



MURP Portfolio Requirements

Spring 2019 Semester

Objectives of the Portfolio

The portfolio achieves two objectives: (1) it provides students with an opportunity to reflect upon their graduate education and relevant professional planning experiences and (2) it demonstrates attainment of desired learning outcomes. The learning outcomes are based on the Planning Accreditation Board's (PAB's) curriculum standards. Each student taking URP 6979 Planning Project or completing URP 6971 Master's Thesis must prepare a portfolio in order to receive a final grade. While the portfolio itself is not graded, it will be assessed by a committee of SURP faculty to determine the degree to which it demonstrates achievement of the learning outcomes. The committee then makes recommendations for course and curriculum changes to be considered by the entire faculty. In short, your portfolio helps the faculty make improvements to the MURP program by identifying how well you have been able to attain PAB learning objectives over the course of the program.

Format of the Portfolio

Drafts and final documents will be submitted in electronic form on Google Drive in the folders that will be provided for each student. Each student will have a folder that contains folders for each of the five assignments (see Deadlines below) plus a folder for the Appendix, which will contain examples of student work relevant to the learning outcomes (i.e., evidence of achievement of the outcomes). Students should add items to the Appendix folder as they are referred to in each of the assignments.

All drafts (except for the Appendix items) must be submitted in Word form. The final version of the portfolio documents can be in Word or PDF format.

Except for the appendices, all of the materials prepared for the portfolio should have a consistent font and style. Use a modern-looking format similar to one used for this document: a sans serif font (such as Calibri), no indentation of paragraphs, and extra spacing between paragraphs.

Self-Assessments

The learning outcomes are organized into three parts—general planning knowledge, planning skills, and values and ethics—each of which has six subparts. Written self-assessments are required for each subpart of Learning Outcomes #1 and #2 and for three of the six subparts of Learning Outcome #3.

Students may choose the three subparts that they want to address for Learning Outcome #3. The written self-assessments should discuss how well your coursework has enabled you to achieve the outcome and the relevant evidence. Devote at least three paragraphs (a minimum of 500 words) to each subpart of each outcome, including one paragraph that defines the learning objective in your own words, one paragraph that discusses the coursework relevant to that objective, and one paragraph that discusses the relevant evidence included in the appendix of the portfolio. Be specific about the courses that were relevant to each outcome. Refer to courses by their course numbers and name (for example, URP 5958 Planning Abroad) the first time each course is mentioned and then by just the course number.

Evidence

Each self-assessment should refer explicitly to documents provided as evidence that are included in the portfolio. Documents should be referred to by both their title and their location (such as Site Analysis Report, Appendix B). You must explain what the item is (for example, a Site Analysis Report), for which course it was produced (for example, URP 6873 Site Planning), and how it demonstrates achievement of the relevant outcome. Evidence to be included in the portfolio's appendices may include: (1) graded assignments; (2) term or other papers and reports, including reports completed for URP 6920 Planning Workshop and URP 6979 Planning Project; (3) master's theses for students choosing the thesis option; (4) publications, including work completed for an assistantship; (5) work submitted as part of an internship or other employment occurring while enrolled as a student; and (6) any other relevant materials. Students are encouraged to be creative in identifying appropriate evidence, including copies of papers and reports as well as links to videos of presentations, web sites, or other electronic materials. Note that some forms of evidence may be relevant to more than one learning outcome; however, each item should be included in the appendix only once. A maximum of 15 items may be included in the appendix.

Label the evidence Appendix A, B, C, etc. in the order in which each item is first mentioned in the portfolio; hence, the first item of evidence referred to in the discussion of Learning Outcome #1A would be Appendix A. The table of contents should indicate what the appendix contains, such as:

Appendix A: URP 6101 Term Paper

Appendix B: URP 6945 Internship Report

Appendix C: URP 6873 Site Plan Analysis

Learning Outcomes Assessment Rubrics

Students should refer to the rubrics in Appendix II as guides for preparing their self-assessment narratives. Appendix II gives detailed definitions of each learning outcomes (based on the definitions given in the PAB's curriculum standards) and gives guidelines (rubrics) for assessing achievement of the outcomes. It also lists core courses that are intended to cover aspects of each outcome. Note that elective courses are also relevant to the outcomes and should be cited whenever appropriate. For example, students who complete URP 5958 Planning Abroad should cite that course when discussing achievement of Learning Outcome #1F. For another example, URP 6945 Planning Internship is also likely to be relevant to many of the outcomes.

