louis Joyce, Mr. Andrew Levecchia, and Ms. Suzanne McCarthy are Category C faculty that teach core classes. Mr. Joyce and Mr. Levecchia are both AICP certified and both have masters degrees. In addition, both have the New Jersey Professional Planner (PP) license. Ms. McCarthy has a masters degree, and extensive experience in planning via the Delaware Valley Regional Planning Commission (DVRPC). Ms. Bucknum, who is a full-time lecturer contracted to teach 4 classes a semester, has a masters degree in Urban and Environmental Planning. 85% of Category C faculty in the Department have an advanced degree (masters, JD, or Ph.D.), while the other 15% have exceptional professional experience that the Department believes qualifies them to teach the courses to which they are assigned.

The Program offers courses throughout the day and in the evening. Courses are offered in both twice-a-week and once-a-week patterns to facilitate student scheduling around work, other classes, and personal commitments. The Department is committed to learning from students about the scheduling patterns that work for them. In future surveys of current students and program alumni, questions will be included about course scheduling.

The most recent year for which we have data (as provided in Table 7) indicates that the Program's 4 year graduation rate is approximately 62%, while the 6 year rate is approximately 67%. The Program is committed to improving these graduation rates. However, the Program does not have evidence that there are issues with access to needed courses that are preventing students from graduating in 4 of 6 years.

4D. FACILITIES: STUDENTS, FACULTY AND STAFF SHALL HAVE ACCESS TO SUFFICIENT PHYSICAL RESOURCES AND FACILITIES TO ACHIEVE THE PROGRAM'S MISSION AND OBJECTIVES. THE FACILITIES SHALL BE APPROPRIATE FOR THE LEVEL AND NATURE OF REQUIRED CLASSROOMS, STUDIO WORKSPACE, AND OFFICES.

The Community and Environmental Planning Program is housed within the Department of Geography, Planning, & Sustainability. The Department currently occupies suites 315 and 316, and part of suite 317, of Robinson Hall on the Glassboro Campus. These facilities include 3 classrooms: Robinson 302 (room cap is 48, computers 24), Robinson 306 (room cap is 40), and Robinson 311 (room cap is 50, computers 24). In addition, the Department has a conference room, Robinson 315L which also serves as a classroom (room cap is 25) and a separate computer lab for students to work on projects independently in Robinson 315J. Nearly all courses for the Program are offered in one of these classrooms. Robinson 311 is structured as a studio classroom, with both computer terminals for independent work and center tables where students can work on group projects.

All full-time, Category A faculty have a private office space. This includes Dr. Keenan (Robinson 315G), Dr. Hasse (Robinson 315F), Dr. Kitson (Robinson 315D; Dr. Kitson has a half time (51%) appointment with the School of Art and will be moving her office to that School in Spring 2021), and Dr. Meenar (Robinson 315C). The full-time, Category C faculty, Megan Bucknum, also has a private office in Robinson 316B. The part time Category C faculty share 317L.

In addition, the Department offers a student lounge area in Robinson 315 and a kitchen area in Robinson 316. Students are welcome to use these areas and often do so.

The Department of Geography, Planning, & Sustainability is part of the School of Earth and Environment. Rowan University has constructed a new building, known as Discovery Hall, to house the administrative and faculty offices of the 3 departments that comprise the school. This building is scheduled to open in January 2021. The Department of Geography, Planning, & Sustainability will be allocated 7 faculty offices in this space, as well as a shared adjunct office space and a chairs' office. In addition, the Department will keep the Robinson 316 space, as well as each of its classrooms in Robinson Hall. The Department is currently not scheduled to retain suite 316 or the part of 317 that it currently holds.

The facilities are currently adequate to meet the program's instructional needs. However, the Program seeks to ensure a space for the newly formed Rowan University Planning Student Organization as noted in the Strategic Plan, as well as partnership space for the New Jersey American Planning Association. In addition, while Robinson 311 currently functions as studio space, the Program shares this space with the GIS program which creates some time conflicts. The Program hopes to secure additional exclusive studio instructional space.

