

**Alabama A&M University**  
**College of Agricultural, Life and Natural Sciences**  
Department of Community & Regional Planning  
**Urban & Regional Planning**  
**Master of Urban and Regional Planning**

**Self-Study Report**  
**for the**  
**Planning Accreditation Board**

**8/23/2017**

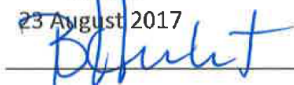
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## PART I – SIGNATURES AND CONTACT INFORMATION

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.


### 1. PLANNING PROGRAM ADMINISTRATOR

Name:	Berneece Herbert, PhD	Phone:	256-372-4988
Title:	Interim Chair & Program Coordinator	Email:	berneece.herbert@aamu.edu
Mailing	Suite 308H J.I. Dawson Bldg	Date:	23 August 2017
Address:	Alabama A&M University, Normal AL 35762	Signature:	

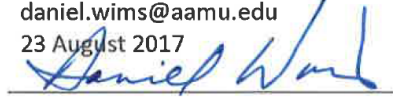
### 2. PERSON PREPARING APPLICATION (if different from above)

Name:	As above	Phone:	
Title:		Email:	
Mailing		Date:	
Address:		Signature:	

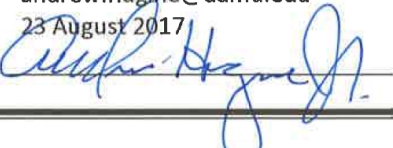
### 3. DEAN OR OTHER HIGHER ADMINISTRATOR

Name:	Lloyd Walker, PhD	Phone:	256-372-4166
Title:	Dean, College of Agricultural, Life & Natural Sciences	Email:	lloyd.walker@aamu.edu
Mailing	Suite 300 J.I. Dawson Bldg	Date:	23 August 2017
Address:	Alabama A&M University, Normal AL 35762	Signature:	

### 4. INSTITUTION'S CHIEF ACADEMIC OFFICER

Name:	Daniel Wims, PhD	Phone:	256-372-5275
Title:	Provost and Vice President of Academic Affairs	Email:	daniel.wims@aamu.edu
Mailing	108 Patton Hall	Date:	23 August 2017
Address:	Alabama A&M University, Normal AL 35762	Signature:	

### 5. INSTITUTION'S CHIEF EXECUTIVE OFFICER

Name:	Andrew Hugine, Jr	Phone:	256-372-5230
Title:	President	Email:	andrew.hugine@aamu.edu
Mailing	Office of the President	Date:	23 August 2017
Address:	Alabama A&M University, Normal, AL 35762	Signature:	

### PLANNING STUDENT ORGANIZATION

Organization Name:	Urban Planning Association	Phone:	803-387-6610
Student Name:	Tabaris Smith	Email:	tsmit169@bulldogs.aamu.edu
Title:	President		

### LOCAL APA CHAPTER REPRESENTATIVE

Chapter Name:	American Planning Association, Alabama Chapter		
Name:	Mac Martin	Phone:	(205) 444-7648
Title:	Alabama State Chapter President	Email:	martinm@ci.hoover.al.us

1. PRECONDITIONS

**A. Program Graduates**

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

The MURP program has been in existence since 1975 and attained recognition/accredited status in 1986. The program has since graduated 225 students.

**B. 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.**

Alabama A&M University (AAMU) is accredited by the Southern Association of Colleges and Schools (SACS).

**C. Program and Degree Titles**

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

The degree title for which re-accreditation is sought is Master of Urban and Regional Planning (MURP).

**D. 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 MURP program is designed to be completed within two academic years (four 16-week semesters including the intervening summer session of 8 weeks).

**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.**

The MURP program is built predominantly on the traditional campus-centered education model providing students with the intimacy and face to face interaction of the physical classroom space. This allows for significant interaction with peers, and faculty and enables a high level of hands-on learning and socialization. However, the program has incorporated elements of a blended model providing access to information and guidance through an online banner system. This component offers an additional element of flexibility and the convenience of the online environment providing students with cutting-edge technology-enhanced learning and instruction while allowing instructors flexibility in teaching their course content.

**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.**

Currently, the MURP does not offer a fast track program. However, for exceptional students and under exceptional circumstances, the faculty advisor, with the permission with the Graduate School, may permit students to take an overload, enabling the completion time to be reduced to 3 academic semesters plus a summer, rather than 4 semesters plus a summer.

**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.

There is no dual degree program offered with the MURP program.

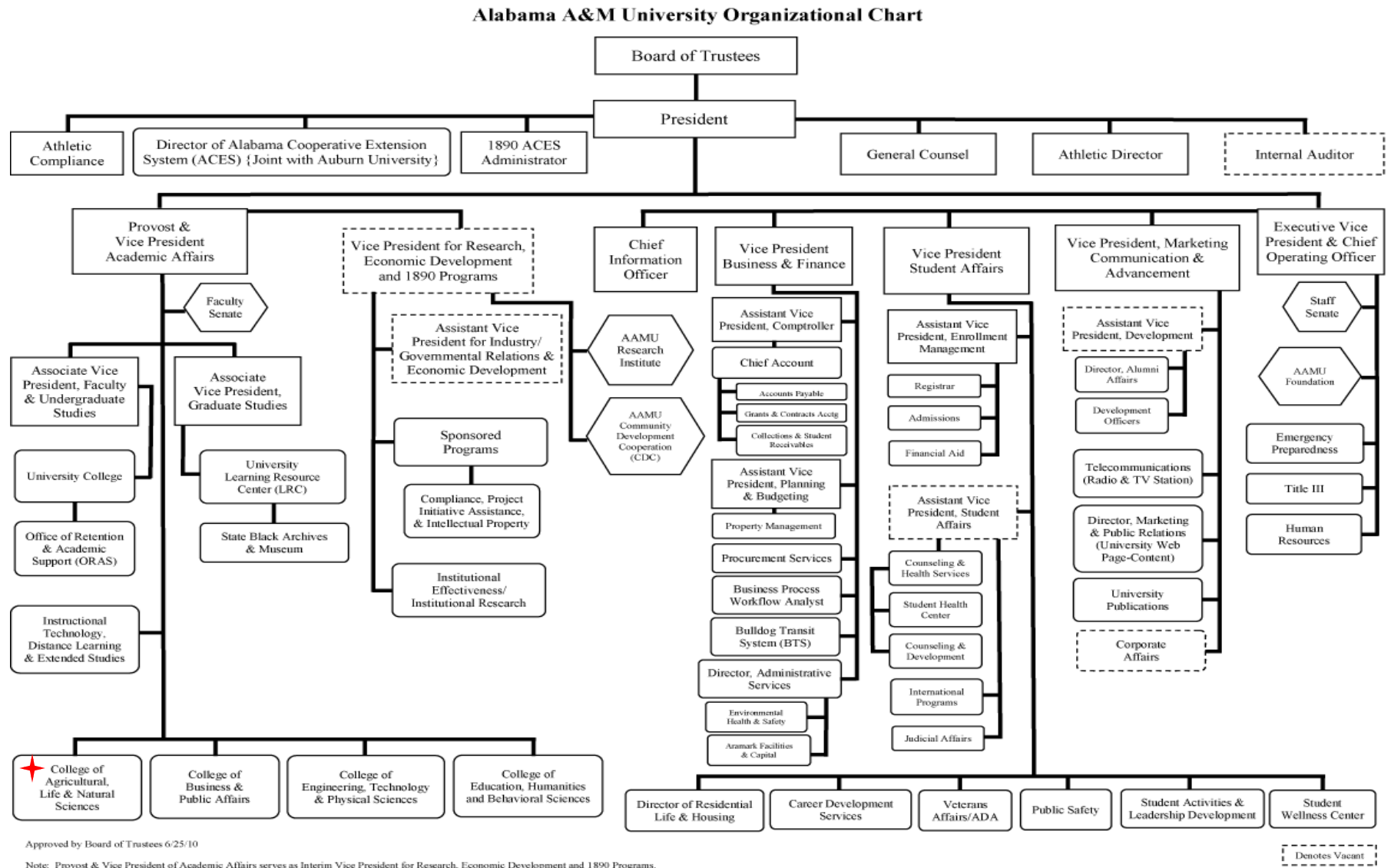
**E. Primary Focus**

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

As indicated in the MURP's mission statement, the intent and focus of the program is on preparing students for professional practice in urban and regional planning. The curriculum embodies a degree of applied planning course work. The Program has demonstrated success through the large number of African American and other minority graduates produced in its over 40 year's history who are in professional planning practice.

## 2. DEGREE PROGRAM AND INSTITUTION

- A. Degree Title:** Master of Urban and Regional Planning (MURP)
- B. Name of Planning Program or Unit:** Department of Community & Regional Planning
- C. Institutional Structure:** See figures below.



**Figure II.C: Alabama A&M University Organizational Chart**

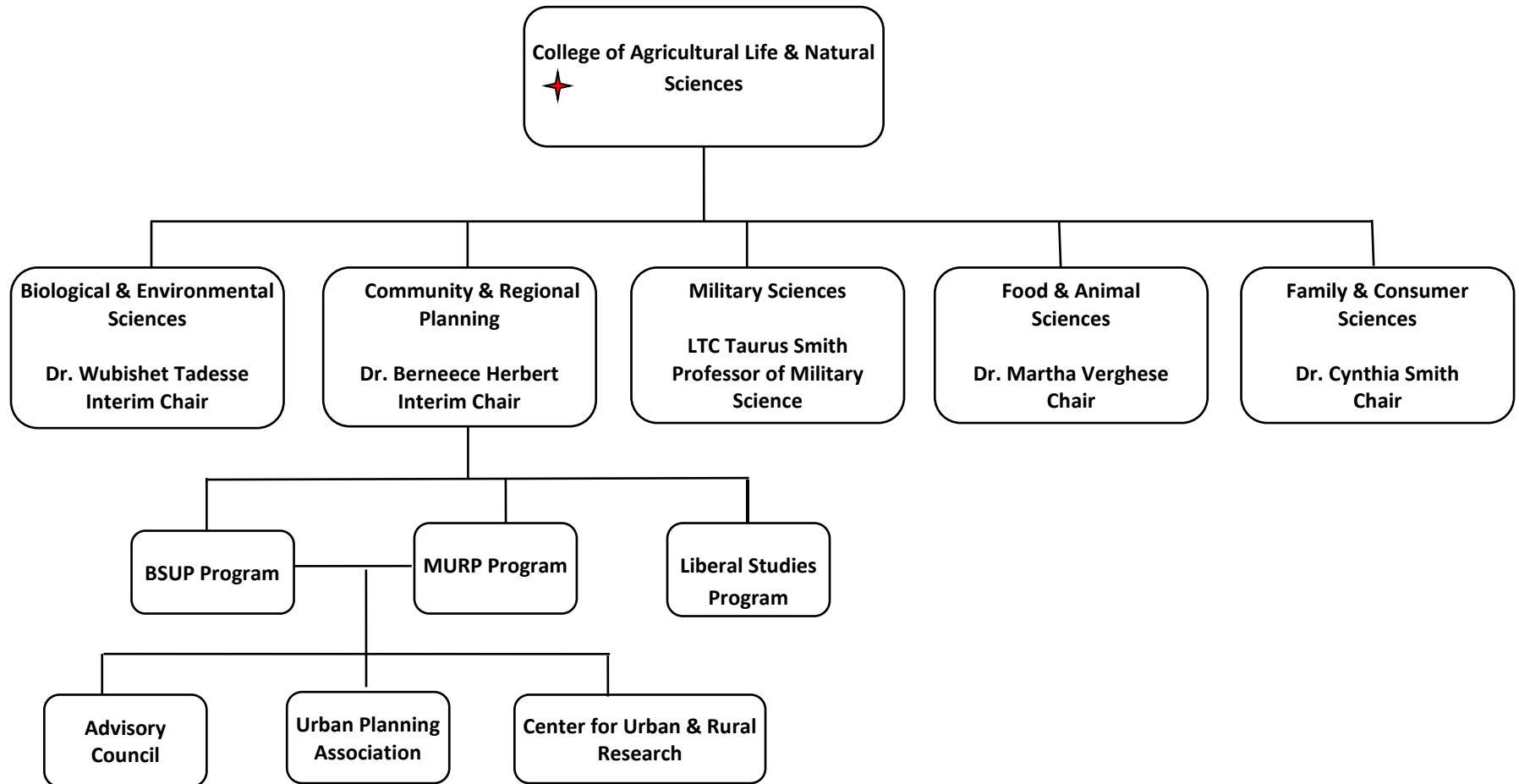


Figure II.C.i. Organizational Chart for the College of Agricultural, Life and Natural Sciences Showing the Department of Community & Regional Planning

### 3. OTHER PLANNING PROGRAM OFFERINGS

#### A. Other Degrees:

**B.S. DEGREE PROGRAM IN URBAN PLANNING:** The Bachelor of Science in Urban Planning (BSUP) Program is a PAB accredited program offered by the Department. The BSUP prepares students for diverse entry level professional planning careers in governmental agencies, land development, consulting businesses, community service organizations, community development corporations, and private industry or for graduate study in urban and regional planning and related disciplines. The curriculum is designed to train students to acquire a broad liberal education that leads to an understanding of the natural and social environment and their problems, to develop an understanding of urban and rural development issues and problems, and to formulate programs for achieving public development objectives.

**B.S. DEGREE PROGRAM IN LIBERAL STUDIES (Non-Planning):** The Liberal Studies Program is coordinated under the Department of Community & Regional Planning. It is designed to support the educational pursuit of upper level undergraduate students by allowing flexibility in structuring an academic program of study best suited for their needs and goals.

#### B. Non-Degree Programs:

The Department does not currently offer any non-degree programs.

### 4. STUDENTS

**Table 4.A. STUDENT ENROLLMENT DATA**

Academic Year *		2011 – 2012	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017
# Applications Reviewed for Admission		22	19	25	31	25	25
# Applicants Admitted		18	16	22	27	23	25
# New Students Admitted who Enrolled	Fulltime	15	9	22	13	15	25
	Part-time	NA	NA	NA	NA	NA	NA
	Dual degree	NA	NA	NA	NA	NA	NA
# Total Students Enrolled	Fulltime	25	26	42	46	35	43
	Part-time	NA	NA	NA	NA	NA	NA
	Dual degree	NA	NA	NA	NA	NA	NA

\* Please provide data as of your institution's census day. University census date used: 15/06



**Table 4.B. STUDENT COMPOSITION (AY 2016 – 2017)**

STUDENTS - RACE AND ETHNICITY <i>Race</i> - US Citizens and Permanent Residents Only	Enrollment Status and Gender				
	Full-time		Part-time		Total
	Male	Female	Male	Female	
White	1	1			2
Black or African American	17	19			36
American Indian or Alaska Native					
Asian					
Native Hawaiian and Other Pacific Islander		1			1
Some Other Race alone					
Two or More Races					
Unknown					
<b>Total US Citizens and Permanent Residents Only</b>	18	21			39
Foreign Students	3	1			4
<b>Total Students</b>	<b>21</b>	<b>22</b>			<b>43</b>
<b>*Ethnicity - US Citizens and Permanent Residents Only</b>					
Hispanic or Latino		1			1
not Hispanic or Latino	21	21			43

*\*Ethnicity does not replace Race as a separate category. Ethnicity data supplements Race data.*

## 5. FACULTY

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.

### A. Faculty Composition Data:

**Table 5.A. FACULTY COMPOSITION**

FACULTY - RACE AND ETHNICITY	Teaching Status and Gender						
	Full-time in Planning Unit ( A )		Part-time in Planning Unit ( B )		Adjunct/Contract/Non-tenure track ( C )		Total
<i>Race</i> - US Citizens and Permanent Residents Only	Male	Female	Male	Female	Male	Female	
White	1						
Black or African American	5	2			2	1	11
American Indian or Alaska Native							
Asian							
Native Hawaiian and Other Pacific Islander							
Some Other Race alone							
Two or More Races							
Unknown							
<b>Total US Citizens and Permanent Residents only</b>	6	2			2	1	11
Foreign							
<b>Total Faculty</b>	6	2			2	1	11
<b>*Ethnicity - US Citizens and Permanent Residents Only</b>							
Hispanic or Latino							
not Hispanic or Latino	6	2			2	1	11

\* Ethnicity does not replace Race as a separate category. Ethnicity data supplements Race data.

**NB:** The data in tables 5.A. and 5.B. is based on the total number of faculty members between Fall 2011 through Spring 2017. However, as of academic year 2016 – 2017, there were 2 permanent fulltime faculty and 4 adjunct/contract faculty (one of whom retired in Spring 2017).

### B. AICP Membership

**Table 5.B. FACULTY AICP MEMBERSHIP**

Full-Time Faculty (A): 2	Part-Time Faculty (B): 0	Adjunct/Contract/Non-tenure track Faculty (C): 0	Total: 2
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### C. Teaching FTEs

**Please provide the Program's definition/formula for a full-time teaching load:** According to AAMU Faculty and Administrative Staff Handbook (revised 2011), the teaching load for faculty in a graduate program is nine (9) credit hours with 225 SCH per semester for master's, Ed, and Eds courses and six (6) credit hours with 150 SCH for doctoral courses. The Department adopts a full time teaching load of 9 credit hours per semester at the graduate level. However, if the student credit hour is not met, graduate faculty (including those teaching in both MURP and BSUP) up to 12 credit hours per semester.