Students must also complete the Learning Outcomes Assessment Form in Appendix III and include it in the portfolio. Faculty assessment committee members will use the same form to complete their assessments. The comments sections on the form can be used to discuss particular strengths or deficiencies.

Deadlines

Students completing URP 6979 Planning Project or URP 6971 Master's Thesis during the Spring 2019 semester should use the following schedule. Students intending to complete a Master's Thesis during the Summer 2019 term or Fall 2019 semester should check with Dr. Bourassa (see contact details below) regarding deadlines.

- February 7: Drafts of autobiographical statement, resume, and self-assessments for Learning Outcome #1 are due
- March 14: Drafts of self-assessments for Learning Outcome #2 are due
- March 29: Drafts of self-assessments for Learning Outcome #3 and personal reflection about your future are due
- April 18: Draft of complete portfolio due, including title page and table of contents
- May 2: Final version of portfolio due, with all evidence from current semester incorporated

Feedback

Dr. Bourassa will provide assistance with preparing the portfolio, including feedback on each draft submission. Students must address the feedback when revising their drafts or else the final version of the portfolio will be sent back for further revision and submission of the final grade for the course will be delayed. Questions about the portfolio should be directed to him at sbourassa@fau.edu or (561) 297-4164.

Appendix I: Portfolio Contents

Title page

Table of contents

Autobiographical statement (about 500 words)

Current resume

Learning Outcome #1 – General planning knowledge: students will demonstrate knowledge of general planning concepts, including understanding of (each item requires a separate written self-assessment):

- A The purpose and meaning of planning
- B Planning theory
- C Planning law
- D Human settlements and the history of planning
- E The future
- F Global dimensions of planning

Learning Outcome #2 – Planning skills: students will demonstrate the skills required to be effective planners, including ability to (each item requires a separate written self-assessment):

- A Undertake research
- B Communicate at a professional level in written, oral, and graphic forms
- C Apply appropriate quantitative and qualitative methods
- D Apply planning methods to create plans and implement them
- E Apply planning procedures for engaging communities and stakeholders
- F Exercise leadership skills

Learning Outcome #3 – Values and ethics: students will demonstrate understanding of (three of the following items require separate written self-assessments):

- A Professional ethics and responsibility
- B Equity, diversity, and social justice
- C Governance and participation
- D Sustainability and environmental quality
- E Growth and development
- F Health and the built environment

Learning outcomes assessment forms (self- and faculty assessments)

Personal reflection about your future (about 1,500 words)

Appendices (evidence of learning outcomes in the form of completed assignments, papers, reports, theses, publications, work submitted as part of an internship or other employment, or other relevant materials; these should be labeled Appendix A, B, C, etc.)

Appendix II: Learning Outcomes Assessment Rubrics

Learning Outcome #1 – General planning knowledge: students will demonstrate knowledge of general planning concepts, including understanding of:

	Relevant core courses	Does not meet the standard (0 to 69%)	Approaches the standard (70 to 79%)	Meets the standard (80 to 89%)	Exceeds the standard (90 to 100%)
A The purpose and meaning of planning (why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have)	URP 6101 URP 6406 URP 6840 URP 6920 URP 6979	Does not demonstrate an understanding of the purpose and meaning of planning	Can explain in simple terms why planning is important	Can articulate why planning is important in various cases and contexts	Demonstrates a well-developed understanding of the purpose and meaning of planning in various contexts
B Planning theory (behaviors and structure available to bring about sound planning outcomes [note that this outcome refers to theories about the planning process, not theories about urban form or other aspects of planning])	URP 6101 URP 6115 URP 6406 URP 6979	May be able to identify one or more planning theories but is unable to apply those concepts to actual planning problems	Can identify multiple planning theories and apply them in very basic ways to actual planning problems	Displays a thorough understanding of key planning theories and can apply them to complex planning problems	Displays a deep and nuanced understanding of key planning theories and can apply them in particularly thoughtful and effective ways to complex and ambiguous planning problems