4E. INFORMATION AND TECHNOLOGY: STUDENTS, FACULTY AND STAFF SHALL HAVE ACCESS TO SUFFICIENT INFORMATION SYSTEMS AND TECHNOLOGY, AND TECHNICAL SUPPORT, TECHNICAL EQUIPMENT AND TRAINING THEREON TO ACHIEVE THE PROGRAM'S MISSION AND OBJECTIVES. INFORMATION AND TECHNOLOGY INCLUDE, BUT ARE NOT LIMITED TO, MAINTAINED COMPUTER HARDWARE, SOFTWARE AND ACCESS, LIBRARY RESOURCES AND COLLECTIONS.

The Rowan University Department of Geography, Planning, and Sustainability contains adequate information and technology resources to meet the needs of the Community and Environmental Planning Program within its current home on the third floor of Robinson Hall on the Glassboro Campus. In addition, the Department will be expanding into a new 67,560 square foot academic building which will include general teaching classrooms, active learning classrooms, science teaching laboratories with a variety of public and collaboration spaces, and administrative offices. There is a possibility that some of the Program's classes will be held in these new classrooms, though the Robinson space will remain the primary instructional center for the Department and Program.

Robinson Hall Facilities and Technology

Room 301: 4 Lenovo Desktop Computers (Windows 10, 4 GB Ram, 64 Bit Operating System); 1 Dell

Latitude Laptop with NEC AccuSync LCD Monitor (Windows 10, 4 GB Ram, 64 Bit Operating System)

Room 302: 1 NEC Projector and Screen; 2 AUDIX speakers; 1 Hewlett Packard Compaq Desktop Computer (Windows 10, 4 GB Ram, 64 Bit Operating System); 24 Hewlett Packard Compaq Desktop

Computers (Windows 10, 6 GB Ram, 64 Bit Operating System)

Room 306: 1 NEC Projector and Screen; 2 AUDIX Speakers; 1 Hewlett Packard Compaq Desktop Computer (Windows 10, 4 GB Ram, 64 Bit Operating System)

Department Computer Lab/Classroom (Room 311): 1 NEC Projector and Screen; 2 AUDIX Speakers; 25 Lenovo Desktop Computers (Windows 10, 8 GB Ram, 64 Bit Operating System), Hewlett Packard color printer

Department Computer Lab (Room 315K): 4 Lenovo Think Centre Desktop Computers (Windows 10, 4 GB, Ram, 64 Bit Operating System); 8 Hewlett Packard Compaq Desktop Computers (Windows 10, 6 GB Ram, 64 Bit Operating System); Hewlett Packard DesignJet T2300 (Plotter Printer)

All Dept. computers and labs have access to the following software: ArcGIS 10.8 for DESKTOP (Arc

Catalog, ArcGIS Administrator, ArcGlobe, ArcMap, ArcScene 10.1, CityEngine 2020.0); ArcGIS Pro 2.5.1; City Engine Advanced; Clark Labs TerrSet 2020; Sketchup Make 2017; PhotoSynth; Microsoft Office 2016 suite; NotePad++; QGIS; PyCharm; Inkscape

These software provide students with the tools they need to perform spatial analysis, and build, design and visualize urban landscapes and environmental models.

Server and Additional Computing Resources

Rowan University possesses a university-wide site license for the ESRI ArcGIS for Desktop software suite. The department also has licenses for the Adobe Creative Suite and SPSS. The School also uses open source software, such as GDAL/OGR, MapServer, GeoServer, and Leaflet. The School of Geography & Environment also has software licenses for ERDAS Imagine and Trimble GPS Pathfinder Office.

The Department maintains a Windows 2016 Server titled “compass” for GIS use within the classroom and across campus. It serves as the licensing server for ESRI and ClarkLabs software, and has the capability to host PostgreSQL-backed databases, via ArcSDE or open source means.