**Table 5.C. TEACHING FACULTY FTE (2016 – 2017)**

	FACULTY MEMBER NAME	STATUS (A, B OR C)	TEACHING FTE (BSUP)	TEACHING FTE (MURP)
1	Berneece Herbert	A	0.33	0.66
2	Jacob Oluwoye	A	0.33	0.66
3	Joyce Ann Pressley	C	0.33	0.66
4	Chukudi Izeogu	C	0.33	0.66
5	Teshome Gabre	C	1.00	NA
6	James Moore	C	0.66	NA
	<b>TOTAL TEACHING FTEs</b>		<b>2.98</b>	<b>2.98</b>

### D. Student / Teaching Faculty Ratio

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

Student/Teaching Faculty Ratio (MURP), including calculation:  $43/2.98 = 14.4$

### E. 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.E. FACULTY LISTING (AYs 2015/16 and 2016/17)**

NAME	RANK/ TENURE	YEAR APPOINTED	DEGREE(S)	DATE	DEGREE FIELD(S)	DEGREE GRANTING UNIVERSITY(IES)	% of Time to Program* 2015-2016	% of Time to Program* 2016- 2017
A Faculty								
Herbert, Berneece	Assistant Professor/ Interim Chair  Tenure Tract	2006	Ph.D.	2007	Plant & Soil Science (Urban Growth & GIS) Urban & Regional Plan. (Env Specialty) Biology (Env. Science)	Alabama A&M Univ.	50% Admin	50% Admin
			MURP	1998		Alabama A&M Univ.	40% Teaching	40% Teaching
			B.S.	1991		Univ. of Virgin Islands	10% Research	10% Research
Oluwoye, Jacob	Professor/ Tenured	2003	Ph.D.	1988	Transportation Planning	Univ. New South Wales	90% Teaching 10% Research	90% Teaching 10% Research
			M.S.	1981	City Planning	Howard University		
			B.S	1979	Urban & Regional Plan.	Univ. Wisconsin-Mad		
C Faculty								
Izeogu, Chukudi	Professor/ Tenured (Emeritus)	1991	Ph.D. M.PL.	1981 1974	Urban Planning Urban & Regional Planning Geography	Univ. of California, LA Univ. of Southern California Univ. of Nigeria	90% Teaching 10% Research	100% Teaching
			B.S.	1971				
Pressley, Joyce Ann	Non Tenured	2013	PHD	1994	City & Regional Plan.	Univ. of Pennsylvania	100% Teaching	100% Teaching
			MA	1993	City &Regional Plan.	Univ. of Pennsylvania		
			MA	1981	South Asia Regional Studies	Univ. of Pennsylvania		
			BA	1978	Economics	Univ. of Pennsylvania		

\* 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. CURRICULUM

A. Number of Credits Required for Graduation: 46

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

C. Curriculum Listing:

**Table 6.C. COURSES TAUGHT IN THE PAST TWO YEARS  
GRADUATE PROGRAM**

COURSE NUMBER AND TITLE*	FALL 2015 FACULTY**	SPRING 2016 FACULTY**	FALL 2016 FACULTY**	SPRING 2017 FACULTY**
<b>COURSES REQUIRED OF ALL STUDENTS</b>				
URP 500: Fundamentals of Planning	HERBERT, B Assistant Professor	HERBERT, B Assistant Professor	HERBERT, B Assistant Professor	HERBERT, B Assistant Professor
URP 510: Planning Theory & History	IZEOGU, C Professor Emeritus		PRESSLEY, J Assistant Professor	
URP 511: Planning Research Methods I		PRESSLEY, J Assistant Professor		OLUWOYE, J Professor
URP 520: Planning Legislation & Zoning	HERBERT, B Assistant Professor		HERBERT, B Assistant Professor	
URP 521: Planning Research Methods II		OLUWOYE, J Professor		OLUWOYE, J Professor
URP 525: Planning Studio I	PRESSLEY, J Assistant Professor		PRESSLEY, J Assistant Professor	
URP 526: Computer Applications in Planning	HERBERT, B Assistant Professor		HERBERT, B Assistant Professor	
URP 527: Planning Studio II		PRESSLEY, J Assistant Professor		PRESSLEY, J Assistant Professor
URP 529: Professional Practice		PRESSLEY, J Assistant Professor		PRESSLEY, J Assistant Professor
URP 531: Population & Economic Analysis	IZEOGU, C Professor		IZEOGU, C Professor Emeritus	
URP 555: Terminal Research Proposal and URP 557/559: Terminal Research /Planning Project or URP 599: Thesis	OLUWOYE, J Professor	OLUWOYE, J Professor	OLUWOYE, J Professor	OLUWOYE, J Professor
<b>REQUIRED SPECIALIZATION COURSES</b>				
URP 542: Environmental Planning	PRESSLEY, J Assistant Professor		PRESSLEY, J Assistant Professor	
URP 545: Environmental Policy		PRESSLEY, J Assistant Professor		PRESSLEY, J Assistant Professor

URP 506 Urban Economics	<b>IZEOGU, C Professor</b>		<i>IZEOGU, C Professor Emeritus</i>	
URP 543 Housing Issues in Planning		<b>IZEOGU, C Professor Emeritus</b>		<i>IZEOGU, C Professor Emeritus</i>
URP 535 Transportation Planning	<b>OLUWOYE, J Professor</b>		<b>OLUWOYE, J Professor</b>	
URP 538 Transportation Plan Modeling		<b>OLUWOYE, J Professor</b>		<b>OLUWOYE, J Professor</b>
URP 564 Urban Planning in Developing Nations	<b>HERBERT, B Assistant Professor</b>		<b>HERBERT, B Assistant Professor</b>	
URP 566 Global Env and Population Issues in Plan		<b>HERBERT, B Assistant Professor</b>		<b>HERBERT, B Assistant Professor</b>
ELECTIVE COURSES				
URP 504 Internship	<b>HERBERT, B Assistant Professor</b>	<b>HERBERT, B Assistant Professor</b>	<b>HERBERT, B Assistant Professor</b>	<b>HERBERT, B Assistant Professor</b>
URP 539 Transportation Planning & Admin	<b>OLUWOYE, J Professor</b>		<b>OLUWOYE, J Professor</b>	
URP 544: Historic Preservation		<i>PRESSLEY, J Assistant Professor</i>		<i>PRESSLEY, J Assistant Professor</i>
URP 553 Community Development Process	<i>PRESSLEY, J Assistant Professor</i>		<i>PRESSLEY, J Assistant Professor</i>	
URP 556: Independent Research	<i>PRESSLEY, J Assistant Professor</i>		<i>PRESSLEY, J Assistant Professor</i>	
URP 561 Seminar on Econ Development Planning	<b>HERBERT, B Assistant Professor</b>		<b>HERBERT, B Assistant Professor</b>	

\*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.)*

**D. Curriculum Map:**

**Table 6.D. CURRICULUM MAP – Graduate Degree**

Curriculum Map Courses Required of All Students	URP 500 Fundamentals of Planning	URP 510 Planning Theory & History	URP 511 Planning Research Methods I	URP 520 Legal Basis of Planning	URP 521 Planning Research Methods II	URP 525 Planning Studio I	URP 526 Computer Applications in Planning	URP 527 Planning Studio II	URP 529 Professional Practice	URP 531 Population and Economics	URP 555 Terminal Research Proposal	URP 557/559 Terminal Research/Terminal Project	URP 599: Thesis
<b>A. Required Knowledge, Skills and Values</b>													
<b>A1 General Planning Knowledge</b>													
a) Purpose and Meaning of Planning	x	x		x									
b) Planning Theory		x							x				
c) Planning Law				x									
d) Human Settlements & History of Planning		x		x						x			
e) The Future								x					
f) Global Dimensions of Planning		x								x			
<b>A2 Planning Skills</b>													
a) Research			x		x					x	x	x	x
b) Written, Oral and Graphic Communication						x	x	x			x	x	x
c) Quantitative and Qualitative Methods			x		x		x			x	x	x	x
d) Plan Creation and Implementation						x		x					
e) Planning Process Methods		x				x		x	x				
f) Leadership						x		x	x				
<b>A3 Values and Ethics</b>													
a) Professional Ethics									x				
b) Governance and Participation		x											
c) Sustainability and Environmental Quality		x											
d) Growth and Development													
e) Social Justice		x							x	x			

Curriculum Map Areas of Specialization (Use * to denote required specialization courses)	*URP 542 Environmental Assessment	*URP 545 Environmental Planning	URP 523 Site Planning	URP 533 Land Use Planning
<b>B1 Areas of Specialization #1: Environmental Planning</b>				
a) List specialization-specific knowledge				
• Planning Law	x	x		
• Human Settlements & History of Planning				x
• The Future				
• Global Dimensions of Planning				
b) List specialization-specific skills				
• Plan Creation and Implementation			x	x
• Planning Process Methods	x		x	x
• Leadership				
c) List specialization-specific values				
• Sustainability and Environmental Quality	x	x		
• Growth and Development			x	x
• Social Justice	x	x		

Curriculum Map Areas of Specialization (Use * to denote required specialization courses)	*URP 506 Urban Economics	*URP 543 Housing Issues in Planning	URP 544 Historic Preservation	URP 553 Community Development Process
<b>B1 Areas of Specialization #2: Housing &amp; Community Development</b>				
a) List specialization-specific knowledge				
• Demographic and economic factors in housing demand	x	x	x	
• Public sector housing policies and programs	x	x		x
• Housing production process and urban development		x	x	x
b) List specialization-specific skills				
• Determination of household housing affordability	x	x	x	x
• Housing needs and conditions inventory	x	x	x	x
c) List specialization-specific values				
• Public – private participation in housing and urban development	x	x	x	x
• Equity and social justice issues in access to affordable housing	x	x	x	
• Socio-economic diversity of a healthy residential environment for all		x		x



Curriculum Map Areas of Specialization (Use * to denote required specialization courses)	*URP 535 Transportation Planning	*URP 538 Transportation Plan Modeling	URP 539 Transportation Planning & Admin	URP 556 Independent Research
<b>B1 Areas of Specialization #3: Transportation</b>				
a) List specialization-specific knowledge				
• Human Settlements & History of Planning	x			
• The Future			x	
• Global Dimensions of Planning		x	x	
b) List specialization-specific skills				
• Research				x
• Written, Oral & Graphic Communication				x
• Plan Creation and Implementation			x	
c) List specialization-specific values				
• Governance and participation			x	
• Sustainability and Environmental Quality	x	x		
• Social Justice	x		x	

Curriculum Map Areas of Specialization (Use * to denote required specialization courses)	*URP 564 Urban Planning in Developing Nations	*URP 566 Global Env and Population Issues in Plan	URP 561 Seminar on Econ Development Planning	URP 556 Independent Research
<b>B1 Areas of Specialization #4: International Economic Development</b>				
a) List specialization-specific knowledge				
• Human Settlements and History of Planning	x	x		
• The Future	x	x	x	
• Global Dimensions of Planning	x	x	x	
b) List specialization-specific skills				
• Research			x	x
• Written, Oral and Graphic Communication				x
c) List specialization-specific values				
• Sustainability and Environmental Quality	x	x	x	
• Growth and Development	x	x	x	
• Social Justice	x	x	x	

\* Required courses in the specialization.

<b>Curriculum Map: Electives B2 Electives</b>			
<b>Urban Planning Elective</b>	<b>Exposure to other professions</b>	<b>Exposure to specializations</b>	<b>Emerging trends and issues</b>
URP 506 Urban Economics	Economics	Housing & Community Development	Economic development and 'new urban economies'
URP 513 Urban Geography	Geography	Housing & Community Development	Megatrends behind 'new urban economies'
URP 533 Land Use Planning	Urban Design	Environmental Planning	Green infrastructure
URP 535 Transportation Planning	Logistics Management	Transportation Planning	Multimodal planning
URP 538 Transportation Modeling	Statistics	Transportation Planning	Nexus between security and technology
URP 539 Transportation Planning & Admin	Public Administration	Transportation Planning	Intelligent transport systems
URP 542 Environmental Planning	Environmental Law Natural Resource Mgt	Environmental Planning	Food systems, insecurity, Climate change
URP 543 Housing Issues in Planning	Public Policy	Housing & Community Development	Smart, inclusive and sustainable development
URP 544 Historic Preservation	Resource Conservation	Housing & Community Development	Resource depletion, growth & impacts on heritage sites
URP 545 Environmental Policy	Public Policy & Administration	Environmental Planning	Urban conservation
URP 553 Community Development Process	Public Policy & Administration	Housing & Community Development	Public engagement, social equity
URP 556 Independent Research	NA	All concentration	Special topics
URP 561 Seminar on Econ Dev Planning	International Relations	International Development	Megacities, globalization creating Smarter Cities
URP 564 Urban Planning in Developing Nations	International Relations	International Development	Immigration, jobs and public policy
URP 566 Global Env and Pop Issues in Plan	Humanitarian Studies	International Development Environmental Planning	UN Sustainable Development Goals & targets

<b>Non-Urban Planning Elective</b>	<b>Exposure to specializations</b>
AGB 606 Methods & Tech of Rural Development	International Development
ECO 509 International Economics	International Development
LSM 536 Logistics and Supply Chain Management	Transportation Planning
NRE 553 Hazardous Waste Management	Environmental Planning
NRE 580 Natural Resource Mgt Policy	Environmental Planning
NRE 578 GIS, Spatial Analysis and Modeling	Environmental Planning
NRE 775 Advanced Principles of GIS	Transportation/Environmental Planning
SWK 630 Needs Assessment & Program Evaluation	Housing & Community Development

### E. Other Learning Activities:

The curriculum as designed to deliver all of the required PAB curriculum components through 28 hours of core courses and 12 hours of specializations with 3 to 6 hours of research. However, to enhance the curriculum and to enrich students' learning experiences, the Department offers a variety of activities in which all students have an opportunity to participate. These include a professional development series, brown bag informal discussions, field trips, conference attendance and poster/paper presentations, designed to enhance students' exposure to the profession and engagement with practitioners and professionals particularly in understanding issues of democracy, diversity and social justice. See page 15 in Part IV.C.

## 7. PROGRAM HISTORY

The turbulence of the sixties, rapid population growth and urbanization of the south, urban riots, and failed programs created a national demand for persons trained in urban affairs, planning, and policy analysis. Alabama A&M University's planning education program, launched in 1975, was established in response to these issues and to the need for more diversity within the planning discipline and profession. As the U.S. focused on making its housing and urban development policies and programs more responsive to the nation's housing needs and required local governments and regional planning agencies to plan to meet their housing needs, this program offered a Master of Community Planning (MCP). Following the (MCP) inception, program recognition was attained in September 1976 under the direction of its then new chairman, James Streeter, an experienced planner from Detroit with strong journalistic skills.

The program was housed in the Department of Community Planning and Urban Studies which was established as one of the six departments within the School of Agricultural and Environmental Science. The curriculum was "designed to provide students with a multi-disciplinary approach to solving urban problems". The core curriculum was later expanded to include courses on management of local planning, graphic communication, population and economic analysis and forecasting. The Program curriculum required students to take a set of courses and to select five courses from one of the following specialty areas: physical planning, social planning, environmental science and program management. The Master of Community Planning program was re-recognized nationally in 1981, and a year later the program's core curriculum was strengthened and the title of the degree was changed to Urban and Regional Planning. It remains the only accredited graduate urban and regional planning program in the State of Alabama.

The full-time faculty in the two planning programs was expanded to six in 1982, four of whom had previous planner-in-charge responsibilities. A student organization, the Urban Planning Association (UPA), was established to provide an impetus for a state student chapter of the American Planning Association (APA). An Alumni Advisory Association was also established from among the more than 50 successful program graduates.

During the late seventies, the research and technical assistance efforts of faculty resulted in significant funded research activities and the establishment of the Center for Urban and Rural Research (CURR) under Dr. Earl N.M. Gooding in 1979, now retired. All of these efforts increased student exposure to both basic and applied research as well as practical planning experiences. By the academic year 1994-95, a course in computer applications in planning was introduced into the curriculum, thus providing the student the opportunity to improve the range and depth of training in computer applications in urban and regional planning.

In 1993, the planning faculty and the Center for Urban & Rural Research moved into expanded new offices and supporting space in a new University building – James I. Dawson Cooperative Extension Building - along with the Dean's office and the Department of Agribusiness. Classes continued to be taught in the Carver Complex South (CCS) where the Department's Planning Studio is located and in other nearby buildings.

The emphasis chosen by the Department at inception of its planning programs was the education and training of future professional planners especially African Americans. The Programs have maintained this original focus of training students to enter the planning profession by providing a broad and comprehensive planning education. The Programs' history and orientation have evolved through the years to the present emphasis on quality planning education, basic and applied research, and public service to address local, state, national and global development issues and problems.

Some important events in the over forty-year history of the Department's planning programs are highlighted below:

1970 Department of Community Planning & Urban Studies established offering the Master of Science degree program in Urban Studies

Lionel L. Crump, Sr. appointed Chair of the Department

1975 Master of Community Planning (MCP) degree program inaugurated James Streeter appointed Chairperson

- 1976 Initial recognition of the MCP program by American Institute of Planners (AIP) and American Planning Association (APA)
- 1977 Donald E. Outland appointed Chairperson of the Department
- 1979 Center for Urban & Rural Research (CURR) established by the University  
Constance J. Wilson joined the Department faculty  
Earl N.M. Gooding joined the Department faculty and heads CURR
- 1980 Arthur E. Holmes joined the Department faculty
- 1981 Master of Community Program received re-recognition
- 1982 Master of Community Planning program changed to Master of Urban & Regional Planning (MURP) Program
- 1986 The Master of Urban & Regional (MURP) program received accreditation by the Planning Accreditation Board (PAB) of the American Institute of Certified Planners (AICP) and the Association of Collegiate Schools of Planning (ACSP)  
Initial accreditation of Bachelor of Science Urban Planning (BSUP) program by the Planning Accreditation Board of the American Institute of Certified Planners (AICP) and the Association of Collegiate Schools of Planning (ACSP)
- 1988 Constance J. Wilson appointed interim Chairperson of the Department  
CURR published Alabama Demographic View Volume 1
- 1990 Master of Planning & International Economic Development (MPIED) program established
- 1991 Chukudi Izeogu appointed visiting Associate Professor; MURP Program re-accredited by PAB; BSUP program re-accredited by PAB
- 1992 Joseph A. Lee on study leave to pursue a Ph.D. degree in Urban & Regional Planning.  
Alabama Urban Review: The Origin of Urban Alabama published.
- 1993 Faculty offices and CURR moved into new offices in the new James I. Dawson, Cooperative Extension building. Classes continue to be taught in the same nearby building as they have for the last two decades.
- 1994 Alabama Urban Review: Preparing for 2000 published.
- 1995 Joseph A. Lee returned from study leave.
- 1996 Linda D. Keys, Ph.D. appointed Chairperson of the Department.  
Alabama Demographic View (poster version) published.
- 1998 Linda D. Keys, Ph.D. resigned and Chukudi Izeogu, Ph.D. appointed Interim Chairperson.
- 1999 Chukudi V. Izeogu, Ph.D. appointed substantive Chairperson of the Department.
- 2011 In August, 2011, the name of the Department was changed from Community Planning and Urban Studies to Community and Regional Planning in the process of the University's re-organization of academic programs into four colleges. As a result, the University's Bachelor of Science in General Studies (now Liberal Studies) was placed in the Department for administrative purposes. Dr. Constance J. Wilson and Dr. Berniece Herbert were appointed coordinators of the BS. General Studies program.
- 2012 Dr. Izeogu stepped down as Department Chair and Program Director; Mr. Joseph Lee appointed Interim chair of the department.
- 2014 Drs. Constance Wilson and Earl Gooding retired however, Dr. Wilson remained as a part-time faculty member until Fall 2015.
- 2014 Dr. Earl Gooding was granted Professor Emeritus status.
- 2014 Dr. Joyce Ann Pressley, Ph.D. was appointed as an Assistant Professor in the Department.  
Dr. Berniece Herbert was promoted to Assistant Professor/Program Coordinator, Liberal Studies & Interdisciplinary Studies Programs.
- 2014 Development of 2015 – 2020 Strategic Plan for the BSUP and MURP programs. In the document, the Department endeavored to fashion a distinct identity as a Land Grant Historically Black University. In this context, it articulated its strategic goals to correspond to its faculty capabilities and interests within its urban and regional location, academic location in the College of Agriculture Life and Natural Sciences (CALNS), projected student needs, and vision for planning education.
- 2015 Dr. Berniece Herbert was appointed Interim Chair & Program Coordinator of Department.

