The Planning Accreditation Board (PAB) Fact Sheet

1. **What is it?** The Planning Accreditation Board (PAB) is an independent 501(c)3 organization that is responsible for the accreditation of undergraduate and graduate planning programs in the U.S. and Canada. Accreditation is a means of strengthening planning education and providing formal recognition that a program measures up to the profession’s high educational standards and is therefore qualified to train its future practitioners. In 2020, 76 graduate programs and 16 undergraduate planning programs are accredited.

2. **Who is PAB?** PAB is jointly sponsored by the academy and the profession: The **Association of Collegiate School of Planning** (ACSP), the **American Planning Association** (APA), and its **American Institute of Certified Planner** (AICP). The PAB is an eight-member board comprised of four members appointed by ACSP, and four appointed by the APA and AICP. Board members are appointed for 3-year terms with a maximum service of 2 terms. Offices are located in Chicago; two staff including the Executive Director and the Associate Director.
   
   The eight positions are designated as followed:
   - 3 planning educators (ACSP appointee)
   - 1 higher education administrator (ACSP Appointee)
   - 3 planning practitioners (AICP appointee)
   - 1 public member (APA appointee)

   The list of current members is found on the [PAB website](#).

3. **How is the PAB financially supported?** PAB is supported by two funding streams: Accredited programs pay annual fees to maintain their accreditation status; the annual fee paid by accredited programs is matched by an annual grant by the APA/AICP.

4. **What does the PAB do?**
   - a. Develops standards for accreditation through a participatory process involving ACSP, APA/AICP, and the public.
   - b. Provides a vehicle for engaging practitioners and academicians in joint and ongoing deliberations regarding the roles, content and effectiveness of planning education
   - c. Provides schools with an incentive for careful and thorough self-examination, and with constructive recommendations for improvement
   - d. Provides assurances to prospective students, employers, and the public-at-large regarding the basic quality of accredited programs
   - e. Set policies and procedures that guide the accreditation process
   - f. Review programs for accreditation and applications for accreditation from non-accredited programs
   - g. Maintains status annual reports from programs to ensure standards for accreditation are met.