

## Guidance on Providing CM Credit for District or Section Programming

If you are interested in providing CM credit, you will have to become a CM provider through APA: <https://www.planning.org/cm/become-a-provider/>

ITE International is a provider. Our status, however, does not apply to our Districts and Sections. Each entity will have to apply on their own if you want to offer CM credits.

## Pricing

ITE's Districts and Sections would either choose the per credit or Category 1 option as listed on this page: <https://www.planning.org/cm/activities/payment/nonprofit/>

For per credit, the first credit (including registration) is \$224 per calendar year and additional CMs are \$115 per credit. If you plan to offer more than 10 CM credits, you will look at the Category 1 plan and pay \$1254 for unlimited CM credits.

## Qualities of a CM-Eligible Activity

APA makes this toolkit available for CM providers: <https://planning-org-uploaded-media.s3.amazonaws.com/document/cm-provider-toolkit.pdf> that basically gives you all the information that you need. Additional guidance based on ITE's experience is listed below as well. They also have a CM provider FAQ here: <https://www.planning.org/cm/provider-faq/>

The toolkit really does hit all the main areas and is very easy to follow. Example responses to some of the questions they ask on the application, based on ITE's experiences are listed below.

## APA Resources

From the APA resources page, <https://www.planning.org/cm/provider-resources/>:

When you are hosting a CM education and training activity, there are several tools available to provide professional development opportunities for AICP members in all career stages.

Use this checklist to make sure your education and training activities meet the eligibility standards:

- Content meets a specific planning-related education or training objective (links to toolkit listed above).
  - How will the event offer a professionally relevant learning experience for a planner (e.g. for a planner with at least four years of experience after earning a two-year master's degree)? 2. How does this event meet a specific planning-related training objective? 3. What are the specific training objectives and how does your event meet them?  
**Examples from ITE programs are listed below.**
- If offering one of the four mandatory topics, content must meet the topic specific criteria. The 4 mandatory areas are planning ethics, planning law, planning equity, and planning sustainability and/or resilience. **It's ok if you are not offering these topics, but an example of an ITE one on equity is listed below.**

- Have at least one subject matter expert speaker. Further, if offering a mandatory topic, must include at least one speaker who is AICP and aims for a panel of speakers. (Note, education and training activities related to the ethics mandatory credit must include a majority of speakers who are AICP).
- Must be at least 15 minutes long or for a mandatory topic 1 hour.
- Must meet additional [requirements for on-demand activity](#).

## The Application

The application to become a CM provider is available here: <https://www.planning.org/cm/become-a-provider/>

You will need to provide general information:

- Name of Organization
- Organization Type (non-profit association)
- Tax ID (EIN)
- Address
- Website

As you get into the application, there are several questions including areas on relevance to planners, learning outcomes, and speaker qualifications where you'll have to provide more detail. We are providing you examples of ITE Internationals responses to these areas as a guide:

## Relevance to Planners

**Briefly explain how your organization ensures that the topics selected enhance and expand the skills, knowledge, and abilities of practicing planners.**

*Example:* ITE Educational Foundation's educational activities are reviewed and selected by ITE's Technical Staff, Professional Development committee, and Coordinating Council. ITE's Transportation Planning Council also identifies the most current trends and skills needed to be a practicing planner for our webinar program and our face-to-face technical sessions/workshops. We identify learning objectives for each event, ensure learning objectives are met, and review the quality and expertise of each presenter (in advance of event). Each presenter is required to submit a bio and resume, and must be actively practicing the topic he is presenting. Our attendees are required to complete an evaluation before receiving credit. We review the evaluation summary. We take all comments and responses to the evaluation into consideration when we develop future activities.

## Learning Outcomes

**This area is where we provide our webinar or course information such as title, clear description, and learning objectives. One of our previous webinars below:**

*Example: Webinar Title:* Planning, Design and Operations of Road Segments and Interchanges in Urban Areas Webinar

Description: Urban freeways and expressways total less than 3% of the total urban highway mileage, yet carry more than 37% of the daily vehicle-miles of urban travel (FHWA, 2012). In urban settings, it can be particularly challenging to improve transportation facilities with the array of constraints that are commonly faced. Increasing travel demands, limited budgets, and physical constraints are typical to the urban context. Modern practices in the planning, design and operation of urban uninterrupted-flow facilities involve the implementation of policies, strategies and technologies with a focus on improving overall system performance for all users. Providing transportation improvements that are economical and adaptable to changing demands and user preferences is a core principle in the modern planning and design.

**Learning Objectives:**

**Example:** To be familiar with current planning and design guidance, research and noteworthy practices for urban road segments and interchanges

To identify trends for urban road segments and interchanges

To increase knowledge of urban case studies

**Planning law, planning ethics, planning equity and/or planning sustainability and resilience activities:**

CM Equity: Activity name and learning outcomes (If applicable, include skills that a planner will acquire)

Below is an ITE webinar we submitted for APA Equity credits.

**Example: Webinar Description:**

Public transit has not regularly provide equal access to employment, education, health care, and other vital social services for millions across the US and Canada. Despite systemic, pandemic-driven changes to travel patterns, most transit systems continue to prioritize service for traditional, 9-5 white collar commuters. This persistent bias for suburban-to-city resources continues to exclude millions who do not work downtown or remotely, do not live near a frequent arterial bus route, or cannot afford to travel by other means.

These themes were explored at a high level in the 2022 ITE Conference session "Advancing Health Equity through Transit". Now join session panelists Fred Neal (New Orleans Regional Transit Authority in New Orleans, LA), Heidi Guenin (IBI in Portland, OR), and Presenter Dan Ross (HDR in Vancouver, BC) as they dig deeper to outline critical and concrete actions transit agencies can take to actually do something about it. This follow-up webinar explores tangible steps to quantify the disbenefit value of inequity, frame resource allocation improvements, and manage structural change to drive equitable outcomes. This webinar will focus on concrete steps that transit professionals and managers can take to improve Equity outcomes in their respective organizations and communities.

**Learning Objectives:**

- Recognize how transit's traditional service model has fostered community inequity
- Identify ways to engage change within organizations often resistant to change

- Describe how to track and communicate alternative measures of success for communities and decision makers.

## Speakers

How does your organization determine and evaluate appropriate qualifications for speakers?

**Example:** ITE requires resumes from all of our presenters and we review their recent and past contributions to the field of planning, and their relevancy to the topic being discussed.

Please reach out if you have any questions. You can contact Colleen Agan at [cagan@ite.org](mailto:cagan@ite.org).