- 2016 Observation of the 40<sup>th</sup> anniversary of the recognition of the undergraduate and graduate Urban Planning programs. This juncture provided an opportunity for re-examination of “who we are” past memories and the impacts of the program locally, nationally and internationally.
- 2016 Dr., Izeogu retired and became Professor Emeritus. He remains a part of the faculty teaching core MURP classes and electives in the Housing Specialty.

In the 40 years plus years of its existence, the Department has witnessed significant growth and improvement in various spheres of its teaching, research and outreach activities. The faculty has endeavored to create a student centered teaching and community-based research and outreach environment, which embraces and uses emerging technology to produce practitioners, researchers, scholars, and decision-makers, who are intellectually and technically prepared to confront opportunities and challenges and facing urban areas in the 21<sup>st</sup> century. Since its inception to date, faculty members have performed numerous funded and non-funded research and outreach assignments, served on various committees within the Huntsville Metro Area, the state of Alabama and on national committees and teams. The Department has engaged with the local community using practicing planners as instructors, student intern supervisors, mentors for students, workshop and seminar series participants and advisors to the curriculum committee.

AAMU’s distinct designation as an HBCU undergirds DCRP’s declared intent to prepare students to become civic-minded, competent, and innovative planning professionals who uphold the ideals of social justice and equity in human settlements. We believe in the transformative power of collaborative efforts in teaching, research and outreach to advance society and the intrinsic value of well-educated and ethical professionals to help attain those ideals. It is our intent to make known and use as integrative and progressive tools the program’s unique heritage as an HBCU and an 1871 Morrill Land Grant University that has a long experience of planning service to underserved communities and regions in the Southern US. While cognizant of our history and heritage this program works locally, regionally and globally to prepare practitioners who are mindful of the planning issues and challenges that emanate from the dynamics of the ‘New South’ which advocates for advancements in education, diversified economic growth, racial harmony and promotes building healthy sustainable and livable communities throughout the Southern United States.

As of the 2016-17 academic year, 237 students have graduated from the MURP Program, and 306 from the BSUP program totaling 543 graduates. Most of the MURP graduates are making significant contributions as planners for local, sub-state, state, and federal agencies throughout the world. Some graduates work with private consulting firms, research and development agencies, as well as international business organizations. Many of these graduates work in planning and related fields across the country and overseas in Africa, the Caribbean and the Middle East. Alumni from both programs are making impacts locally and nationally in their areas of work as transportation planners, housing and community development professionals and as planning professionals.

### PART III – ACCREDITATION STANDARDS AND CRITERIA

#### STANDARD 1 – MISSION AND STRATEGIC PLAN

**The Program or the Department in which it resides shall have a clearly defined mission supported by goals and measurable objectives appropriate to the profession of planning. The Program shall have a strategic plan for achieving its goals and objectives – either as a free-standing plan or as part of a broader departmental strategic plan – and must be able to demonstrate progress toward their attainment.**

DCRP's 2015 – 2020 Strategic Plan provides a clear mission, along with five aspirational goals and objectives for the MURP program, designed to enable the program to be the premier graduate urban and regional planning program in the state of Alabama providing a superior planning education to create professionals with distinctive technical competence as practitioners, researchers and leaders committed to creating equitable, resilient, healthy and sustainable communities. From the Strategic Plan, an annual plan with specific activities to be implemented is developed. (See page 1, PART IV.C.). At the end of each academic year, through individual work plans, faculty member indicate progress and attainment of these initiatives to demonstrate progress towards the Program's goals and objectives. Annual assessments for progress evaluation and development of actions for improvement are then prepared and submitted to the office of Institutional Research for review.

**A. Strategic plan:** 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.

In the Fall of 2014, DCRP completed a comprehensive revision and update of its 2014 – 2020 Strategic Plan through a transparent and inclusive process involving formal and informal consultation with our key constituents (students, faculty, alumni, city and other local planning officials). The Plan expresses our aspirations for the Planning programs offered at Alabama A&M University (AAMU) to meet 21<sup>st</sup> century challenges and beyond. Our focus is on the demands of adequately educating and training young professionals, particularly minorities, to address intricate and unprecedented issues and opportunities of equity and justice, empowerment, healthy communities and sustainability in a rapidly changing global, scientific and technological environment. We envision a graduate program that increases the diversity of planners in the profession; produces community leaders in a variety of organizational settings and responsibilities; enables vibrant partnerships; and provides an environment for the emergence of eminent urban planning scholars, scientists, leaders, critical thinkers, and other contributors to a global society.

**B. Mission statement:** The Program shall have a clear and concise mission statement that expresses the Program's core values and fundamental purpose and role in training professional planners. The mission statement summarizes why the Program exists and the needs that it seeks to fulfill.

**MURP Mission Statement:** The MURP Program provides a comprehensive planning education dedicated to the intellectual development of an outstanding body of students who are creative, civic-minded, analytical and critical thinkers. Program graduates are equipped to become future urban and regional planning practitioners, researchers and leaders capable of managing change, developing new policy frameworks and guiding communities and decision makers to advance positive change in society's global market place. Graduates possess advanced knowledge and skills to address issues such as rapidly changing demographics and cycles of urban growth and decline, transit systems, assets and priorities, housing and community development, and wicked problems of social inequity, environmental injustice, food insecurity and global climate change, all of which represent significant local, national and global challenges and opportunities. MURP graduates are equipped to discover and implement effective new ways and technological tools to enhance the resilience of urban

and rural areas. Graduate possess leadership skills to engage diverse populations in the creation of healthy and sustainable communities and advocate equity, inclusion, justice, ethical behavior, and professionalism in every area of professional planning research and practice.

**C. Program goals:** The goals shall identify the Program's future aspirations in the context of its mission and that of the University. Goals must be meaningful in the sense that they aim toward excellence beyond that which may already exist, while taking into account the particular characteristics of a Program, including its opportunities and constraints. Goals must be inclusively developed with participation of members of the Program's community.

The goals and objectives articulated for the MURP program are focused on the areas of teaching, research and professional development of a diverse group of motivated students, preparing them for professional urban and regional planning practice in a dynamic society. The goals and objectives have a two-fold focus. Firstly they are specifically developed to fit within the University's three-fold land grant mission of teaching, research, and service and to fulfill this mission of the University through the pursuit of excellence in course instructions, applied and basic research, and public service. Within the institutional setting of a historically black university, the MURP Program addresses the needs of capable students especially African Americans and other minorities who as a group are underrepresented in the planning profession. The Program also addresses the needs of minority urban and rural communities that have historically been underserved by the planning profession in the nation. Secondly, the goals and objectives have been developed to reflect the University's history and the distinct characteristics of its geographical location, institutional setting and market area as well as the Program's relationship to other programs and colleges within the University. The MURP Program is one of three accredited planning programs at an HBCU in the entire country. While the field of planning is diverse the population of professional planners does not reflect this diversity. The MURP Program at Alabama A&M University has the distinction of preparing a strong cadre of planners of color who have unique and distinctive roles to further support the diversity of goals of the profession.

In developing the MURP's goals and objectives, the Department recognizes that Planning education must keep pace with scientific progress and must take into account new and allied fields, innovative technologies, revamped pedagogies of instruction and the fact that students of today have very different learning and communication styles. In addition, we must address intricate and unprecedented environmental and human development issues and opportunities in a rapidly transforming global, scientific and technological environment. As such, the Department, further refined the MURP program goals in Spring 2017 to address these issues.

**Program Goals:**

1. Develop a globally-recognized, practice-oriented and technology driven program that addresses the unique heritage, planning and public policy challenges and opportunities that emanate from the dynamics of the new global environment.
2. Effectively prepare graduates to possess the critical thinking skills and technical knowledge and values needed to creatively and critically explore local and regional issues with global implications for building healthy, sustainable and inclusive communities.
3. Proficiently train the new millennium workforce and expand the cohort of practicing professionals who are highly engaged in scientific discovery and interdisciplinary research to develop creative and innovative solutions to "wicked" and other critical problems.
4. Enhance outreach and training opportunities for students to learn to appropriately respond to issues and systemic challenges of social, racial and environmental equity.

**D. Measurable objectives:** Each goal must have concrete objectives for goal attainment. The objectives should be measurable and framed in a way that can be easily evaluated by PAB and the Site Visit Team.

1. *Develop a globally-recognized, practice-oriented and technology driven program that addresses the unique heritage, planning and public policy challenges and opportunities that emanate from the dynamics a global environment.*

Measurable Objectives:

- i. Develop speaker series that is open to the university, professional and general community.
  - ii. Broaden the scope of the Working Paper Series to address planning and policy issues.
  - iii. Increase faculty and student participation at southern and regional conferences.
  - iv. Train faculty members in appropriate geo-spatial and other planning and decision making technological applications.
  - v. Develop additional opportunities for students to be exposed to practical and hands-on learning.
  - vi. Enhance program visibility and web presence in regional and national publications.
  - vii. Encourage faculty to prepare publications for leading peer-reviewed journals.
  - viii. Build collaborations with national and international agencies and institutions to develop projects that address global challenges and opportunities.
2. *Effectively prepare graduates to possess the critical thinking skills and technical knowledge and values needed to creatively and critically explore local and regional issues with global implications for building healthy, sustainable and inclusive communities.*

Measurable Objectives:

- i. Restructure the curriculum to improve students' critical thinking, professional communication, scenario analysis, policy formulation and analysis, and geo-spatial technology skills and support interdisciplinary and multidisciplinary learning.
  - ii. Reassess the strengths, weaknesses, structure and content of the comprehensive exam to validate it as a major performance indicator of the MURP program.
  - iii. Work with the planning profession to identify knowledge needs for students that meet the needs of the planning profession that aligns with faculty expertise.
  - iv. Provide opportunities for students to explore key values related to planning practice.
  - v. Increase active presence of faculty and students in various professional and academic organizations.
  - vi. Collaborate with State APA chapter to provide on-line AICP exam preparatory course for program graduates.
3. *Proficiently train the new millennium workforce and expand the cohort of practicing professionals who are highly engaged in scientific discovery and interdisciplinary research to develop creative and innovative solutions to "wicked" and other critical problems.*

Measurable Objectives:

- i. Revise Departmental research foci consistent with program and faculty specializations to guide pursuit of funded research by faculty and students.
  - ii. Increase competitive research proposals to a minimum of two per faculty per year for the next five years to ensure funding for faculty and students.
  - iii. Encourage faculty to collaborate in publishable research amongst ourselves, with students and with professionals from related fields.
4. *Enhance outreach and training opportunities for students to learn to appropriately respond to issues and systemic challenges of social, racial and environmental equity.*

Measurable Objectives:

- (i) Institutionalize a structured student-alumni network with program alumni to link students to opportunities for mentorship and practical experience.
- (ii) Build into the curriculum at least 12 credit hours of experiential learning or hands-on opportunities for students.
- (iii) Develop structured partnership with public and private sector organizations and individuals to co-host the Department's two annual symposia to expose issues critical to building equitable and sustainable communities.
- (iv) Integrate the existing service-learning/civic engagement Community Campus Partnership into all outreach activities of researchers, faculty and students of the Department and Center for Urban and Rural Research (CURR).



## 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. Because students will join an increasingly diverse workforce, and work in diverse communities affected by global pressures, the student body should be diverse. The approach to diversity should reflect the Program's intended scope (e.g., local, regional, national, international). The Program should strive to attract a student population, particularly from groups historically lacking access to, and under-represented in, higher education, as well as representative of the type of mixtures of ethnic, racial, and economic groups to be found in the settings where planners often practice.

The Department of Community and Regional Planning (DCRP) strives to attract and maintain high standards in its MURP student body. This is accomplished through a flexible admission decision making process that is supportive of the non-traditional student and students requiring additional faculty resources to enhance their success.

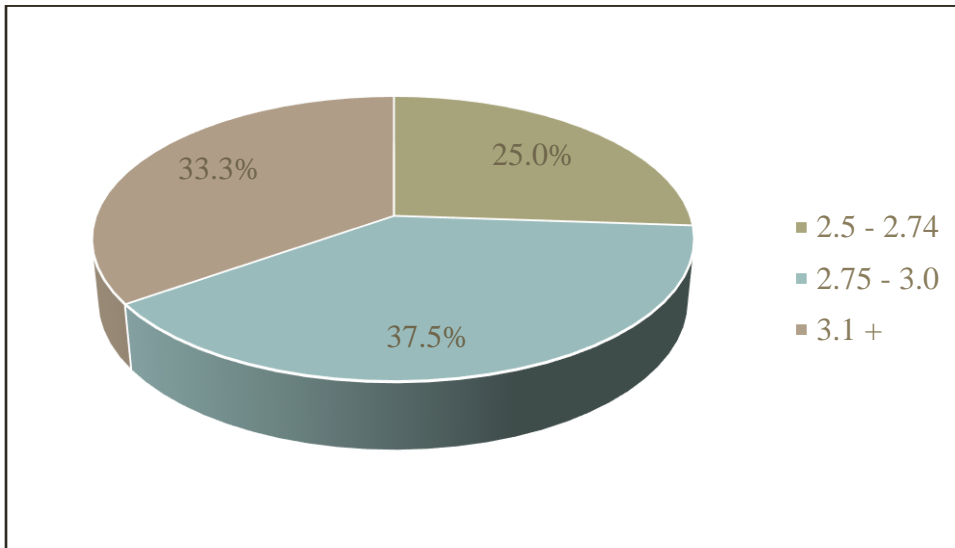
**A. Student quality:** The Program shall admit students whose educational attainment, previous academic performance, work experience, aptitude, maturity, and motivation indicate potential for success in their studies and in professional practice. Toward that end, the Program shall establish admission 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.

Students' quality is evidenced by MURP admission criteria which requires applicants who wish to be admitted to meet all requirements as prescribed by the Graduate School, and must have attained an undergraduate cumulative GPA of 2.8 which is higher than the 2.5 required by the Graduate School. The Department's Admissions Committee predominantly utilizes the GPA as the measure of quality. However, a number of other factors are reviewed by the committee when making admissions decisions. These include:

- GPA of major and grades fundamental courses (eg Math & English): a 3.0 or higher?
- Was there an improvement in student's GPA during the last academic year?
- Letters of recommendation: are students capable and motivated?
- Personal statement – is the student well informed about the program? Would there be a good fit between the students' goals and the program's offering? Does the student possess good written communication and organization skills?

Applicants with an undergraduate GPA less than the minimum requirement may be considered for provisional admission. Provisionally admitted students must take recommended deficiency courses, and bring their GPAs to 3.0 within the first semester of enrollment in order to qualify for full graduate admission. The MURP Program provides an opportunity for equity to under-represented students who do not meet the admission requirements for the Program, but who show considerable promise. The Program provides a nurturing environment ensuring successful students. Thus, some students with relatively low grade point average of 2.5 to 2.75 but who show promise of benefiting from the planning program are often admitted and have done well.

Analysis of student enrollment data (See Figure 1 below) shows that 70.83 percent of the students who are currently enrolled in the MURP program during AY 2016 - 2017 have GPAs higher of 2.8 and higher with 33.3% having GPAs over 3.0. 25 percent of the students possessed the University required GPA of 2.5 but not the 2.8% program admission standard.



