MRP Program in the Graduate Field of City and Regional Planning  
Department of City and Regional Planning, AAP

City and regional planning is an interdisciplinary field of study focused on understanding and creating the places where people live and work across the world. While many of our MRP graduates work in federal, state and local government agencies in the US and other countries, some choose to work for policy institutes, international organizations, advocacy groups, and NGOs in a variety of settings. A small number choose to pursue doctoral degrees in planning or allied fields such as public policy, environmental studies and geography. Our students thus have differing career goals, which is reflected in the construction of our assessment metrics. Our assessment metrics also incorporate the standards and criteria for planning curriculum established by the Planning Accreditation Board (PAB).

**Learning Objectives/Goals** for a MRP recipient in the Graduate field of City and Regional Planning. Please note that phrases in **bold** are shorthand for a particular learning goal and are used in the measures spreadsheet.

When a student completes her MRP, she will be able to:

**Aspirational Goals**

1. Use **critical thinking** to examine, understand and arrive at judgments about cities and regions, and planning issues in the contexts within she works
2. Be an **employable professional**

Plan according to ethical and normative principles that guide planning in a democratic society [PAB: Values and Ethics.] This includes being able to

3. Understand and act on a code of **professional ethics** for planning professionals
4. Act as an environmental steward and incorporate issues of **environmental quality and sustainability** into planning practice
5. Incorporate **diversity and social justice** into planning practice within the US and globally
6. Understand the importance of **economic growth, efficiency and equity** to communities in diverse settings
7. Be a good organizational citizen able to **participate in effective governance** in a variety of institutional and community settings
8. Uphold **ethical standards** in the field of city and regional planning including but not limited to the ways in which it has been established by the profession at large and by the Department of City and Regional Planning at Cornell. This includes a deep appreciation for the
   - unity of theory and professional practice
   - intellectual and practical questions of equality and social justice in diverse settings
   - contextually appropriate action

**Proficiency Goals**
Comprehend, represent, and use ideas and information in the planning field [PAB: General Planning Knowledge] This includes being able to
9. Understand the **purpose and meaning of planning**
10. Understand and use **planning theory and planning law** given the contexts and specializations within which she will be working
11. Understand and be able to act on the knowledge of the **history of planning and urbanization processes** from a variety of disciplinary perspectives taking into account both globalization and the diversity of local settings in the US and globally
12. Follow **emerging trends** to gauge their impact on planning theory and practice

Use and apply knowledge to perform specific tasks required in the practice of planning [PAB: Planning Skills] This includes being able to
13. Demonstrate adequate **research skills** including the ability to ask the right questions and conduct an analysis that will lead to procedures and eventual solutions to the planning problems they must solve
14. Use appropriate **quantitative and qualitative research methods** to understand and analyze a planning problem
15. **Communicate effectively** to a variety of audiences using written, oral and visual presentations
16. Understand **plan components and create plans** at different scales and in different institutional contexts from comprehensive plans to neighborhood level plans
17. **Collaborate, negotiate and mediate** between diverse, sometimes conflicting interests within organizations and with the communities that planning serves
18. **Serve as a leader** in the planning process that brings together different stakeholders across communities

**Measures of Evidence**, and suggestions for closing the accountability loop are available in the attached spreadsheet