All of the Dept. servers are virtual, allowing resources to scale as needed. They are also continually backed up by Rowan Network and System Services as discussed in the Data Management Plan. The Dept. also uses GIS software, on Amazon Web Services for specific projects as needed. Amazon Web Services is one of the largest and most robust suites of cloud computing service in the world, and features comprehensive security and compliance features. The Dept. also employs a full-time Computing Support Specialist and several part-time database, GIS, and web mapping support staff.

University Academic Technology

In addition, students of the department, like students at the rest of the university will have remote access to the listed software via the virtual machine and cloud application capabilities of Citrix Workspace, a software that can be downloaded onto personal computers (MacOS, Windows, or Linux).

The University maintains a server titled “rowanads” which holds a substantial amount of information, including department documents, archives, labs, and data. It’s the primary GIS data store, including NJ and worldwide datasets for classroom and research use. Students and faculty will have access to this shared server, and their own private storage within it as well.

Students and faculty will also have access to many well-known digital library databases, containing ebooks and peer-reviewed journals. A few of these library databases are discipline specific. They can be used to search for relevant texts within the fields of planning and geography.

STANDARD 5 – GOVERNANCE

The Program shall make administrative decisions through a governance process that exhibits a high degree of transparency, inclusiveness, and autonomy. The Program shall be located within an identifiable and distinct academic unit, such as a department or school of planning, and the Program's faculty shall be clearly identifiable as such. The Program shall involve faculty and students, as appropriate, in administrative decisions that affect them and shall demonstrate that those decisions serve to implement the Program's strategic plan.

The Community and Environmental Planning Program is located within the Department of Geography, Planning, & Sustainability, which is located within the School of Earth and Environment. The Program has a core faculty that administers the program, and these faculty are identified on the Program's web site. The Program has a robust culture of inclusion. All decisions related to the program are made via committee structure within the Program, and then are reviewed by the larger Department of Geography, Planning, & Sustainability. A review of the process to create the Program's Strategic Plan 2020-2025 provides an excellent example of the Program's commitment to collaborative and inclusive decision making. All tenure and promotion decisions are governed by explicit University and Union rules that yield a transparent process. In addition, the Program has put in place a robust process of surveying students and alumni, as well as several other structures (such as the Planning Student Organization) that will facilitate communication.

5A. PROGRAM AUTONOMY: IN ACCORDANCE WITH CUSTOMARY UNIVERSITY PROCEDURES, THE PLANNING PROGRAM WILL NORMALLY BE HEADED BY ITS OWN ADMINISTRATOR, WHO WILL REPORT DIRECTLY TO A DEAN OR AN EQUIVALENT ACADEMIC OFFICIAL FACULTY. THE PROGRAM SHALL HAVE RESPONSIBILITY FOR THE DESIGN OF ITS CURRICULUM AND SHALL HAVE AN INDEPENDENT VOICE IN THE APPOINTMENT, PROMOTION, TENURE, AND EVALUATION OF ITS FACULTY, AND THE ADMISSION AND EVALUATION OF ITS STUDENTS. THE PLANNING FACULTY AND STUDENTS SHALL BE INVOLVED IN THE DEVELOPMENT OF THE PROGRAM'S SELF-STUDY REPORT AND SHALL BE MADE AWARE OF THE CONTENT OF ALL SUBMISSIONS BY THE PROGRAM TO PAB AS WELL AS REPORTS AND DECISIONS BY PAB CONCERNING THE PROGRAM.

The Community and Environmental Planning Program is located within the Department of Geography, Planning, & Sustainability. The Department of Geography, Planning, & Sustainability is located within the School of Earth and Environment.

The Program is currently headed by Dr. Kevin Keenan who also serves as chairperson of the Department of Geography, Planning, & Sustainability. Dr. Keenan reports directly to the Dean of the School of Earth and Environment (currently Dr. Ken Lacovara).