**Figure 1: Quality of MURP Students by Undergraduate GPA**

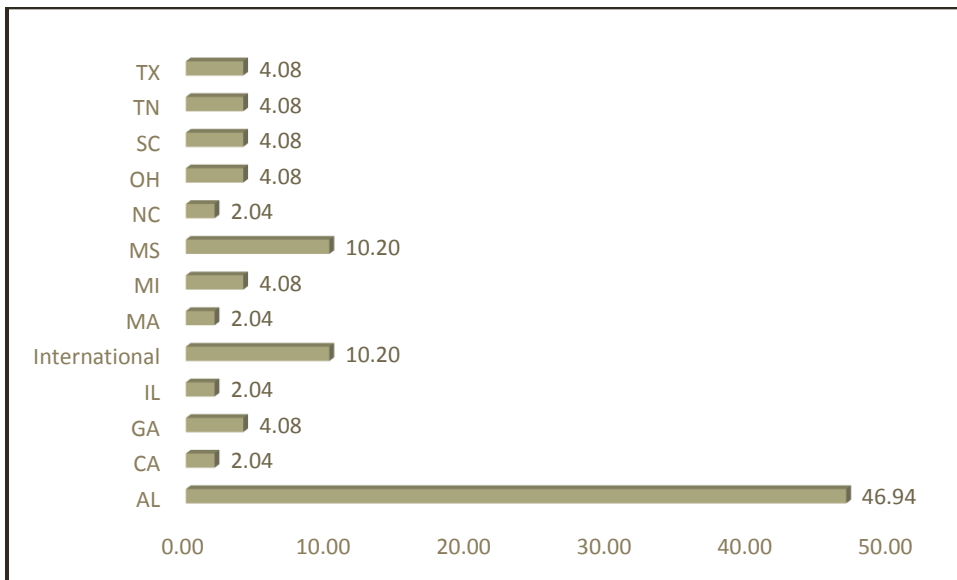
The MURP Program offers attractive and competitive Graduate Research Assistantship packages which are used as a strategy to attract the best students MURP Program. Also, the accomplishments of most students who graduate from the program further attest to the quality of the students we admit into our programs. The measures highlighted above, along with increased offer of graduate assistantship to more students than we are doing at present help to attract highly qualified applicants and increase our applicant pool.

Students' performance in course work, internship placement reports, research presentations and conferences, graduation rates, overall performance in job interviews and placement all speak to the quality of the students who have pursued the MURP Program. Examples of letters on pages 20 – 27 in Part IV.C show evidence of the type of job opportunities acquired by our graduates.

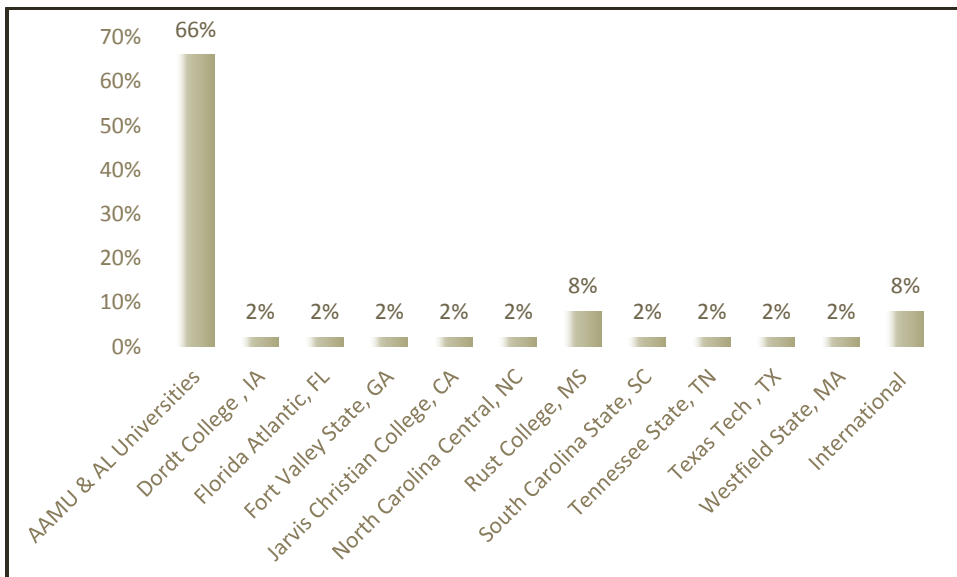
**B. Student diversity:** The Program shall adopt appropriate recruitment and retention strategies, including curricular strategies, to achieve its aspirations for a diverse student body, and shall document actual progress in implementing those strategies. The Program shall foster a climate of inclusivity that appreciates and celebrates cultural difference through its recruitment and retention of students. Students shall possess, in the aggregate, characteristics of diversity (e.g., racial and ethnic background) that reflect the practice settings where graduates work or where professional needs exist in the Program's region of recruitment and placement. Notwithstanding, the demographic mix is not a static concept, and all planning programs should seek to be in the forefront of a diverse society.

The MURP program aspires to train a diverse student body in terms of race, gender and educational background. This diversity inherently brings into the classroom a perspective that is fundamentally diverse and thus forces students to understand issues from different points of view. In addition, a diverse classroom is a great pedagogical tool that allows students to understand critical thinking regardless of the discipline.

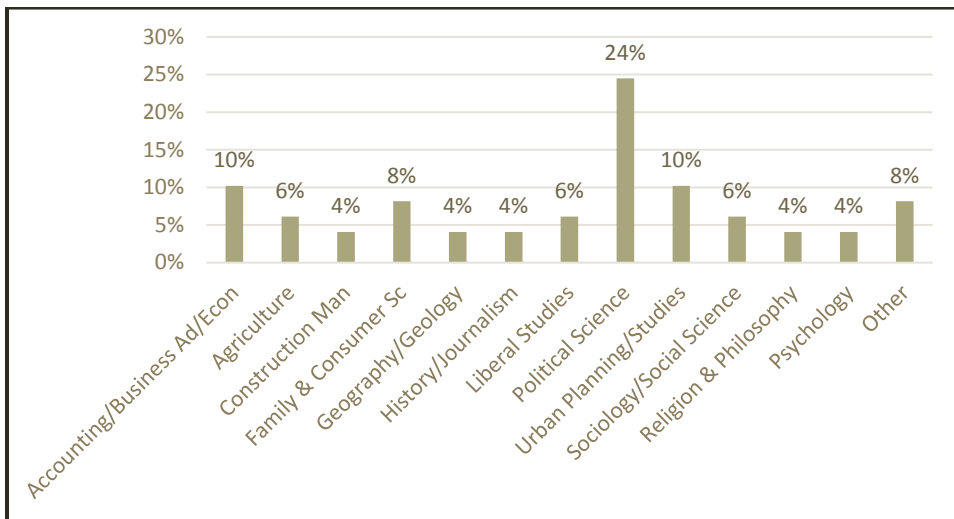
As of the 2016 – 2017 academic year, there are 43 students in the MURP Program with 47% from Alabama, 10% from Mississippi, 10% international and the remaining 33% coming from a variety of states particularly southern states (See Figure 2). MURP students come from a range of undergraduate institutions and academic backgrounds. In 2016, 66% of the enrolled MURP students came from several Alabama institutions; seven southern universities outside of Alabama accounted for 22% of the students; 8% from international institutions with the remaining 4% from other American universities outside of the southern region (Figure 3). MURP students come from a wide variety of academic backgrounds; 24% have political science as their major; 10% with both urban planning/studies and accounting/business/economics. The remaining 56% have majors in agriculture, construction management, geography, history, liberal studies, sociology, philosophy and psychology (Figure 4).



**Figure 2: Diversity of MURP Students by Place of Origin, 2016 - 2017**



**Figure 3: Diversity of MURP Students by Undergraduate Institution, 2016 – 2017**

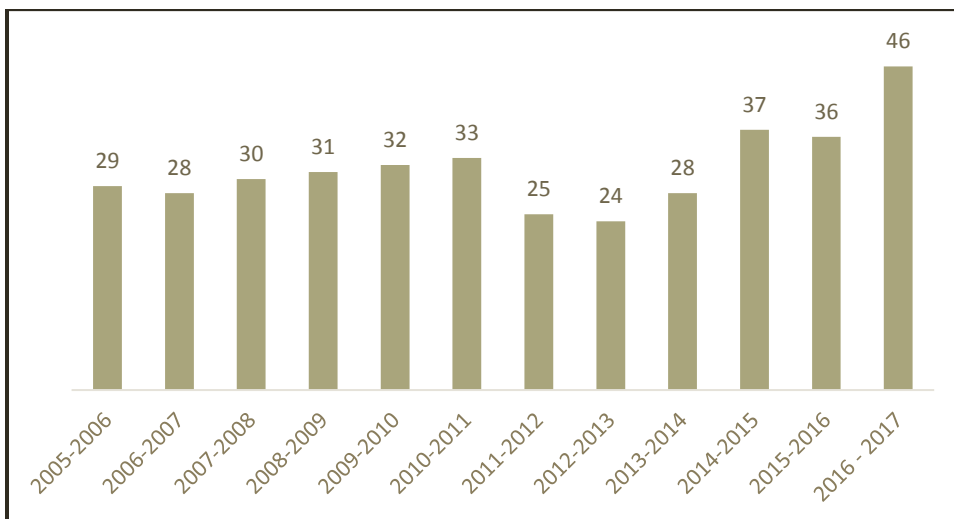


**Figure 4: Diversity of MURP Students Undergraduate Majors, 2016-2017**

Recruitment of a more diverse graduate student body particularly in terms of race and academic institution is a top priority for the Department. This requires additional financial investment and stronger outreach and recruitment efforts, both of which are priorities of the Department.

**C. Size of student body:** The number of students enrolled in the Program shall be sufficient to constitute a community of inquiry that fosters each student’s educational and professional development. Graduate programs shall have a student body of 20 or more full-time equivalent (FTE) students. Similarly, undergraduate programs shall have a total of 20 or more FTE students in their third and fourth years of study. (One part-time student equates to 0.5 full-time equivalent).

Figure 5 shows the number of students enrolled in the MURP program from the 2005/2006 academic year through current. The student body has been consistently been higher than the required minimum of 20 fulltime students. The data shows a growth of 39% since the last accreditation period (2010 – 2011) and a 59% growth since the 2005/2006 academic year.



**Figure 5: Number of Fulltime MURP Students Enrolled by Academic Year**

**D. 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 aspirations for a well-qualified and diverse student body. The Program shall publish its criteria for the allocation of such financial aid.

DCRP considers academic advising is an opportunity to exchange information designed to help students reach their educational and career goals. It is a shared responsibility between an adviser and the student. Upon admissions to Alabama A&M University, the Graduate School refers the student to the Chair for class schedules and the assignment of an advisor. After the required consultation with the Chair, all MURP students are assigned an adviser based on their area of interest (Environment, Housing & Community Development, Transportation or International Development). Students are required to meet with their adviser and develop a Program of Study which identifies all of requirements for matriculation through the MURP program and proposed semesters for fulfilling these requirements. This Plan is signed off by the student, advisor, Department Chair, and College's Dean, before being submitted to the Graduate School office for approval. Students are required to complete their Plan of Study Form before the completion of twelve (12) credit hours in the Program. The student and his or her advisor have regular consultations to ensure that the student:

- has accurate information about policies, procedures and requirements and University resources and services
- understands the potential of an MURP degree and the variety of career options
- understands his/her options, the resources needed and identify alternatives when necessary
- learns how to make practical academic plans and decisions
- learns how to discover a range of options available, based on their stated goals
- learns how to think through the consequences of their choices
- develops positive working relationships with other students, faculty, staff and career services
- is on track for a timely matriculation

Career Development Services (CDS) at AAMU is committed to helping students prepare for and achieve professional success and be able to confidently transition from the classroom to the workplace through the following services:

- Career Counseling
- Information Sessions with Employers
- Resume Review, Critique, and Referrals
- Co-op, Internship, Part-time, and Career opportunities
- Professional Development Workshops and Classroom Presentations on topics including Dress for Success, Ethics & Confidentiality, Goal Setting, Interviewing Skills
- Graduate and Professional School Expo and Information
- Job Announcements
- Myers-Briggs Testing
- Youth Motivation Task Force Annual Scholarships

Advisory services are complemented by a Departmental orientation held within the first month of the fall semester. At the orientation attended by faculty and students, the program structure is distributed and explained to the students. Other pertinent information including program expectations from students and Department resources available to students are explained. Returning students also share internship experiences with new students. Overall, expected outcomes of academic advising and career development include that students will know how and where to access accurate information about policies, procedures and requirements and that students will be encouraged to make decisions that support their goals, abilities and aspirations.

**Financial aid opportunities:** Through the College, the Program offers a minimum of 10 assistantships, totaling \$161,400 each year to MURP students. In addition, faculty with grants usually support another two to three assistantship each year

bringing grand total to approximately \$209,820 per year. In addition, the University has designated a limited number of scholarships for graduate students which are awarded through the Graduate Office. These often range from \$1,000 to \$10,000 per year to qualified graduate students. Information about financial aid policies and procedures can be found on page 21 of AAMU's 2016-2017 Graduate Catalog,

**E. 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 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.

**Students are provided with numerous opportunities for engagement in the profession:**

- 60% of the student body participates in the student-lead Urban Planning Association (UPA)
- UPA organizes or participates in a minimum of one community service activity per semester
- UPA organizes student orientation sessions every semester to familiarize students with policies, programs and procedures
- UPA hosts at least one professional development brown bag per semester
- DCRP hosts two symposia during the academic year – the fall Homecoming Symposium & the Future of the City Symposium held in the Spring; both are designed as engagement opportunities for students with alumni and other professional planners and with professions and the general public interested in issues pertinent to the field of Planning
- 80% of the students participate in an internship at local, state and federal agencies eg USDA-NRCS, TARCOG, City of Huntsville, FHA
- All students through the Planning Studio I and Studio II classes work on at least two client-based and/or community based project each year
- An average of 12 MURP students attend the annual APA conference eg 12 students attended the NPC in New York in 2017 and 16 in Phoenix in 2016
- 95% of the students that attend the National Planning Conferences volunteer at the event and gain invaluable opportunities to network
- Students are encouraged to join APA Divisions based on their areas of interests and are especially encouraged to join the Planning and the Black Division
- DCRP developed a mentorship program with alumni and 60% of the student have professional mentors
- Students attend the local APA chapter conferences and participate in the student competition
- DCRP holds an annual open house to enable students to interact with professionals
- Students are encouraged to become members of APA; an average of 60% are members
- Students volunteer at a number of civic events and agencies, eg Comprehensive Planning Initiative (2015-2017); City of Huntsville Annual Housing Fair; Normal National Register Historic District Association Tours; One-Table Thanksgiving event; City of Huntsville Housing Fair; AAMU Community Development Corporation; City of Huntsville Transportation, GIS and Community Development Departments; and Top of Alabama Regional Council of Governments.

### STANDARD 3 – FACULTY

**The Program shall employ a sufficient number of high quality, productive, and engaged faculty members to permit the achievement of program goals and objectives.**

Overall, DCRP faculty has been of sufficient in size, quality and productivity to effectively accomplish the program's goals and objectives, to support the students through advising and other functions, to administer the program and to teach the curriculum. During this assessment period, the Department has had 8 faculty members. As shown by the table below, however over the past four academic years, DCRP has lost 4 of these individuals and was down to 3 full time individuals and 3 adjuncts/contract faculty for the beginning of the academic 2016-2017 year. However, the anticipation is that at a minimum two faculty members will be joining the department in Fall 2017. Two individuals have been offered and have accepted assistant professor positions to begin August 15, 2017.

**A. Faculty quality:** The faculty of the Program shall be appropriately qualified to serve the Program's mission and shall be capable of executing the Program's goals and objectives, particularly as they pertain to teaching, research, and service. The Program shall employ faculty with the focus, commitment, teaching ability, and qualifications in planning sufficient to prepare graduates to enter professional planning practice in diverse occupational and institutional settings.

#### GUIDELINES

1. The faculty will include a mixture of individuals with backgrounds in planning scholarship and planning practice.
2. Regular, full-time faculty members have educational and professional backgrounds appropriate for the program level, with 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).
3. Regular, full-time faculty members have the educational background and competencies to teach core courses and an area of specialization (if offered by the Program), and to carry out the major share of teaching, research, and service based on the mission and goals.
4. Adjuncts, lecturers, and guest speakers include individuals with the professional involvement and status to effectively add perspectives from the planning practice and other related specialties.
5. Adjunct faculty members should complement the teaching competencies of the full-time faculty based on educational and professional backgrounds, experience in the planning field, and AICP membership.

The quality of the program's teaching function is determined to a large extent by faculty qualification, professional planning experiences and respective areas of expertise gained through research and practice. As faculty resumes show in Part IVB, the faculty is fully qualified to serve the program's mission and to execute its goals and objectives. The table below shows faculty key areas of expertise and years of experience.

Between 2012 and 2017, the Department was staffed by a total of 11 faculty members, including Joseph Lee and Donald Outland and Drs. Teshome Gabre, Earl Gooding, Berniece Herbert, Chukudi Izeogu, Jacob Oluwoye, Joyce Ann Pressley, Constance Wilson, James Moore and Russell Fricano. These individuals possessed degrees in Urban Planning, Architecture, Transportation Planning, Natural Resource Management and Public Policy. They served the three-fold function of teaching, research, extension and other public service with expertise in land use and comprehensive planning, site planning and urban design, housing and community development; sustainable development, environmental planning, international economic development. These areas were analyzed through the lenses of equity and social justice, ethics, resilience and diversity, civic engagement and participation. The curriculum is primarily taught by permanent faculty. As much as possible, faculty course assignment is based on a number of factors, mainly terminal degree area of specialization, general academic interest, and experience in the particular subject area in addition to years of teaching particular courses in the Program. The core courses are taught by several members of the faculty, while the specialization courses are assigned to faculty based on academic interest (teaching and research) and expertise.

The Department requires 28 hours of core courses for the MURP program including areas focusing on theory, history and process of planning, human settlement, justice, equity and sustainable development; law; research & analyses; and design, land use & plan creation. The faculty complement has had the educational background and competencies to teach these core areas. The previous table shows the variety of backgrounds of the faculty.

The MURP program requires students to select an area of specialization each of which has been assigned a coordinator. While the coordinator is not the only instructor, the individual demonstrates advanced and specialized knowledge, research and practical experience specific to the particular concentration. In conjunction with the coordinators, other faculty members with specific expertise also teach required courses in the concentration areas. Within each specialization, there are options for selecting courses outside the MURP program. The table below shows the coordinators for each of the areas of concentration. The coordinators' academic qualifications and research interests are shown in detail in the curriculum vita in the Part IV. Non-urban planning courses are offered as electives for students under the specializations. These provide diversity and opportunity for students to select the courses which will best compliment their preferred career track.