C Planning law (legal and institutional contexts within which planning occurs)	URP 6115 URP 6131 URP 6873 URP 6920 URP 6979	Cannot articulate any legal principles applicable to planning	Is familiar with some important legal principles but cannot apply them to specific planning problems	Has a thorough familiarity with key components of statutory and constitutional law relevant to planning and can apply that understanding to basic planning issues	Has a thorough familiarity with key components of statutory and constitutional law relevant to planning and can apply that understanding to complex and ambiguous planning issues
D Human settlements and the history of planning (growth and development of places over time and across space)	URP 6101 URP 6406 URP 6840 URP 6920 URP 6979	Conveys little understanding of the causes of human settlement patterns and the history of planning or how these are relevant to the solution of current planning problems	Displays some understanding of the causes of human settlement patterns and the history of planning, but is unclear about how these are relevant to the solution of current planning problems	Displays understanding of the causes of human settlement patterns and the history of planning and how to apply this understanding to the solution of current planning problems	Displays a deep and nuanced understanding of the causes of human settlement patterns and the history of planning and how to apply this understanding to the solution of complex and ambiguous planning problems
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)	URP 6101 URP 6131 URP 6200 URP 6406 URP 6920 URP 6979	Cannot identify methods commonly used by planners to design, analyze, and influence the future	Identifies some methods commonly used by planners to design, analyze, and influence the future, but is uncertain about their application	Understands methods commonly used by planners to design, analyze, and influence the future and how to apply them in practice	Has a thorough understanding of the range of methods used by planners to design, analyze, and influence the future and how to apply them effectively in practice

<p>F The global dimensions of planning (interactions, flows of people and materials, cultures, and differing approaches to planning across world regions)</p>	<p>URP 6406 URP 6840</p>	<p>Cannot identify the basic roles of any global (versus local) institutions, ideas, or processes relevant to planning</p>	<p>Identifies the basic roles of global institutions, ideas, and/or processes relevant to planning</p>	<p>Can identify major elements of global human and natural systems, including their historic and contemporary interconnections and the effects of human organizations and actions, to pose elementary solutions to complex planning problems</p>	<p>Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to plan for the solution of complex problems in the human and natural worlds</p>
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Learning Outcome #2 – Planning skills: students will demonstrate the skills required to be effective planners, including ability to:

	Relevant core courses	Does not meet the standard (0 to 69%)	Approaches the standard (70 to 79%)	Meets the standard (80 to 89%)	Exceeds the standard (90 to 100%)
A Undertake research (application of tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources)	URP 6101 URP 6131 URP 6200 URP 6211 URP 6406 URP 6840 URP 6873 URP 6920 URP 6979	May be able to communicate information obtained from various sources, but the information is fragmented and/or used inappropriately (misquoted, not cited or cited improperly, taken out of context, incorrectly paraphrased, etc.), so the intended purpose is not achieved	Communicates and organizes information from appropriate sources, but fails to synthesize it properly, so that the intended purpose is not achieved	Communicates, organizes, and synthesizes information from appropriate sources so that the intended purpose is achieved	Communicates, organizes, and synthesizes information from sources to fully achieve a specific purposes, with clarity and depth
B Communicate at a professional level in written, oral, and graphic forms (ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations)	URP 6101 URP 6115 URP 6131 URP 6200 URP 6211 URP 6270 URP 6406 URP 6840 URP 6873 URP 6920 URP 6979	Demonstrates minimal attention to the requirements of assignments and to professional planning expectations (e.g., written, oral, and graphic presentations fail to fully respond to assignments and do not communicate effectively)	Demonstrates awareness of the requirements of assignments and attempts to satisfy those requirements in a professional manner, but is not fully successful in communicating ideas effectively (e.g., written and oral communications are effective, but graphic communications are not)	Demonstrates consistent and effective execution of written, oral, and graphic communications in a manner consistent with expectations for professional planners, including but not limited to organization, content, presentation, formatting, and stylistic choices	Demonstrates detailed attention to and highly successful execution of written, oral, and graphic communications in a manner consistent with expectations for professional planners, including but not limited to organization, content, presentation, formatting, and stylistic choices