The Community and Environmental Planning Program has identified a core faculty that govern and share in administration of the program. Those faculty are Ms. Bucknum, Dr. Hasse, Dr. Keenan, Dr. Kitson, and Dr. Meenar. These faculty make all decisions related to curriculum. The Program serves undergraduate students, and thus it does not have a separate admissions process for that program. Any student can declare the Community and Environmental Planning Program at Rowan. All faculty within the Department of Geography, Planning, & Sustainability, which includes the core faculty that govern the Program, have the ability to comment on departmental criteria for tenure and recontracting. In addition, the Tenure and Recontracting

Committee has included at least one, sometimes two, members of the core faculty governing the Program since the Program was created.

5B. PROGRAM LEADERSHIP: THE ADMINISTRATOR OF THE DEGREE PROGRAM SHALL BE A PLANNER WHOSE LEADERSHIP AND MANAGEMENT SKILLS, COMBINED WITH EDUCATION AND EXPERIENCE IN PLANNING, ENABLES THE PROGRAM TO ACHIEVE ITS GOALS AND OBJECTIVES. THE ADMINISTRATOR SHALL BE A TENURED FACULTY MEMBER WITH AN ACADEMIC RANK OF ASSOCIATE PROFESSOR OR HIGHER.

Dr. Kevin Keenan currently serves as the Program administrator and the Department Chairperson. Dr. Keenan has degrees in Political Science, Public Policy, and Geography. He has been AICP certified since 2014, and he is currently a tenured associate professor. Previously, he directed an interdisciplinary Urban Studies Program, which included a concentration in Urban Planning and Administration, for 5 years, and he served on the South Carolina American Planning Association Executive Committee for 6 years. He has taught core and elective courses in Hunter College's PAB accredited Masters Program since 2007.

5C. COMMUNICATION: THE PROGRAM SHALL USE A VARIETY OF MEDIA TO PROVIDE EFFECTIVE TWO-WAY COMMUNICATION WITH CURRENT AND PROSPECTIVE STUDENTS, FACULTY, ALUMNI, EMPLOYERS, PROFESSIONAL ASSOCIATIONS, PRACTITIONERS, AND OTHER STAKEHOLDERS ABOUT THE PROGRAM'S GOALS AND OBJECTIVES AND ABOUT ITS PROGRESS TOWARD ACHIEVING THOSE AIMS. THE ADMINISTRATOR OF THE PROGRAM SHALL BE REGULARLY ACCESSIBLE TO THESE STAKEHOLDERS, PROVIDING THEM WITH SUITABLE OPPORTUNITIES FOR INTERACTION.

The Program has a designated section of the Department Web site through which it communicates a variety of information about the program with both current students and the general public. In addition, significant events related to the Program are communicated via Facebook and Instagram platforms, and the Department is currently creating a LinkedIn profile that will facilitate Alumni connections. The Department of Geography, Planning, & Sustainability maintains two listservs that are used to communicate with a variety of constituencies on campus, including Program majors. These lists are the geojobs listerv and the environmental-events listerv. The Program's Director frequently sends out email updates and notices to current students, and faculty regularly meet with prospective and current students to discuss the program and the pathways through it. The Department within which the Program exists is developing an e-newsletter at the end of every semester that will be sent to all current students, alumni, and stakeholders to document key events and information.

In addition, the Program's Academic Advisor, Mr. Harold Thompson, initiates regular contact with students to discuss their academic progress and performance. Mr. Thompson advises all Freshmen, Sophomores, Juniors, Seniors, Transfers and Change of Majors within the Program.