#### Faculty Coordinators for MURP Areas of Specialization

Area of Concentration	Coordinators
Environmental Planning	Joyce Ann Pressley
Housing & Community Development	Chukudi Izeogu
Transportation Planning	Jacob Oluwoye
International Planning	Berneece Herbert

**B. Faculty diversity:** The Program shall foster a climate of inclusivity that appreciates and celebrates cultural differences through its recruitment and retention of faculty members. Faculty shall possess, in the aggregate, characteristics of diversity (e.g., racial and ethnic background) that reflect the practice settings where graduates work or where professional needs exist in the Program's region of recruitment and placement. Notwithstanding, the demographic mix is not a static concept, and all planning programs should seek to be in the forefront of a diverse society.

##### GUIDELINES

1. Full-time faculty members demonstrate diversity with respect to age, race, ethnicity, gender, and state or country of origin.
2. Full-time faculty members demonstrate diversity through their degrees being earned from a variety of universities, ability to conduct research in a variety of ways, and range of specialized knowledge covering program content.
3. Policies and procedures are in place and followed to further equal employment opportunities.
4. Adjuncts, lecturers, and guest speakers enhance the diversity of expertise, professional experiences, race/ethnicity, and gender.
5. Programs collect data which makes tracking of diversity issues in faculty recruitment and retention possible.

Characteristics of faculty members demonstrate diversity particularly with respect to gender, and state or country of origin. Of the 11 faculty that served the department during the accreditation period, 27% were female and 73% male; 37% were Alabamians and 18% from other US States with 18% from the Caribbean and 27% from Africa.

In terms of age, race, ethnicity, the Department is currently not as diverse – 90% of the faculty members were over 60 years of age, all but one male were Black and non-Hispanic. With the anticipated addition of Drs. Jordin Yin and Emily Erickson in the Fall of 2017, faculty diversity in terms of race, gender and ethnicity is expected to change. Dr. Yin is male and Hispanic and is under the age of 60 and Dr. Erickson is a white Caucasian female in her early thirties.



The Department will continue to seek to assure that the composition of the Program's faculty and staff is diverse and includes this as a goal of its recruitment efforts. The Department along with Human Resources collect data to track diversity issues in the recruitment of faculty.

Table 5E along with the Summary of MURP & BSUP Planning Expertise and Experience (pages 30-34 in Part VI.C show that faculty members demonstrate diversity through their degrees being earned from a variety of universities, and demonstrate their ability to conduct research in a variety of ways, and range of specialized knowledge to effectively cover the program content. In addition, adjuncts, lecturers, and guest speakers enhance the diversity of expertise, professional experiences, race/ethnicity, and gender as evidenced by examples below:

#### **Adjuncts, lecturers, and guest speakers**

<b>Adjunct or Guest Lecturer</b>	<b>Agency</b>	<b>Title &amp; position</b>	<b>Area(s) of Expertise</b>
Marie Bostick	Land Trust of North Alabama	Director	Planning law Environmental economics
Travis Cummings	City of Huntsville, AL Planning Department	Zoning Enforcement Director	Zoning and Code Enforcement
Thomas Nunez	City of Huntsville, AL Planning Department	<i>Planner II</i>	Site Planning Site Review
Nicholas Nene P.E.	Traffic Engineering City of Huntsville	<i>Traffic Improvement Projects Manager</i>	Transportation Planning Civil Engineering
Wubishet Tadessee	Alabama A&M University	Associate Professor, Biological & Environmental Sciences	Geographic Information Systems
Oliner Bowers	EXIT Realty	Real Estate Agent	Housing and Real Estate
Danielle Thomas	Huntsville City Housing Authority	Director of Housing Operations	Housing Affordability Public Housing
Turkessa Coleman Lacey,	City of Huntsville, AL	Planner III, Community Development Department	HUD programs CDBG HOPE VI
Dr. Ali Mohamed	USDA's National Institute of Food & Agriculture	Director, Environmental Systems Division of the Institute of Bioenergy, Climate and Environment	Research, extension and education programs focused on the mitigation of environmental impacts of agriculture and improving the quality of the environment
Dr. Alice Ammerman	University of North Carolina, Chapel Hill,	Director, Center for Health Promotion and Disease Prevention and Professor, School of Public Health & Medicine,	Building Healthy, Livable and Sustainable Communities
Denise Tennessee	EPA Region 4	Director, Office of Environmental Justice & Sustainability	Urban Planning, Sustainable Development & Smart Growth: Challenges, Solutions & Policy Directions
Michelle Jordan	Planning Department City of Huntsville	Director	Community development and urban planning
Nathan Sills	Goodwyn Mills & Cawood, Inc., Birmingham AL	Director Geospatial Services	GIS applications in the southeastern US

Adjunct or Guest Lecturer	Agency	Title & position	Area(s) of Expertise
Carol Rhea	Orion Planning + Design and Immediate Past President, American Planning Association	Managing Partner	Urban Planning and design
Tangela Rutledge Gale	AAMU	Career Counselor	Success in the Work Place
Henrika Buchanan	USDOT Federal Transit Administration	Associate Program Administrator	Transit planning and urbanization
Braque Talley	Rust College, MS	Dean of Recruitment	Student Recruitment
Jessica White	City of Huntsville	Planning Department	Historic Preservation
Dennis Madsen, AICP	City of Huntsville Planning Department	Urban Planning Manager, <i>Long Range Planning</i>	Comprehensive Planning
Ken Newberry	City of Huntsville	Planning Department	Comprehensive Planning

Policies and procedures are in place and followed to further equal employment opportunities. Alabama A&M University is an equal opportunity/affirmative action/Title IX employer. Alabama A&M University's commitment to inclusiveness stated in the Institution's Core Values and published in the University's catalog states that "Alabama A&M University is committed to equal opportunity in employment and education. AAMU does not discriminate in any program or activity on the basis of race, color, religion, sex, age or national origin, or against any qualified individual with a disability". Furthermore, it is the policy and practice of the University to prevent disparate effects of discrimination on all phases of academic activity such as recruitment, admission, awarding of financial aid, instruction, and grading and placement assistance. AAMU is committed to an educational and work environment in which all individuals are treated with respect and dignity

**C. 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 the core curriculum and direct all areas of specialization.

**GUIDELINES**

1. As a general rule, the Program should have a minimum of 5 full-time or equivalent of 5 full-time faculty members.
2. As a general rule, the Program should 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.

The two planning programs at Alabama A&M University (B.S. in Urban Planning and Master of Urban and Regional Planning) are currently supported by six faculty members. Drs. Oluwoye and Herbert are the two full time planning faculty teaching core courses as well as in specialty areas of transportation and international development, respectively. Dr. Joyce Ann Pressley joined the department in 2014. Her background in academia and planning practice enables her to effectively teach core courses such as Planning Theory & History, Professional Practice as well as coordinating the Environmental Specialty tract. These faculty are supported by two Emeritus professors – Chukudi Izeogu and Earl Gooding. Dr. Izeogu's focus is on housing economics while Dr. Gooding functions in the capacity as advisor. James Moore serves as an adjunct, focusing on the Bachelor's program.

Over the past four years, four faculty have retired, however, the University is committed to rebuilding the program and the expectation is that a full chair along with two new assistant professors would be added to the current faculty complement by Fall 2017. At this point, the current faculty, particularly over the past academic year have taken on extra

duties and responsibilities as they are dedicated to effectively and efficiently teaching and advising the students while successfully fulfilling the programs' missions and goals.

During the past two academic years, the MURP program had 36 and 43 students, respectively. With a total teaching FTE of 4 at the beginning of Fall 2015, the overall ratio of student to instructor was 9/1 which falls in line with the PAB requirements. For the 2016-2017 academic year, the teaching FTE for the MURP program was 2.98 and with 43 students the result was a 14.4 student-instructor ratio which also falls within PAB guidelines.

**D. 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.

**GUIDELINES**

1. Faculty members work directly with students on projects and research outside of classroom time.
2. Faculty members advise students beyond or in place of professional staff in a student's course of study.
3. Faculty members participate as committee chairs or members in individual student work.

Faculty are engaged with the students outside of the classroom to develop posters and oral presentation of research projects at local, regional and national conferences. Below are some examples:

**STEM Day Presentations**

- *Strategies for Healthy Living*, by Xantheia Watkins, 2013; Advisor – B. Herbert
- *Analysis of the Urbanization Process in the Huntsville (AL) Metropolitan Statistical Area* by Adriauna Davis and Kevin Bernard, 2014; Advisor – C. Wilson
- *Access to Inclusive, Quality Education and Clean Water in Burkina Faso – An Examination of the Targets of the Sustainable Development goals* by Vontra Giles, Shanrise Harris & Tiffany Lavender, 2016; Advisor – B. Herbert
- *Food Insecurity, Diet Related Diseases and Race in Alabama Counties* by Olayemi Babalola, 2016; Advisor – B. Herbert
- *Carbon Footprint and Tiny Homes: How to Reduce Carbon Footprint by Living Small* by Keiandra Turner, 2016; Advisor – J. Pressley
- *Assessing the Socio-Economic Factors Impacting the Housing Demand in Low-Income Residential Neighborhoods* by Victoria Norfleet and Oluwadamilola Dairo, 2017; Advisor – J. Oluwoye

**EPA Region IV Global Environmental Youth Symposia Poster Presentations:**

- *Public Transit as a Sustainable Urban Transportation System - Innovative Strategies for Increasing Ridership in Huntsville Alabama* by Xantheia Watkins, September 2014; Advisor – B. Herbert
- *Mapping Food Insecurity and Food Sources in the Huntsville Metro Area* by Jeremy McNeil, September 2014; Advisor – B. Herbert
- *A Water Security Analysis in the Huntsville, Alabama MSA: An exploration of the Impact of Sprawl, Urban Conservation and Urban Agriculture* by Claros Morean, September 2014; Advisor – B. Herbert
- *Greenhouse Gases Generation in the Madison County Alabama and Engaging the Public for Creating Sustainable Communities* by Nicholas Johnson, EPA Global Youth Symposium, October 2015; Advisor – B. Herbert

**Association of Research Directors Symposia Presentations:**

- *Paper presentation: "Urban Land Use Encroachment on Alabama Agriculture Research Centers 2000-2010"* by Schuyler Carter, ARD, Atlanta GA April 1-4, 2017; Advisor – Joyce Ann Pressley
- *Poster: "GHG Emissions as an Urban Sustainability Indicator: Relationship between GHG Emissions and Economic Characteristics of the US"* by Reginald Robinson ARD, Atlanta GA April 1-4, 2017; Advisor – B. Herbert

- *Paper: "Urban Land Use Encroachment on Alabama Agriculture Research Centers 2000-2010"* by Schuyler Carter, ARD, Atlanta GA April 1-4, 2017; Advisor – T. Gabre
- *Poster: "A Green Report Card: Assessment of Sustainability Practices & Initiatives on Alabama A&M University's Campus"* by Braque Talley, Jacksonville FL, March 2013; Advisor – B. Herbert

#### APA National Planning Conferences

- *Alabama's Agricultural Land Use Change, 1950 – 2012* by Lakesha Steward, New York, May 6-10, 2017. Advisors: B. Herbert & J. Pressley
- *Assessment of the Public's Willingness to Engage in Climate Change Mitigation Activities in Huntsville Alabama* by Rolandrea Russell; Atlanta, GA April 26 – 30, 2014. Advisor – B. Herbert
- *Nanotechnology in the Agri-food Sector: Transport logistics applications and Stakeholder Perception* by Xantheia Watkins; Atlanta, GA April 26 – 30, 2014. Advisor – B. Herbert
- *Mapping food insecurity in Northern Alabama* by Jeremy McNeal; Atlanta, GA April 26 – 30, 2014. Advisor – B. Herbert

#### Other Conferences

- *Paper: "Development and planning of telecommuting: A pilot study of feelings and commuting to work"* by Ngozi Ajufo, Alabama Academy of Sciences, Florence, AL February 17-19, 2016 (won best Oral Presentation); Advisor – J. Oluwoye
- *Poster: "Climate change impacts on road safety"* by Lady Kassama, Alabama Academy of Sciences, Florence, AL February 17-19, 2016; Advisor – J. Oluwoye
- *Poster: "Urbanization process in the Huntsville MSA: A micro and macro analysis"* by Kevin Bernard, Adriauna Davis. Alabama Academy of Sciences, Livingston AL, March 11-13, 2015; Advisor – C. Wilson
- *Poster Competition: "Community & Regional Planning: A Socio-Economic and Demographic Analysis of Food Deserts in Madison County, AL"* by Claros Morean and Jeremy McNeil; (2<sup>nd</sup> place winners), Mississippi/Alabama APA Conference, Perdido Beach AL, Fall 2014; Advisor – B. Herbert

Faculty members participate as committee chairs or members in individual student work as evidenced by the table on "Engagement with Students – Research" on page 28 of Part IV.C.

**E. Research and scholarship:** Faculty will engage in research, scholarship, and/or outreach reflective of the stage of their careers and the mission and expectations of the University.

##### GUIDELINES

1. Faculty produce theoretical and/or applied research and scholarship relevant to the profession and disseminated through appropriate journals or other publications.
2. Faculty teaching and administrative assignments allow sufficient opportunity to pursue research and scholarly achievements.
3. Faculty scholarly activities are reviewed and recognized by faculty peers.
4. Faculty participate in conferences and other venues as outlets for their research efforts.

Alabama A&M University located in Normal Alabama, is a small, historically black, student-friendly, community-focused institution, with teaching, research and public service as its trifold mission. DCRP has begun to embrace and adopt a more comprehensive and sustainable approach to civic engagement through enhanced and engaged research and scholarship as a part of fulfilling the mission of Alabama A&M University. Through interdisciplinary, collaborative, and community-based research, DCRP is promoting engaged scholarship as a key component of a larger civic engagement agenda. The concept is to coalesce the energy, intellect and skill of faculty members in the Department as well as across the College of Agricultural, Life and Natural Sciences towards creating a group of educators and researchers able to create real change at the community level to help build healthy, livable, equitable and sustainable spaces. The focus is particularly in the Southeast US and in the Huntsville Alabama Metro region, a unique space of high technology, southern hospitality with a cosmopolitan energy with a committed to green and sustainable living. An example of this is the coalescing around food systems planning and the food environment. Research and scholarship in this arena has included:

## Capacity Building Grants

- 2010 – 2012: *Community Planning Approaches to Strengthening Global and Local Food Systems Security*. USDA 1890 Capacity Building Grant, **C. Izeogu (PI) and Fricano, R (Co-PI)**
- 2012 – 2017: *Capacity Building for Sustainable Local Food Systems Planning in North Alabama through Science, Technology, Innovation and Synergistic Partnerships*. USDA 1890 Capacity Building Grant, **Herbert, B (PI)**, Christian, C (Co-PI) & Izeogu C (Co-PI);
- *Social Awareness and Public Acceptance of the Applications of Engineered Nano-scale Materials in the Agri-Food Industry* (\$300,000); submitted to the 2016 USDA-NIFA Capacity Building Grant Program. **Herbert, B (PI)**, Kassama, L. (Co-PI), Oluwoye, J (Co-PI), Christian, C. (Co-PI) and Bennett, L. (Co-PI). (Proposal not funded)
- 2017 – 2019 (\$80,034): *Marketing and Socioeconomic factors of organic farms: Age as a Predictor of Acceptance of Organic Food Products Alternatives among Metropolitan Population in Alabama*. USDA-NIFA, Evans Allen Grant, Oluwoye, J (PI) and Herbert, B. (Co-PI)

## Master's Reports

- Community Food Security: An analysis of food waste and waste prevention in selected households in Huntsville Alabama by Jalisa Neal, Department of Community & Regional Planning, Summer 2015
- Community Food Assessment: Selected Food Store Location, Food Options and Availability in Huntsville Alabama by Tanzania S. Green, Department of Community & Regional Planning, Fall 2015
- Geo-Spatial Assessment of Food Insecurity and Sources in Madison County Alabama by Jeremy McNeil, Department of Community & Regional Planning, Fall 2015

## Publications

- HERBERT, B., Christian, C., KASSAMA, L. AND IZEUGU, C. (2017). Food Insecurity and the Food Store Environment in the Southern United States: A Case Study of Alabama Counties, *African Journal of Agriculture and Food Security* (pending publication)
- Ajayi O. A., and OLUWOYE J. O. (2015). Sustainable Street Vended Foods and Food safety: A Conceptual Framework. In press *International Journal Food Safety, Nutrition and Public Health*.
- Ajayi, O. A., OLUWOYE, J. O. and Williams, L. L. (2014). Policy Options on Reduction of Foodborne Diseases. *Journal of Food and Public Health*. Vol.4 (6): 266-271.
- HERBERT, B., KASSAMA, L. BABALOLA, O. and Christian, C. Assessing Food Security and Local Food Systems for Healthy, Livable and Sustainable Communities in North Alabama. *Built Environment* (under review).
- HERBERT, B.S. JOHNSON, N, ROBINSON, R. and BABALOLA, O. (2016). Food Deserts and Access to Health Food of Alabama counties. *Journal of Alabama Academy of Science*, 87 (1) pp 58 (Abstract Publication)
- WATKINS, X. and HERBERT, B.S. (2014). An Overview of the Use of Nanotechnology in the Agrifood Sector. *Journal of the Alabama Academy of Science*, 85(2): 118. (Abstract Publication)
- HERBERT, B.S. and WATKINS, X. (2014). Food Insecurity – Fact or Myth in Northern Alabama. *Journal of the Alabama Academy of Science*, 85(2): 116. (Abstract Publication)

## Conference:

- Hosted 1<sup>st</sup> Annual Conference - Planning for Progress, People & Sustainable Development in a Global Economy
- Theme: *Food Security, Community Health & Food System Sustainability: Connecting the Dots*; June 29 – 30, 2017.
- Keynote Speakers: i) Dr. Ali Mohamed, Division Director, Environmental Systems Division of the Institute of Bioenergy, Climate and Environment, USDA-NIFA, Washington DC; ii) Dr. Earle Chambers, Associate Professor, Department of Family and Social Medicine & Assistant Professor, Department of Epidemiology & Population Health, Einstein College of Medicine, Bronx NY; and iii) Subhashni Raj, Kaufman Fellow Department of Urban and Regional Planning at the University at Buffalo, the State University of New York. Buffalo NY

## Other Efforts

- Team lead reviewer, USDA Farmers' Market Promotion Program (FMPP), May/June 2016 and May/June 2017.
- Member, FY 2016 (USDA) Federal Plan of Work, Global Food Security Team-, 2015 – Current.