C Apply appropriate qualitative and quantitative methods (application of data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans)	URP 6200 URP 6211 URP 6270 URP 6406 URP 6840 URP 6873 URP 6920 URP 6979	Is unable to effectively apply quantitative and qualitative analysis methods: methods may be inappropriate to the problem, used incorrectly, or the results misinterpreted	Uses quantitative and qualitative analysis as the basis for tentative, basic judgments, but is hesitant or uncertain about drawing conclusions	Uses quantitative and qualitative analysis as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions; this is demonstrated by at least one item of original analysis employing at least one qualitative or quantitative research technique	Uses quantitative and qualitative techniques as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions; this is demonstrated by repeated effective use of appropriate quantitative and/or qualitative techniques
D Apply planning methods to create plans and implement them (application of integrative skills for sound plan formulation, adoption, and implementation and enforcement)	URP 6115 URP 6131 URP 6873 URP 6920 URP 6979	Is unable to effectively describe a coherent process for creating and implementing plans	Understands the planning process, but is uncertain about how to apply that process to actual planning problems	Understands the planning process and how to apply it in a competent manner in addressing actual planning problems	Has a deep understanding of ambiguities and complexities of the planning process, and how to apply it in complex situations
E Apply planning procedures for engaging communities and stakeholders (apply tools for stakeholder involvement, community engagement, and working with diverse communities)	URP 6101 URP 6115 URP 6873 URP 6920 URP 6979	Is unable to effectively describe coherent processes for engaging diverse communities and stakeholders	Understands planning processes for engaging diverse communities and stakeholders, but is uncertain about how to apply those processes to actual planning problems	Understands planning processes for engaging diverse communities and stakeholders and how to apply them in a competent manner in addressing actual planning problems	Has a deep understanding of community and stakeholder engagement processes, including their ambiguities and how to apply them in difficult circumstances

<p>F Exercise leadership skills (apply tools for strategic decision-making, team building, and organizational and community motivation)</p>	<p>URP 6115 URP 6920</p>	<p>Explains why it is important for planners to be effective leaders in a vague or abstract way, but cannot provide specific explanations or justifications applied to particular contexts</p>	<p>Explains why it is important for planners to be effective leaders and can apply this knowledge to specific circumstances; demonstrates this by contributions to the leadership of team projects and/or other planning activities</p>	<p>Explains in a convincing manner why it is important for planners to be effective leaders and has contributed in a sustained and effective manner to the leadership of team projects and/or other planning activities</p>	<p>Explains in a convincing manner why it is important for planners to be effective leaders and demonstrates a substantial initiative in sustained, reflective, and effective leadership of team projects and other activities</p>
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Learning Outcome #3 – Values and ethics: students will demonstrate understanding of:

	Relevant core courses	Does not meet the standard (0 to 69%)	Approaches the standard (70 to 79%)	Meets the standard (80 to 89%)	Exceeds the standard (90 to 100%)
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)	URP 6101 URP 6115 URP 6131 URP 6406 URP 6920	May recognize basic and obvious ethical issues in planning, but fails to grasp complexity or interrelationships; does not demonstrate any familiarity with the AICP and APA guidelines	Can recognize basis and obvious ethical issues in planning and grasp (incompletely) the complexities of or interrelationships among the issues; is aware of and can discuss components of the AICP and APA guidelines	Can recognize ethical issues when they are presented in a complex, multilayered (gray) context or can grasp interrelationships among the issues; knows the components of the AICP and APA guidelines and can apply them to an ethical issue in planning	Can recognize ethical issues when they are presented in a complex, multilayered (gray) context and can grasp interrelationships among the issues; knows the components of the AICP and APA guidelines and can apply them to a complex or ambiguous ethical issue in planning
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)	URP 6406 URP 6840 URP 6920 URP 6979	Can explain why social and economic equity and diversity are important in planning in a vague or abstract way, but cannot provide specific explanations or justifications applied to specific circumstances	Can explain why social and economic equity and diversity are important in planning, but cannot diagnose why the problem persists or how to address it in actual planning contexts	Displays an understanding of social and economic equity and diversity issues in planning and how to address them in planning practice	Displays a deep understanding of social justice issues in planning and how to address them effectively in planning practice