Typically, throughout the year Mr. Thompson hosts 30 minute face-to-face advising appointments to address academic progress, student questions and concerns and registration issues for the next semester. Due to COVID-19, Mr. Thompson has been advising via email and occasionally by phone. Before each term, Mr. Thompson sends reminder emails to each major about important academic issues such as prerequisite requirements, internship hours and availability of core and program electives. At Orientation for Freshmen and Transfer

students, Mr. Thompson promotes student success resources, such as academic advising, tutoring, and wellness activities while providing an overview of the degree requirements, reviewing the program guides, demonstrating the use of the registration systems (Self-Service BANNER and Section Tally). At each orientation, he also advises students individually to review how transfer credits including AP credits are applied to each major and provide guidance on course sequences, schedule changes and how to include a double major, minor or CUGS into the academic plan. When a Program student reaches 90 credits (Senior status), Mr. Thompson conducts a 90 credit check and provides a detailed email outlining the course/credit requirements to complete the degree. Faculty also serve as advisors to students. Program Faculty use the Canvas learning management system to communicate with current students about course materials.

Graduating seniors are surveyed each spring, as are alumni every 3 years. Current students are surveyed every fall for feedback on the program and recommendations for improvement. These surveys provide valuable communication channels for the program. In addition, the Rowan University Planning Student Organization provides an excellent framework for students to communicate as a group to the PSO advisor who also serves on the Program committee.

The Program established an Advisory Board which is comprised of leaders in the profession from around the State, but with a particular emphasis in southern New Jersey where Rowan University is located. This Board is convened at least once a year and it provides an opportunity for stakeholders to provide direct feedback and strategic guidance to the Program. Information about the Board is available at this Web site:

<https://earth.rowan.edu/departments/geography/academics/community-env-planning/planning-board.html>

The Program Director, Dr. Kevin Keenan, began serving as a faculty liaison to Executive Committee of the NJ American Planning Association in 2020. Through this position, the state's chapter and its membership of practitioners will have direct access to the Program.

5D. FACULTY AND STUDENT PARTICIPATION: THE PROGRAM SHALL PROVIDE FULLTIME AND ADJUNCT FACULTY, INDIVIDUAL STUDENTS, STUDENT ORGANIZATIONS, AND OTHER INTERESTED PARTIES WITH OPPORTUNITIES TO PARTICIPATE FULLY AND MEANINGFULLY IN ADMINISTRATIVE DECISIONS THAT AFFECT THEM. WHEN INTERESTED PARTIES RAISE SUBSTANTIVE ISSUES, THE PROGRAM SHALL DEMONSTRATE THAT IT HAS RESPONDED APPROPRIATELY TO THOSE ISSUES, AND COMMUNICATED THE OUTCOMES IN SUCH A FASHION THAT THE INTERESTED PARTIES UNDERSTAND HOW THE DECISIONS WERE MADE.

The Department of Geography, Planning, & Sustainability holds monthly Department meetings for approximately 1.25 hours. Program faculty participate in shaping the direction of the Department at this meeting. All policies and departmental issues are communicated at these meetings. The Program holds a separate meeting once per month to administer the Program. The Department holds an adjunct "Town Hall" once a semester. At this meeting, the adjunct faculty are invited to share concerns and communicate needs that they have.

In preparation for accreditation, the Program conducted an extensive and inclusive process to develop its Strategic Plan. This process exhibits the Program's commitment to inclusivity and transparency in administration. All members of the department, especially

students, were invited to participate in the process. (Please see the section of the Strategic Plan that documents the process followed to create the Plan.)

The Planning Student Organization, which was created in Fall 2019, will serve as a primary mechanism for students to have input on the Program. In addition, beginning in Fall 2020, Program students will be surveyed on several dimensions of the Program and asked for their feedback. The Program will survey students every Fall.

5E. PROMOTION AND TENURE: THE PROGRAM SHALL PUBLISH POLICIES AND PROCEDURES FOR MAKING DECISIONS ABOUT THE PROMOTION AND TENURE OF FACULTY, AND SHALL PROVIDE JUNIOR FACULTY WITH THE SUPPORT THAT THEY NEED TO ADVANCE PROFESSIONALLY WITHIN THE PROGRAM. THE PROGRAM SHALL PROVIDE MENTORSHIP OPPORTUNITIES FOR ALL JUNIOR FACULTY, INCLUDING WOMEN, RACIAL AND ETHNIC MINORITIES, AND MEMBERS OF OTHER UNDER-REPRESENTED GROUPS.