In addition to the research and scholarship on food systems planning, faculty are provided with opportunity to pursue research and scholarly activities that are disseminated through journals and other publications. Faculty members also participate in conferences as outlets of our efforts which are recognized by faculty peers.

**Other selected major publications and presentations:**

- Christian, C. S., Ojha, S. K. and **B. HERBERT**. (2017). Science-oriented and Non Science-oriented High School Student Majors: Do they view the Environment Differently? A Paradigm from North Alabama, USA. *International Journal of Environment and Sustainable Development* (under review).
- Christian, C. S., Ojha, S. K. and **B. HERBERT**. (2017). The Perspectives and Experiences of High School Students towards the Environment – The Case of North Alabama. *Journal of Education & Social Policy*, 3 (6).
- Christian and **HERBERT, B.** (2016). Perceived Socio-economic, Socio-ecological and Socio-cultural Impacts of the Caribbean’s Tourism Sector. **Advances in Social Sciences Research Journal**, [S.I.], v. 3, n. 12, Dec. 2016.
- **FRICANO, R. J.** and **GRASS, A.** (2014). Evaluating American Rainwater Harvesting Policy: A Case Study of Three U.S. Cities. *Journal of Sustainable Development*, 7 (6).
- **HERBERT, B., Christian, C., KASSAMA, L., and OLUWOYE, J. (2017)**. Quality of Life, Socio-Economic Status and Perceptions of Public Facilities and Services in Small Town America. *Rural Sociology* (under review)
- **IZEOGU, C. V.** (2014) “The Political Economy of Low and Moderate Income Urban Residential Development: A Case Study of Port Harcourt, Nigeria”, Chapter 12 in Elleh, N (2014) *Reading the Architecture of the Underprivileged Class: A Perspective on the Protests and Upheavals in Our Cities*, pp 227-248, Ashgate, Surrey, United Kingdom.
- **HERBERT, B.S.** and Christian, C.S. (2014). Regional Tourism at the Crossroads: Perspectives of Caribbean Tourism Organization’s Stakeholders. *Journal of Sustainable Development*, 7(1): 17-32.
- Olasunmbo A. Ajayi, **OLUWOYE, J. O.** and Leonard L. Williams (2015) “Development of Hazard Risk Index of Mortality Caused by Foodborne Pathogens” *Food Protection Trends*, Vol 35, No. 2, p.113–123.
- **OLUWOYE, J.** et al. (2014) “Sustaining Health Systems: Lessons from Empirical Analysis of Geographical Variations of the Dynamics of the Prevalence of HIV/AIDS Disease in the USA, 1987-2006. *European Journal of Sustainable Development*; Vol 3 (1).
- **OLUWOYE, J.** and Curley, M (2014). “Environmentally Sustainable Occupational Exposure to Nanoparticles: A Pilot Study of Prevalence Symptoms and Truck Drivers Exposure to Diesel Ultrafine Particles” *African Journal of Sustainable Development*; Vol 4,
- **OLUWOYE, J., DAIRO, O., HERBERT, B.** & Bukeyna, J. (2016). Assessing the impact of Rural Communities Services, Energy, and Transportation Infrastructure on Agricultural Production Outputs across the Black Belt region: A Conceptual Framework. *International Journal of Interdisciplinary Research and Innovations*. 4(4) pp 14-24.

**Table 3.E. 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
<b>Full-time in Planning Unit (A)</b>										
Berneece Herbert	Assistant Professor		3					5	\$600,000	7
Jacob Oluwoye	Professor		11	1		1	6	3	\$500,000	15
<b>Adjunct/Contract/Non-tenure track ( C )</b>										
Joyce Ann Pressley	Assistant Professor									
Chukudi Izeogu	Professor Emeritus	2	1				2			



**F. Professional involvement and community outreach:** Faculty shall be continuously engaged in activities leading to their professional growth and advancement, the advancement of the profession, and progress toward meeting the needs of the broader community.

**GUIDELINES**

1. Faculty participate in university and professional services.
2. Faculty participate in service to the profession through research and outreach efforts and in support of student activities related to the profession.
3. Faculty demonstrate activity 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.
4. Faculty serve the continuing education needs for members of the profession.

DCRP faculty members demonstrate their professional involvement and service to the profession by actively participating in a number of university committees as well as regional and national committees. These include:

- Alabama A&M University's Academic Standards and Curriculum Committee
- Alabama A&M University's Graduate Council
- Graduate Council Policy Review Committee
- Faculty/Staff Search Committee member
- Institutional Animal Care and Use Committee
- CALNS Imagine the Future Capital Campaign
- AAMU Campus Master Planning Committee
- EPSCoR GRSP AAMU Review Panel
- Alabama A&M University Representative – STARS- General Studies Committee
- National American Planning Association & Alabama State Chapter
- The Imaging and Information Society of America
- National Association of African American Studies
- Alabama Transportation Planners Organization
- Institute of Transportation Engineers
- Bicycle Federation of America
- American Congress Surveying and Mapping

Faculty members have been appointed to various professional/national committee membership, editorial boards and as national reviewers. Examples include:

- National American Planning Association Food Systems Planning Interest Group (FIG), 2016 to present
- National American Planning Association (APA) Academic Membership Program Task Force, 2016 – present; chair TF Working Group 1
- National American Planning Association (APA) Diversity Committee, 2017 - present:
- Team Lead Reviewer, USDA Farmers Market Promotion Program, 2016 and 2017
- Editor, Journal of Community Engagement & Scholarship
- Editorial member (Editorial Board) of Journal of Management Studies
- Editorial member (Editorial Board) of the International Research Journal of Public and Environmental Health
- NAAAS Ambassador



**Table 3.F. 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
<b>Full-time in Planning Unit (A)</b>						
Berneece Herbert	Assistant Professor			5		
Jacob Oluwoye	Professor					7
<b>Adjunct/Contract/Non-tenure track ( C )</b>						
Joyce Ann Pressley	Assistant Professor					
Chukudi Izeogu	Professor Emeritus		2			2

**G. Professional development:** Faculty assignments and opportunities shall be such that skills in teaching, research, and other creative activities are sufficiently maintained and developed.

**GUIDELINES**

1. Assignment of duties shall recognize the need for activities that build human capital, such as research, engagement, outreach, and professional leadership.
2. Appropriate mechanisms, such as release time from teaching and sabbaticals, shall exist to enable significant research projects.
3. Adequate resources shall be available to support faculty professional development.

The University has continued to meet the needs of the Department's faculty for scholarly and professional development support through its Professional Development Programs funds (Title III). Activities supported by the University that DCRP faculty have taken advantage of include courses of study leading to the PhD degree, short courses, special workshops or other intensive training based on acceptable proposals. In addition, the University further supports continuing education by allowing faculty members to take up to three credit hours per semester at the University at no cost. In support of the need to maintain a professionally up-to-date and well-informed faculty, the University named a Faculty Development Coordinator and has revised the study leave and sabbatical policies. Based on this revised policy, priority for receiving approval for study and sabbatical leave is given to faculty members from programs that are accredited or seeking accreditation.

Though Title III and Department funds, the majority faculty members who have been with the program from Fall 2011 through Spring 2017, have been able to attend at least two conferences per year. Some members have presented (or supervised the presentation of students) at conferences such as

- APA, National Planning Conferences, 2011 – 2017
- ACSP Conferences 2011 – 2016
- National Association of African American Studies, Dallas TX, February 13 – 18, 2017
- Seminar: Ensuring Urban Resilience, Come Hell or High Water, the Sabin Center for Climate Change Law, Columbia Law School, New York, September 2016
- Alabama Academy of Sciences, Florence AL, February 17 – 19, 2016
- Alabama – Mississippi Joint APA, Perdido Beach AL Conference, October 7-9, 2015
- Housing Works, Conference, Perdido Beach AL, November 12 – 13, 2015
- EPA Region IV International Environmental Youth Symposium, Atlanta GA, September 8 -9, 2016 (coordinated 7 student presentations)
- Briefings on the SDGs at the United Nations & Organization of American States, New York and Washington DC, March 19 – 23, 2016
- EPA Region IV Global Environmental Symposium, Atlanta GA, October 1 – 2, 2015
- FEMA Emergency Management Institute Independent Study Course: Introduction to Incident Command System ICS-100, May 2012

Drs. Gabre and Herbert presented papers on agricultural land loss and food securing and sustainability at ACSP's 55<sup>th</sup> Annual Conference on Justice and the City: Examining the Past to Create the Future in October 2015. Dr. Herbert was a speaker at the 2015 Alabama Housing Works Conference hosted by the Alabama Alliance to End Homelessness, Collaborative Solutions, Inc., and the Low Income Housing Coalition of Alabama. Dr. Oluwoye and his students presented their research at the 2017 NAAAS Conference while Dr. Pressley supervised one student who did a poster presentation.

Selected training faculty members have attended include:

- Association of Collegiate Schools of Planning Administrators Conference, Reston Virginia, March, 2017
- Fundamentals of Grant Proposal Writing Training, EPA Region IV, Atlanta GA, September 2016
- Grant Writing Workshop (National Institute of Health) hosted by Grant Writers' Seminar and Workshops LLC, Alabama A&M University, February 2014

- Seminar: Ensuring Urban Resilience, Come Hell Or High Water, the Sabin Center for Climate Change Law, Columbia Law School, New York, September 2016
- Briefings on the SDGs at the United Nations & Organization of American States, New York and Washington DC, March, 2016
- FEMA Emergency Management Institute Independent Study Course: Introduction to Incident Command System ICS-100, May 2012

Faculty members have taken advantage of training/workshops held by the Center for Excellence in Teaching and Learning under the division of Academic Affairs. CETL offers workshops, training sessions and webinars that focus on areas such as instructional technologies, customer service, student success, and classroom management. CETL also encourages faculty to use the Go2Knowledge online training. A number of department faculty have received certificates in “Student Motivation: The Key to Improving Retention and Student Success” and “Student Motivation: Increasing Engagement, Persistence and Learning”. Faculty have also taken advantage of AAMU’s Online Instructor Certification program, attending QEP workshops and webinars sponsored by USDA and other agencies.

## **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.

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, the 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 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, the 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; such evidence will be provided in Standard 6. The criteria below provide a framework for judging the scope and quality of minimum educational outcomes.

The MURP Program at AAMU seeks to prepare students from diverse backgrounds for professional urban and regional planning practice. Pursuant to this, the Program provides broad practice-oriented education and training, leverages opportunities within the Huntsville Alabama Metro area that has gained national recognition a major high tech region, particularly with the presence of the Cummings Research Park, the second largest research and Technology Park in the nation. In addition, the metro area and larger Tennessee valley region is committed to the green living and sustainable development. The MURP curriculum has been structured to provide a high quality academic training and mastery of professional planning skills necessary for its graduates to function effectively in planning positions and allied professions that support research, technology and the development of healthy, livable, equitable and sustainable communities. The MURP Program seeks to give students a broad understanding of urban and regional settlement systems, planning principles and concepts, and significant depth in a particular substantive area of planning application. Thus, the Program seeks to strike a balance between conceptual knowledge of urban development, and the acquisition of planning skills and methods of urban analysis. In addition, through fieldwork and internships, the Program provides students with the opportunity to apply their knowledge and skills in real life situations (experiential learning) in medium and large urban centers.

The MURP Program has three major components totaling 46 credit hours for students without a PAB accredited Bachelor in Planning and 42 credit hours for those who possess the PAB accredited Bachelors. (The courses from which the student with a PAB accredited Bachelors in Urban Planning exempted are: URP 500: Fundamentals of Planning and URP 529: Professional Practice). The program components include:

- A core of required courses comprising 28 credit hours
- An area of specialization comprising 12 credit hours
- Thesis, comprising 6 hours or
- Terminal Research or Project, comprising 3 hours
- (Non-thesis students are required to take a 3-hour elective).

### **Areas of Specialization:**

In the MURP program, a specialization is a particular substantive area of planning from which a student chooses from a list of courses (totaling 12 credit hours) designed to enable a student to become a well-rounded “generalist”. Areas of specialization are offered to provide students with the opportunity to develop knowledge, expertise and professional competency within a specific area of planning practice. The purposes of specializations are several, including:

- (i) enabling students to develop their academic interests and professional skills,
- (ii) enabling students to take advantage of course offerings in the University community, and
- (iii) improving the marketability of students upon graduation.

The specializations are: Environmental Planning, Housing and Community Development, Transportation Planning, and International Planning and Development. The student with the input of a faculty advisor chooses his/her area of specialization and the courses that satisfy the requirements. All specializations includes two required urban and regional planning courses and two electives.

In addition to the Planning core courses and specialization electives, students must complete one of the following: a thesis, terminal research, or project requirements of the MURP degree. This requirement can be satisfied through one of three plans. Plan A, the terminal research option, is a three-credit-hour study of a planning related subject that complements the students' areas of specialization. This Plan consists of one credit hour of terminal research proposal (URP 555) and a terminal research paper for 2 credits (URP 557), enrolling in an additional three hour elective, and passing a comprehensive examination. Plan B option is a one-credit-hour terminal proposal (URP 555), and a two-credit-hour terminal project (URP 559), taking one elective (3 credits), plus passing a comprehensive examination. The student chooses the project, which must focus on a topic that is related to the area of specialization with the final approval of his/her committee chairperson. Plan C, the thesis option, involves conducting a scholarly study of a planning related issue that culminates in writing a Master's thesis. The thesis requires original research and a thesis committee composed of at least four faculty members who supervise that research. The thesis student does not sit the comprehensive examination.

The instructional methodology used by DCRP is *Understanding by Design*, which, as argued by Wiggins and McTighe, is a *backward design* focused primarily on student learning and understanding. This backward design approach has instructors consider the learning goals (student learning outcomes (SLO)) of the course first. These SLOs embody the knowledge, skills and values instructors want students to have learned when they leave the course. Once the SLOs have been established, the second stage involves consideration of assessment. In this framework instructors consider these overarching SLOs and how students will be assessed prior to consideration of how to teach the content. DCRP feels that this is a more intentional approach and effective approach to course design which results in greater student achievement and success.

**A. 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 core courses required of all students, although other approaches are possible. Specifically:

**A.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 the design professions.

The MURP Program provides a comprehensive planning education dedicated to the intellectual development of an outstanding body of students equipped with in-depth knowledge about the historical and theoretical foundations of planning, the technical and political processes concerned with the use, design, development and protection of land and associated impacts on the health, safety and wellbeing of the general public at the local, national and global levels. The MURP ten core courses (28 credit hours) provides a generalist planning education that addresses areas such as planning theory and historical context, planning law, global dimensions and the future of human settlements. In addition, students take four in depth elective courses (totaling 12 credit hours) in an area of specialization to deepen their knowledge, skills and values components of the accreditation criteria.

**a) Purpose and Meaning of Planning:** appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expect to have.

Course	Objectives/Outcomes
<b>URP 500: Fundamentals of Urban Planning</b>	<ul style="list-style-type: none"> <li>Define the parameters of planning and the context within which planning is practiced.</li> <li>Provides a foundation for understanding of the purpose of planning, its role in society, the actors in the planning process, and the methods of planning</li> </ul>
<b>URP 510: Planning Theory &amp; History</b>	<ul style="list-style-type: none"> <li>Understand the purpose and meaning of planning and its ethical, visionary and normative imperatives.</li> <li>Examines the evolution of the urban and regional planning profession.</li> <li>Explores the relationship of history and theories of planning to equity, diversity, ethics and values issues in the society and the profession</li> </ul>
<b>URP 520: Legal Basis of Planning</b>	<ul style="list-style-type: none"> <li>Provides the fundamental framework of how law and urban policy intersect and underpin the authority by which planners address issues of growth and development.</li> </ul>

**b) Planning Theory:** appreciation of the behaviors and structures available to bring about sound planning outcomes.

Course	Objectives/Outcomes
<b>URP 510: Theory and History of Planning</b>	<ul style="list-style-type: none"> <li>Presents alternative theories of planning and critically examines the procedural, substantive, and decision making theories of planning practice.</li> <li>Explores key historical events and how they apply to and mold current planning theory</li> <li>Explores how planning theory relates to contemporary planning practice.</li> </ul>
<b>URP 529: Professional Practice</b>	<ul style="list-style-type: none"> <li>Have a working knowledge of the AICP Code of Professional Ethics and Conduct and its applications;</li> <li>Know how to manage a planning project and apply communication, quantitative, budgeting and fiscal impact techniques;</li> <li>Understand the requirements for AICP membership; and</li> <li>Have a working knowledge of the AICP Examination process</li> </ul>

**c) Planning Law:** appreciation of the legal and institutional contexts within which planning occurs

Course	Objectives/Outcomes
<b>URP 520: Legal Basis of Planning</b>	<ul style="list-style-type: none"> <li>Focuses on the legislative authority and the legal basis for planning and the process of physical development, including an examination of enabling models, general plans, zoning, development review systems, and planning law.</li> <li>Evaluate the sociological influence of the evolution of laws and policies (e.g., case law involving in housing discriminations, social justice, equal protection, &amp; due process)</li> </ul>

**d) Human Settlements and History of Planning:** understanding of the growth and development of places over time and across space

Course	Objectives/Outcomes
<b>URP 510: Planning Theory &amp; History</b>	<ul style="list-style-type: none"> <li>Explain key historical periods, events/issues and problems of urban communities and how they apply to and mold current planning theory.</li> <li>Understand the economic, social-psychological and political institutions that shape and/or respond to plans and planning-related activities;</li> <li>Knowledge of the comprehensive planning process and alternative models employed in the planning process.</li> </ul>

<b>URP 520: Legal Basis of Planning</b>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the legal and rational platform of Planning tools and regulations e.g. the comprehensive plan and implementation devices such as subdivision regulations, zoning and other regulatory tools which impact human settlements</li> <li>• Interpret the influence of key Amendments of the U.S. Constitution on planning policies and practice and on human settlements</li> </ul>
<b>URP 531: Population and Economic Analysis</b>	<ul style="list-style-type: none"> <li>• Explores human settlements consequences of demographic change through an economic perspective.</li> </ul>

**e) The Future:** understanding of 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

Course	Objectives/Outcomes
<b>URP 500: Fundamentals of Planning</b>	<ul style="list-style-type: none"> <li>• Explores connections between planning and politics, economic restructuring, social change, and urban form as they impact the structure and function of future cities and urban areas</li> </ul>
<b>URP 527: Planning Studio II</b>	<ul style="list-style-type: none"> <li>• Provides students with practical experience in deciphering community vision and aspirations; collecting, and synthesizing relevant planning information; and integrating these components through the planning process into a holistic policy plan</li> </ul>

**g) Global Dimensions of Planning:** appreciation of interactions, flows of people and materials, cultures, and differing approaches to planning across world regions.