<p>C Governance and participation (the roles of officials, stakeholders, and community members in planned change)</p>	<p>URP 6115 URP 6131 URP 6920</p>	<p>Has minimal understanding of the role of planning within the structure of local, state, and federal government in the U.S. or of importance of involving citizens in the planning process</p>	<p>Displays some (but incomplete) understanding of the role of planning within the U.S. governmental structure and the role of the planner in fostering authentic citizen participation in the planning process</p>	<p>Displays an understanding of the role of planning within the U.S. governmental structure and of the role of authentic (versus inauthentic) citizen participation in the planning process</p>	<p>Displays a deep understanding of the role of planning within the U.S. governmental structure and how to effectively provide for authentic citizen participation in the planning process</p>
<p>D Sustainability and environmental quality (environmental, economic, and social/political factors that contribute to sustainable communities, and the creation of sustainable futures)</p>	<p>URP 6406</p>	<p>Does not display knowledge of the complexity of environmental challenges or how planners might effectively respond to them</p>	<p>Displays some knowledge of the complexity of environmental challenges but little understanding of how planners can play an effect role in responding to them</p>	<p>Understands the complexity of environmental challenges and how planners can play an effective role in fostering sustainable and resilient communities</p>	<p>Has a deep understanding of the complexity of environmental challenges and how planners can play an effective role in fostering sustainable and resilient communities</p>
<p>E Growth and development (economic, infrastructure, social, and cultural factors in urban and regional growth and change)</p>	<p>URP 6200 URP 6406 URP 6840 URP 6920 URP 6979</p>	<p>Cannot articulate an understanding of the roles of economic, social, and cultural factors in urban growth and change</p>	<p>Has some understanding of the roles of economic, social, and cultural factors in urban growth and change, but cannot apply this knowledge in the context of actual urban planning problems</p>	<p>Has a good understanding of the roles of economic, social, and cultural factors in urban growth and change and can apply this knowledge to actual planning problems</p>	<p>Understands the complex interrelationships of economic, social, and cultural factors in urban growth and change and can apply this knowledge to difficult planning problems</p>

<p>F Health and the built environment (planning’s implications for individual and community health in the places where people live, work, play, and learn)</p>	<p>URP 6406</p>	<p>Cannot demonstrate any understanding of the relationship between health and the built environment</p>	<p>Has a general understanding of the relationship between health and the built environment, but cannot articulate any specific planning applications of this knowledge</p>	<p>Displays an understanding of health and the built environment and how to address that in planning practice</p>	<p>Displays a deep understanding of the relationship between health and the built environment and how to address that effectively in planning practice</p>
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Appendix III: Learning Outcomes Assessment Form

Student's name: _____ Self or faculty assessment? _____

If faculty assessment, faculty member's name: _____

Learning Outcome #1 – General planning knowledge: students will demonstrate knowledge of general planning concepts, including understanding of:

	Assessment (%)
A The purpose and meaning of planning	
B Planning theory	
C Planning law	
D Human settlements and the history of planning	
E The future	
F The global dimensions of planning	
<i>Average for Learning Outcome #1</i>	
<i>Comments:</i>	

Learning Outcome #2 – Planning skills: students will demonstrate the skills required to be effective planners, including ability to:

	Assessment (%)
A Undertake research	
B Communicate at a professional level in written, oral, and graphic forms	
C Apply appropriate qualitative and quantitative methods	
D Apply planning methods to create plans and implement them	
E Apply planning procedures for engaging communities and stakeholders	
F Exercise leadership tools	
<i>Average for Learning Outcome #2</i>	
<i>Comments:</i>	

Learning Outcome #3 – Values and ethics: students will demonstrate understanding of:

	Assessment (%)
A Professional ethics and responsibility	
B Equity, diversity, and social justice	
C Governance and participation	
D Sustainability and environmental quality	
E Growth and development	
F Health and built environment	
<i>Average for Learning Outcome #3</i>	
<i>Comments:</i>	