Faculty promotion and tenure is governed by our collective bargaining unit, which is the AFT. The AFT Local agreement specifies both the procedures for recontracting and tenure, which is available here: <https://sites.rowan.edu/academic-affairs/docs/tenure--recontracting-moa-2019-2020.pdf> as well as the procedure for promotion available here: <https://sites.rowan.edu/academic-affairs/docs/2019-2021-faculty-promotion-moa.pdf>.

The Department of Geography, Planning, & Sustainability has an internal Tenure, Recontracting, and Promotion Committee. The committee is led by the Department Chair, who is currently also the Community and Environmental Planning Program director. Only tenured members of the Department may serve on the Committee, and in the past these members have included core members of the Program (i.e., John Hasse). This Committee formulates criteria that reflect the MOA requirements. These criteria are circulated to the entire department for commentary and ultimately approval by vote. Once the criteria are ratified at the Department level, they are sent to the Dean for ratification. Candidates for recontracting, tenure, and promotion must document their success in meeting these criteria at years 2, 4, and 6 (which is the year Tenure is decided). After any review, the Dean can indicate that the candidate must have an intervening review. Candidates are provided with at least 3 different opportunities for extensive review and feedback before tenure, and possibly more. Faculty are mentored closely throughout these reviews by the Department Chairperson and the Committee members.

5F. GRIEVANCE PROCEDURES: THE PROGRAM SHALL PUBLISH POLICIES AND PROCEDURES FOR RESOLVING STUDENT AND FACULTY GRIEVANCES, AND SHALL APPROPRIATELY DISSEMINATE SUCH POLICIES AND PROCEDURES TO STUDENTS AND FACULTY. THE PROGRAM SHALL MAINTAIN RECORDS TO DOCUMENT THE NUMBER AND KINDS OF GRIEVANCES IT HAS RECEIVED AND THE MANNER IN WHICH IT HAS RESOLVED THOSE GRIEVANCES.

Rowan University provides the following mechanism for documenting student grievances: <https://sites.rowan.edu/consumer-disclosures/complaint-processes.html>. This web site includes a form by which students and members of the community might submit complaints / grievances.

The specific procedures for addressing student complaints / grievances are as follows:

<https://confluence.rowan.edu/display/POLICY/Student+Complaint+Procedures>

Faculty and Staff can submit grievances to the University Ombuds. The contact information for that office is available here: <https://sites.rowan.edu/ombuds/index.html> and the reasons why one might contact the Ombuds to initiate a grievance are available here:

<https://sites.rowan.edu/ombuds/meeting.html>

Faculty and Professional Staff are governed by a Memorandum of Agreement between the Union and the University. Any candidate for recontracting and tenure may file a grievance at any point if there is knowledge of a violation of process. The Procedure for submitting such a grievance is described on page 36 of the MOA: <https://sites.rowan.edu/academic-affairs/docs/tenure--recontracting-moa-2019-2020.pdf>

The State Colleges and University in New Jersey have a more comprehensive and in-depth "Agreement" documented here: <http://www.cnjscl.org/AFT%20FT%202015-2019%20final%20contract.pdf> This agreement governs all faculty within the state that are part of the Union, and it provides a detailed review of how grievances may be initiated on Page 6 of the original document and Page 10 of PDF.

5G. Online Integrity: The Program shall have in place effective procedures through which to ensure that the student who registers in an online course or program is the same student who participates in and completes the course or program and receives the academic credit. The Program makes clear in writing that these processes protect student privacy and notifies students at the time of registration or enrollment of any projected additional costs associated with the verification procedures.

Rowan University offers an extensive policy on online integrity that covers all of the PAB requirements. That policy is available at the following Web site:

<https://confluence.rowan.edu/display/POLICY/Verification+of+Student+Identity>