Course	Objectives/Outcomes
<b>URP 500: Fundamentals of Planning</b>	Explores the concept of globalization and its impacts on cities around the world.
<b>URP 510: Planning Theory &amp; History</b>	Understand the international heritage/roots of U.S. urban planning; Understand the roles of international planning organizations (UN Human Settlement; APA. ACSP; BTPI; CPA etc. in global urban planning context.
<b>URP 531: Population and Economic Analysis</b>	Explores economic analysis and consequences of demographic change at different scales. Familiarizes students with historical and contemporary trends in fertility, mortality, migration, and family composition, and the implications of these trends for the economy

**A.2. Planning skills:** The use and application of knowledge to perform specific tasks required in the practice of planning.

Planning skills are a primary focus for the MURP program. Students are exposed to two research methods courses. The course assignments allow student to more fully develop analytical, critical thinking, and writing skills. In addition, they are required to complete a piece of scholarly work, either as a Thesis or Terminal (Masters) Report or Project. These provide evaluative measures of students' intellectual progress and planning process methods skills and their potential for contributing to the growth of the field of planning.

**a) Research:** tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources

Course	Objectives/Outcomes
<b>URP 511: Planning Research Methods I</b>	<ul style="list-style-type: none"> <li>The importance of data and its utility in identifying, quantifying, and documenting issue/problems in society are addressed.</li> <li>A synthesis project enables students to demonstrate their quantitative analysis abilities and proficiency in data assembly, treatment and interpretation using SPSS.</li> </ul>
<b>URP 521: Planning Research Methods II</b>	<ul style="list-style-type: none"> <li>Students identify a current issue/problem and design a sound process to guide a research study. Through the design, testing, administration, and analysis of a survey, students become proficient in the application of the various techniques of data analysis and treatment, and how to interpret and analyze data sets that create information.</li> </ul>
<b>URP 531: Population &amp; Economic Analysis</b>	<ul style="list-style-type: none"> <li>Collection of demographic data from various sources and analysis of data to support plan preparation.</li> <li>Several computer programs including SPSS and Excel are used to fulfill the population and economic projection techniques exercises along with the statistical treatment and graphic display of population and economic data sets.</li> </ul>
<b>URP 599: Thesis</b>	<ul style="list-style-type: none"> <li>Guides students through the development of strong and definitive research reports. The described contribution of the research problem selected, the method chosen and the findings presented expand current knowledge and/or provides new insights for the field of planning. Through the defense of their thesis, students demonstrate knowledge of methods, techniques, applications and procedures</li> </ul>
<b>URP 555/557/559 Terminal Research</b>	<ul style="list-style-type: none"> <li>Prepare students for the development of a research and its implementation. Students acquire knowledge of methods, techniques, applications and procedures of research needed by the practicing planner. These courses culminate into the development of strong and definitive professional reports that demonstrate analytical, critical thinking and competent writing skills.</li> </ul>

**b) Written, Oral and Graphic Communication:** ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations

Course	Objectives/Outcomes
<b>URP 525: Planning Studio I</b>	<ul style="list-style-type: none"> <li>The preparation of the land-use conceptual plan affords good evaluative measures of student's written, oral, and graphic communication skills given the three components of the assignment (written text, graphic layouts and presentation of the plan).</li> </ul>
<b>URP 526: Computer Applications in Urban Planning</b>	<ul style="list-style-type: none"> <li>This course exposes students to preparation of base maps, land use maps and different kinds of charts used to illustrate planning phenomena.</li> </ul>
<b>URP 527: Planning Studio II</b>	<ul style="list-style-type: none"> <li>In this Studio, students must write reports, textbook chapter summaries, and give one end-of-course formal presentation. Mapping skills are discussed and demonstrated.</li> </ul>
<b>URP 557: Terminal Research/URP 559: Terminal Project URP 599: Thesis</b>	<ul style="list-style-type: none"> <li>These courses provide opportunities for students to demonstrate good writing skills and present information and data in a variety of graphical forms.</li> </ul>

**c) Quantitative and Qualitative Methods:** data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.



Course	Objectives/Outcomes
<b>URP 511: Planning Research Methods I</b>	<ul style="list-style-type: none"> <li>The importance of data and its utility in identifying, quantifying, and documenting issue/problems in society are addressed through examples, discussions and the synthesis project assigned.</li> </ul>
<b>URP 521: Planning Research Methods II</b>	<ul style="list-style-type: none"> <li>Students identify a current issue/problem and design and implement a sound process to guide a research study.</li> <li>Students become proficient in the application of the various techniques of data analysis and treatment, the use of SPSS and how to interpret and analyze data sets that create information.</li> </ul>
<b>URP 526: Computer Applications in Planning</b>	<ul style="list-style-type: none"> <li>This course exposes students to preparation of base maps, land use maps and different kinds of charts used to illustrate planning phenomena.</li> </ul>
<b>URP 531: Population &amp; Economic Analysis</b>	<ul style="list-style-type: none"> <li>Several computer programs including SPSS and Excel are used to fulfill the population and economic projection techniques exercises along with the statistical treatment and graphic display of population and economic data sets.</li> </ul>
<b>URP 599: Thesis</b>	<ul style="list-style-type: none"> <li>Guides students through the development of strong and definitive research reports. The described contribution of the research problem selected, the method chosen and the findings presented expand current knowledge and/or provides new insights for the field of planning. Through the defense of their thesis, students demonstrate knowledge of methods, techniques, applications and procedures</li> </ul>
<b>URP 555/557/559 Terminal Research</b>	<ul style="list-style-type: none"> <li>These courses prepare students for the development of a research design and its implementation. More specifically they acquire knowledge of methods, techniques, applications and procedures of research needed by the practicing planner. These courses culminate into the development of strong and definitive professional reports that demonstrate analytical, critical thinking and competent writing skills.</li> </ul>

**d) Plan Creation and Implementation:** integrative tools useful for sound plan formulation, adoption, and implementation and enforcement

Course	Objectives/Outcomes
<b>URP 525: Planning Studio I</b>	<ul style="list-style-type: none"> <li>The preparation of the land-use conceptual plan affords good evaluative measures of student's written, oral, and graphic communication skills given the three components of the assignment (written text, graphic layouts and presentation of the plan).</li> </ul>
<b>URP 527: Planning Studio II</b>	<ul style="list-style-type: none"> <li>This course focuses on comprehensive planning, urban land use analysis, and plan-making at the municipal and multi-jurisdictional levels.</li> <li>Students work in teams to develop specific elements of a site plan or comprehensive plan for a community or region</li> </ul>

**e) Planning Process Methods:** tools for stakeholder involvement, community engagement, and working with diverse communities

Course	Objectives/Outcomes
<b>URP 525: Planning Studio I</b>	<ul style="list-style-type: none"> <li>The preparation of the land-use conceptual plan affords good evaluative measures of student's written, oral, and graphic communication skills given the three components of the assignment (written text, graphic layouts and presentation of the plan).</li> </ul>
<b>URP 527: Planning Studio II</b>	<ul style="list-style-type: none"> <li>This course focuses on comprehensive planning, urban land use analysis, and plan-making at the municipal and multi-jurisdictional levels.</li> <li>Students work in teams to develop specific elements of a site plan or comprehensive plan for a community or region</li> </ul>

<b>URP 529: Professional Practice</b>	<ul style="list-style-type: none"> <li>Students are shown how to manage a planning project and apply communication, quantitative, budgeting and fiscal impact techniques;</li> <li>Students are required to understand ethical principles surrounding professional practice and behavior</li> </ul>
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**f) Leadership:** tools for attention, formation, strategic decision-making, team building, and organizational/community motivation

Course	Objectives/Outcomes
<b>URP 525: Planning Studio I</b>	<ul style="list-style-type: none"> <li>The preparation of the land-use conceptual plan affords good evaluative measures of student's written, oral, and graphic communication skills given the three components of the assignment (written text, graphic layouts and presentation of the plan).</li> </ul>
<b>URP 527: Planning Studio II</b>	<ul style="list-style-type: none"> <li>This course focuses on comprehensive planning, urban land use analysis, and plan-making at the municipal and multi-jurisdictional levels.</li> <li>Students work in teams to develop specific elements of a site plan or comprehensive plan for a community or region</li> </ul>
<b>URP 529: Professional Practice</b>	<ul style="list-style-type: none"> <li>Students are shown how to manage a planning project and apply communication, quantitative, budgeting and fiscal impact techniques;</li> </ul>

**A.3. Values and ethics:** Values inform ethical and normative principles used to guide planning in a democratic society. The Program shall appropriately incorporate issues of diversity and social justice into all required courses of the curriculum, including:

Ethics are a critical component to any profession, and is especially important to professions rooted in community development and planning. DCRP envisions graduate who will possess leadership skills to engage diverse populations in the creation of healthy and sustainable communities and advocate equity, inclusion, justice, ethical behavior, and professionalism in every area of professional planning research and practice.

**a) Professional Ethics and Responsibility:** appreciation of key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including principles of the AICP Code of Ethics).

Course	Objectives/Outcomes
<b>URP 500: Fundamentals of Urban Planning</b>	<ul style="list-style-type: none"> <li>Explain the place of values, equity, social justice &amp; welfare, diversity and ethics in the practice of planning.</li> </ul>
<b>URP 529: Professional Practice</b>	<ul style="list-style-type: none"> <li>Students are required to demonstrate an understanding of the ethical principles surrounding professional practice and behavior.</li> </ul>

**b) Governance and Participation:** appreciation of the roles of officials, stakeholders, and community members in planned change

Course	Objectives/Outcomes
<b>URP 500: Fundamentals of Urban Planning</b>	<ul style="list-style-type: none"> <li>Explain the place of values, equity, social justice &amp; welfare, diversity and ethics in the practice of planning.</li> </ul>
<b>URP 510: Planning Theory and History</b>	<ul style="list-style-type: none"> <li>Explain the significance of advocacy, pluralism and public participation in the planning process</li> </ul>

**c) Sustainability and Environmental Quality:** appreciation of natural resource and pollution control factors in planning, and understanding of how to create sustainable futures.

Course	Objectives/Outcomes
<b>URP 500: Fundamentals of Urban Planning</b>	<ul style="list-style-type: none"> <li>Explain the place of values, equity, social justice &amp; welfare, diversity and ethics in the practice of planning.</li> </ul>
<b>URP 510: Planning Theory and History</b>	<ul style="list-style-type: none"> <li>Explain the application of the concepts of green cities, growing cities in urban planning and sustainable development</li> </ul>

**d) Growth and Development:** appreciation of economic, social, and cultural factors in urban and regional growth and change

Course	Objectives/Outcomes
<b>URP 500: Fundamentals of Urban Planning</b>	<ul style="list-style-type: none"> <li>Explain the place of values, equity, social justice &amp; welfare, diversity and ethics in the practice of planning.</li> </ul>
<b>URP 510: Planning Theory and History</b>	<ul style="list-style-type: none"> <li>Understand the importance of race and gender issues in community and regional development and planning.</li> </ul>

**e) Social Justice:** appreciation of equity concerns in planning.

Course	Objectives/Outcomes
<b>URP 510: Planning Theory and History</b>	<ul style="list-style-type: none"> <li>In-depth understanding of diversity and equity issues and planning for a various interest groups.</li> </ul>
<b>URP 520: Legal Basis of Planning</b>	<ul style="list-style-type: none"> <li>Explore social justice, equity and values and the balance between individual and collective rights of land-use.</li> </ul>
<b>URP 529: Professional Practice</b>	<ul style="list-style-type: none"> <li>Examines real world planning contexts including citizen participation in a democratic society.</li> </ul>

**B. 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.

Currently, the MURP program structure provides for four areas of specialization (originally referred to as concentration) available for students - Environmental Planning; Housing and Community Development, International Development and Planning, and Transportation Planning. Students are required to choose one of these areas as part of their program of study, however, they have the flexibility to choose the area that best suits their needs and interests. Each specialization is comprised of four courses or 12 credit hours. The area selected by the student directs the subject area of the student's research through a Thesis, Terminal Paper or a Terminal Project.

**B.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

The MURP program, has four specializations (previously called concentrations); these are substantive areas representing specific bodies of planning knowledge. Student chooses 12 credit hours, six of which are required; the other 6 hours provide room for flexibility in individual student programs. Specializations are offered to provide students with the opportunity to develop knowledge, expertise and professional competency within a specific area of planning practice. The specializations enable students to, develop their academic interests and professional skills, take advantage of course offerings in the University community, and improve the marketability of students upon graduation. The concentrations are: Environmental Planning, Housing and Community Development, Transportation Planning, and International Planning and Development. The student with the input of a faculty advisor chooses his/her area of concentration and the courses that satisfy the requirements. All concentrations must include at least two urban and regional planning courses.

The four specialization areas are described below:

**Environmental Planning:** Environmental planning is centrally concerned with the understanding and assessment of the impacts of land development on the biophysical environment and recommending policies for natural resource conservation. This specialty is an important component of environmental management and involves the process of assisting communities in making decisions about land-uses and related social and economic activities both for the conservation, sustainable development and management of land resources. Planners who develop capability in this specialty perform functions related to: environmental assessment and impact analysis; natural resource conservation, land-use and growth management and sustainable development. The required courses for the environmental planning specialty are: URP 542: Planning and the Environment and URP 545: Environmental Policy/Assessment. Students are allowed to choose two other courses from an approved course listing that includes NRES 580: Natural Resource Policy; NRES 674: Principles of GIS; URP533: Land-use Planning and others with their advisors approval.

**Housing and Community Development:** Housing is the predominant land-use in urban areas and a major focus of the field of planning. Concern with housing encompasses such issues of adequacy, accessibility, affordability and availability. Community development is concerned with the creation, preservation and revitalization of healthy neighborhoods. The required courses for the housing and community development specialty include: URP 506: Urban Economics and URP 543: Housing Issues in Planning. Students are allowed to choose two other courses from an approved course listing that includes URP 553: Community Development Process, URP 544: Historic Preservation and others with their advisors' approval.

**Transportation Planning:** Transportation planning is the process of examining travel and transportation issues and the needs in metropolitan and non-metropolitan areas. Transportation planning includes an analysis of alternatives to meet projected future demands, and for providing a safe and efficient transportation system that meets mobility needs while not creating adverse impacts on the environment. The required courses for the transportation planning specialty include URP 535: Transportation Planning and URP 538: Transportation Modeling. Students are allowed to choose two other courses from an approved course listing that includes URP 533: Land-use Planning, URP 542: Environmental Planning, NRES 674: Principles of GIS and others with their advisors approval.

**International Planning and Development:** The International Planning and Development specialty offers an international approach to urban and regional planning issues and problems. Specifically, it exposes students to global urban development and planning issues and problems including sustainable development problems, poverty and its impacts on the environment and quality of life; international development projects management and policies. This specialty is designed to prepare students for professional planning work in international settings, particularly in developing countries. The required courses for this specialty include URP 564: Urban and Rural Planning in Developing Nations and URP 566: Global Environmental and Population Issues. Students are allowed to choose two other courses from an approved course listing that includes URP 515: Regional Development, URP 560 International Project Planning and Management and others with their advisors approval.

**B.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 following are advisor approved urban planning and related electives. Students, in conjunction with their advisors, are required to select 6 credit hours from the following list to complete their respective areas of specialization.*

<b>Elective</b>	<b>Credit Hours</b>
URP 506 Urban Economics	3
URP 513 Urban Geography	3
URP 533 Land Use Planning	3
URP 535 Transportation Planning	3
URP 538 Transportation Plan Modeling	3
URP 539 Transportation Planning & Admin	3
URP 542 Environmental Planning	3
URP 543 Housing Issues in Planning	3
URP 544 Historic Preservation	3
URP 545 Environmental Policy	3
URP 553 Community Development Process	3
URP 556 Independent Research	3
URP 561 Seminar on Econ Development Planning	3
URP 564 Urban Planning in Developing Nations	3
URP 566 Global Env and Population Issues in Plan	3
AGB 606 Methods & Tech of Rural Development	3
ECO 509 International Economics	3
LSM 536 Logistics and Supply Chain Management	3
NRE 553 Hazardous Waste Management	3
NRE 580 Natural Resource Mgt Policy	3
NRE 578 GIS, Spatial Analysis and Modeling	4
NRE 775 Advanced Principles of GIS	3
SWK 630 Needs Assessment & Program Evaluation	3

**C. Instructional delivery and scheduling:** Courses shall be taught by fully qualified faculty, and appropriate instructors shall be assigned for core, specialized and elective courses. In general, most core 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.

Courses are taught by faculty fully qualified instructors. Courses are offered in formats and times to meet the demands of the student body. The majority of the MURP students have jobs, many full time and therefore our course at evenings from 4 to 6:50pm and 7:00 to 9:50 pm to enable working students to be able to attend classes and complete the program requirements in a timely manner.

**D. 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 Department of Community and Regional Planning is housed in the James I. Dawson Cooperative Extension Building. The Department's office space is adequate for administration and faculty academic activities in support of the MURP Program goals and objectives. Faculty members have private offices equipped with computers and printers. The Department's secretary has her own office and there is a reception area for visitors. Graduate Research Assistants each have access to their own desk space and computer in the Center for Urban and Rural Research. The Center for Urban and Rural Research (CURR) has 900 square feet of space dedicated to its research related activities. The Center houses a Regional State Data Depository, with information available in hard copies, as well as computerized databases. There is an additional 348 square foot area set up

with computer work stations assigned to graduate research assistants. Student workers have individual mail boxes and designated bulletin boards in the Department's general office. Classroom space for course instruction is adequate. Most of the classes are held in the Carver Complex South (CCS) located across the street from the J.I. Dawson building. Room 222 in Carver Complex South houses the department's smart classroom. It has the following:

10 new Gateway computers, a scanner, a printer, E size pen plotter (MUTOH model F-920 professional plotter) plotter and appropriate software (ARCVIEW GIS Bundle For Windows First Lab Kit License; 3D Analysis for Windows; Microsoft Office 2013 Professional, and Trip Generation for Windows) to support technology-based courses in the MURP curriculum.

**E. Information and technology:** Students, faculty and staff shall have access to sufficient information systems and technology, and technical equipment 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.

AAMU's office of Information Technology Service (ITS) provides information technology infrastructure and services to support the instructional, administrative, research, and public-service missions of the institution. The mission of ITS is to enable the effective use of information technology in support of the University. The ITS office provides an innovative, customer-focused, and robust foundation for information technology (IT) solutions that enable the university community to pursue excellence in research, education, and public service. ITS seeks to establish trust with students, faculty, and staff through professionalism, honest and open dialogue, high quality customer service, and a commitment to partnership and collaboration. The ITS office is organized into five units:

*The Center for Instructional Technology (CIT)* supports faculty and staff in the creative implementation of technology across the curriculum. Services provided include Blackboard support, Respondus, web-based course management tools, utilizing smart classrooms and workshops. *Enterprise Application Services (EAS)* manages database technologies for the University, in accordance with all privacy regulations and University security policies. EAS also provides application development, security and scheduling support for the University's enterprise deployments of the Sungard Banner system. In addition, EAS provides programming and data integration support for key ancillary systems and departments including the Blackboard learning management system; CBORD one card system, Parking, and Housing among many others. *The Enterprise Information Management (EIM)* unit coordinates the standardization and integration of Alabama A&M University data resources in collaboration with the Office of Institutional Planning, Research and Evaluation, and data custodians across the campus. *Infrastructure Services* is responsible for the planning, installation, operation, support, maintenance, and continuous improvement of the University communications network. Infrastructure Services keeps the campus connected and ensures that data moves quickly, reliably and safely. The group is also responsible for the deployment of server hardware, storage, and associated operating systems that support centralized services throughout the University. *Support Services* provides front-line IT support for all members of the University community. The goal of User Support Services is to provide exceptional support in the use of computing and information technology resources in a responsive, knowledgeable, professional and courteous manner.

In support of AAMU's strategic goals and objectives, the University has embarked on the creation of a campus technology environment that will enhance its quality as an educational and research institution. It has completed the process of designing an advanced, state-of-the-art network infrastructure upgrade capable of providing more reliable network services that includes secure high speed voice, video and data communications. The network is planned to provide end-users with 100 megabit and 1 Gigabit connections, as well as a mix of 1 Gigabit and 10 Gigabit uplinks to the core. The second phase of this upgrade includes a campus wide wireless infrastructure to every building on campus giving faculty and students' access to network resources from anywhere on campus.

CALNS and Department offices, laboratories, and classrooms are already wired (200 drops) for 10 base-T Ethernet (Twisted-pair, level 3 and level 5). One laboratory is currently wired for 10base2 Ethernet (Thin wire) and has a Novell 3.11 Server. All offices and labs are on a multi-channel network managed via multi-protocol, multi-channel intelligent communication hubs in each building. Initially the cabling between buildings is 10base-5 (Thick wire) with plans to upgrade to multi-mode fiber optic

medium and FDI in the future. Workstations will be served by a Novell 4.XX Netware Server, with optional servers including Unix on the CRAY and TCP/IP on the Alabama Super Computer Network (ASN); Digital's Patchworks; and Intergraph's Oracle configuration. The ASN node, currently a VAX-8250, is connected via a Vitalink to a T-line for Wide Area Networking to the ASN Internet.

In addition to the Planning Studio (CCS room 222), CURR, located in Dawson Building is networked as a part of the College of Agricultural, Life and Natural Sciences computer systems. Through this system GIS and other software are available both for research and student training purposes. Among the GIS software present available for faculty research and student training are ArcView GIS and SPSS Software. A local area network ties all computers and peripherals in the Department to a central fileserver system. The local network is, in turn, connected to the University wide network and the Internet. For access to the University's IBM Mainframe and Database, the College and Departmental offices plus the research labs are wired for SNA connectivity (coax cable).

Students have access to AAMU Library system which is centralized in the J. F. Drake Memorial Learning Resources Center (LRC). The LRC "bears the responsibility for the provision of numerous and diverse resources, programs, services, and collections in support of the University's mission of teaching, research, and public service, including extension". The LRC employs 13 professionally trained librarians and 7 full-time support staff, who are charged with the responsibility of offering comprehensive and progressive library programs. The LRC supports the Department of Urban and Regional Planning Program, like all other facets of the University, with instructional and research materials inclusive of print and online journals, databases, print and eBooks, and Federal Depository Government Publications. The LRC is a state-of-the-art, three level, 74,156 square foot facility with Wi-Fi access, an ITS-supported 1<sup>st</sup> floor computer lab, classroom space, student café, two conference rooms, a 175-seat multipurpose room, and a 2<sup>nd</sup> floor computer commons. Through selected formal agreements, the LRC has provisions for faculty and students to use other state-supported institutions. Moreover, the LRC is a member of the Network of Alabama Academic Libraries (NAAL), which coordinates academic library resource sharing to enhance education and research. As an extension of NAAL, the LRC's Interlibrary Loan (ILL) Office assists Alabama A&M University staff and students with locating and obtaining research materials not owned by the J. F. Drake Memorial LRC. The majority of the interlibrary loan requests can be obtained at no cost. The LRC resources are of high quality and are easily accessible to all students and faculty via remote access from the LRC's webpage.

The LRC provides access to physical collections approximately 84 hours a week; extended hours are offered during mid-term and final examination periods. All online resources are available 24 hours a day via the LRC's webpage, [www.aamu.edu/library](http://www.aamu.edu/library). The LRC houses a collection of over 601,032 cataloged items. Librarians serve as subject liaisons and work directly with the faculty to review collection holdings for enhancements. Additionally, selected members of the faculty serve as members of the Collection Development Policy Committee. Public and Information Research Services are available through a plethora of delivery methods via face-to-face, e-mail, phone and chat. Information Literacy instruction sessions are designed to enhance student learning. Specialized instruction is provided for all academic disciplines upon request. Collaborative spaces for teaching and learning are available throughout the 2<sup>nd</sup> and 3<sup>rd</sup> floors of the LRC. This service is available by reservation appointments.

Selected services, such as Electronic Course Reserves, the Bulldog Makerspace Lab, and the Bulldog Digital Studio offer students access to specialized services that enhance the learning outcomes of course assignments and research projects. All services are available on the 2<sup>nd</sup> floor of the LRC during operational hours.

In addition, the Department maintains a reading room with limited supplemental resources for planning students and instructors. This collection contains classic planning books encompassing all aspects of planning along with agency reports and planning journals. The room is also used for medium-sized presentations, with video capability, departmental and student organization meetings, and seminar style instruction.

## 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 Department of Community & Regional Planning is one of four departments within the College of Agricultural, Life and Natural Sciences. The Department is a distinct unit with its own faculty members and chief administrator. As described in the AAMU Administrative and Faculty Handbook, the chief administrator of each academic Department is the Chairperson who reports to the Dean of the College. The chair is responsible for organizing and facilitating the work of the department as set out in the Department's Strategic Plan. Major duties include: goal setting, long and short range planning, making recommendations on faculty and staff to fill vacancies, and preparing teaching assignments and course offerings for each semester and term. These duties are performed in consultation with the faculty. The chairperson is also responsible for the development of the department's budget request in accordance with University budgetary guidelines and the needs of the Department; management of the departmental budget; supervision and evaluation of the personnel and work of the department; administration of University property assigned to the department, and the maintenance of continuous and vigorous efforts to develop and maintain effective and high quality instruction. Overall, the chairperson is responsible for organizing and directing the work of the department and ensuring that the department is in compliance with the requirements of SACS, ACHE and discipline-specific accrediting bodies.

**A. Program autonomy:** In accordance with customary university procedures, the planning faculty 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.

### GUIDELINES

1. The planning Program will normally be headed by its own administrator, who will report directly to a dean or an equivalent academic official.
2. In administrative units with multiple degree programs, however, the planning Program shall function as an independent entity with respect to most if not all administrative responsibilities.

DCRP reflects the structure, organization and autonomy afforded academic units in AAMU. The Chair is the chief administrative officer and oversees the administrative duties of the MURP Program serving as the Program Coordinator. The Chair of the Department of Community and Regional Planning reports directly to the Dean of the College of Agricultural, Life and Natural Sciences, who in turn reports to the VP for Academic Affairs. The VP for Academic Affairs reports to the President who reports to the Board of Trustees.

The Department of Community and Urban Studies as an academic unit offers two planning programs leading to (i) B.S. Urban Planning (BSUP) and (ii) Master of Urban and Regional Planning (MURP). These two programs together operate as independent entities under the same department.

During the period for assessment, there was a total of eleven full-time faculty within the Department who taught the both the BSUP and MURP Programs. The faculty consisted of three Assistant Professors, four Associate Professors, and two full professors (one with 2/3 of his time in the Department). Six of the faculty members were tenured. This has afforded the Department the structure and support needed for program development and success towards achieving the MURP Program's goals and objectives.



**B. 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.

For the majority of its existence, the Department has successfully met the requirements of program leadership. In September 2012, Dr. Chukudi Izeogu, who served as the Department chair since 1999, officially stepped down. In keeping with University policies and procedures, DCRP faculty voted and recommended that Mr. Joseph Lee, a veteran tenured faculty of the Department with over 25 years of teaching and professional planning experience, serve as the interim chair until a new Chair was employed. Dr. Izeogu, in the meantime, maintained his full professor status and provided support to Mr. Lee as he functioned as the Interim Chair until his retirement from the University in July 2015.

Mr. Lee in his capacity as Interim Chair/Program Coordinator fulfilled all of the requirements of the position. He was a highly skilled and professional planner expert possessing the requisite planning skills, administrative and management experience and background to assist the program in achieving its goals and objectives. Mr. Lee received his graduate planning degree from the University of North Carolina (Chapel Hill) and has completed a majority of doctoral studies at the University of Illinois (Champaign/Urbana). He possessed over 30 years of professional planning practice to include noteworthy administrative and management experiences. As a practicing planning professional, Mr. Lee served as a Division Director for the Catawba Regional Planning Council in Rock Hill, S.C., where he managed a professional staff of 5 in implementing economic development, historic preservation, and transportation development projects for the region. Later, he served as Director of Economic Development & Transportation for the S.C. Governor's Office (Richard Riley), where he managed a staff of 25 planning related professionals and a \$35 million (HUD, DOT, and EDA) grant-in-aid budget for the State. Upon leaving the Governor's Office, he served as an IPA appointee with the U.S. Department of Housing & Urban Development (HUD) and assisted the Office of Planning in transferring the HUD Small Cities CDBG program to 25 state governments. Upon leaving HUD and prior to joining Alabama A&M University, he worked as a consultant for Ralph Parson & Associate where he served on a 15 member team to update the Master Plan for Yanbu, Saudi Arabia. As an AAMU faculty member, Mr. Lee taught graduate and undergraduate classes and secured and administered more than \$18 million in federal, state and local grants and contracts. In addition to serving on many local boards and organizations, he assisted in creating and funding the AAMU Center for Urban & Rural Research and founding, staffing, and directing two non-profit entities: the AMU Community Development Corporation, and the Normal Historic District Preservation Association. Mr. Lee served as the Interim Chair for three years and retired in the summer of 2015.

After Mr. Lee's retirement, Dr. Berniece Herbert was appointed Interim Chair in fall 2015. Dr. Herbert was a tenure-track Assistant Professor, however, she brought significant planning experience and skills to the Department. Dr. Herbert is an Urban Planner by profession with over 20 years of combined experience in plan development, impact assessment/evaluation, and urban planning. Her educational background includes a PhD in natural resources and environmental sciences and a Master's degree in urban and regional planning. She has worked for over 10 years in the Department of Community and Regional Planning, with over \$1 million dollars of grant funding as PI and Co-PI on a variety of state and federally funded grants. She spent eight years as a Research Associate for a small consulting firm specializing in plan development. Prior to this, Dr. Herbert worked for over 15 years for an island government in the Caribbean. This included working as a Senior Economic Development Planner coordinating the government's capital investment and technical aid programs, liaising with agencies such as the World Bank, USAID, UNDP, Organization of Eastern Caribbean States and UN Economic Commission for Latin America and the Caribbean. She also served as the Director of the Department of Statistics and Economic Planning, focusing on creating economic development and strategic plans, restructuring the government's debt portfolio, implementing and analyzing households and budgetary surveys and country poverty assessments under the Ministries of Planning, Development and Finance. At Alabama A&M University, Dr. Herbert has taught numerous courses in the MURP and BSUP programs and currently coordinates the International Development concentration of the MURP. She has spear-headed initiatives such as the Tennessee Valley Region Consortium for Sustainable Communities. She serves on numerous committees and boards, locally and nationally. She was selected as member (and Chair of Working Group 1) of the National American Planning Association (APA) Academic

Membership Program Taskforce. She serves as a member of APA's Diversity Committee. She was also selected by the USDA Farmers' Market Promotion Program as a team lead for the 2016 and 2017 grant programs. Dr. Herbert is a member of the FY 2016 (USDA) Federal Plan of Work, Global Food Security Team. In addition she coordinates the emerging area on sustainable communities for the department, coordinating the first conference on Progress, People and Sustainable Development in a Global Society with keynote speakers from USDA and Albert Einstein College of Medicine. Dr. Herbert also works with local nonprofit organizations serving as the Vice President for the Caribbean Association of North Alabama and as a mentor the 2016 and 2017 State Department's Young Leaders of America Initiative (YLAI) through Global Ties, Alabama. Dr. Herbert's technical expertise include plan development (Comprehensive, Consolidated, Strategic); program/institutional assessment and planning; capital investment planning in developing counties and statistical analysis & modeling. She possesses expertise in using software such as SPSS, ArcGIS, ERDAS, Microsoft Suite, Adobe and Interactive Audience Response Systems and collaborative platforms for scheduling, document sharing, data collection and analysis. Dr. Herbert's research interest has introduced new dimensions to CURR's research agenda. She is focusing of food security and access, food and transportation deserts, community socio-economic characteristics and diet-related conditions and the use of technology (nanotechnology) applications in the food sector. She has published a number of articles with faculty outside of the Department to build bridges within the College. She has also published in conjunction with her department peers. For 2017, one of her current articles has been accepted for publication and she currently has two under review. In her two academic years as Interim Chair, she has established relationships with agencies and institutions such as EPA Region IV, Georgia Institute of Technology, Albert Einstein College of Medicine, Global Ties Alabama, Atlanta Metro College, and SUNY Buffalo. Dr. Herbert's background and accomplishments show that she is a new and dynamic leader, interested in using social media and other technologies, with new ideas and interests in growing and restructuring the department to raise visibility to the programs, department, college and university as a whole. She is also highly motivated with a passion for guiding and inspiring students.

The combined leadership and management skills of Mr. Lee and Dr. Herbert, along with their significant years teaching, research and outreach experience enabled the department to effectively achieve its program goals and objectives.

In December of 2013, DCRP received approval to advertise the Chair position and anticipated filling the position by the fall 2014 semester. In spring 2014, Dean Walker appointed a committee to oversee and manage the process and on March 10, 2014, the job announcement was posted to the University's employment page. The search committee began the process of reviewing applications in May 2014 and over the next three months reviewed and interviewed applications. However, none of the applicants at that time met the position requirements and the job was re-posted the following academic year. However, the number of applications were limited and a decision was made to expand the advertisement of the position. During the 2016/2017 academic year, due to retirements and student member graduation, Dr. Walker revised the Search Committee with the commitment to having a full time permanent chair during the 2017-2018 academic year. Interviews are currently being conducted to fill this position.

**C. 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.

DCRP uses a number of methods to effectively communicate with its students and stakeholders. These methods include:

- a) Department's Web Page - The Department's web page highlights our academic programs, outreach and research activities. The web page is regularly updated to provide as much information as possible on our planning programs and enhance our recruitment efforts.
- b) Departmental Facebook page – This page is designed to communicate and share information. It builds awareness about our brand, provides customer service and allows the department to place content where the stakeholders can have regular access.
- c) Bi-Annual DCRP Alumni Business Meetings – DCRP is host to two business meetings of the Alumni Association. This

provides an ideal environment for sharing information and discussing issues about the programs' progress, plans and challenges

- d) Advisory Committee meetings – DCRP Advisory committee meets at least once per semester. This committee is comprised of past faculty, planning professionals, alumni, and other key community leaders. The objective of these meetings is to communicate DCRP plans and progress and to seek input for addressing challenges. The Program administrator chairs these meetings.
- e) Student-Alumni mentorship program – DCRP encourages all students to sign up to be connected to an alumni who would serve as a mentor.
- f) Other informal activities such as Open Houses, Professional Development Seminars, “Friday Lunch & Learn” are all initiatives that to encourage open dialogue between faculty, students, alumni and other stakeholders

In addition, the Program Administrator has an open door policy enabling stakeholders to communicate on a regular and informal basis with the Department and students.

**D. Faculty and student participation:** The Program shall provide faculty, individual students, student organizations, and other interested parties with opportunities to participate fully and meaningfully in administrative decisions that affect them. To the extent that these interested parties might raise substantive issues from time to time, 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 participants in the governance structure of the MURP Program are shown on page 39 of Part IV.C. This structure consists of seven standing committees, a number of ad hoc committees and key participating groups including the student organization, the Urban Planning Association (UPA). The governance structure provides a broad span of key informants to guide the MURP and BSUP Programs.

**E. 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.

AAMU Faculty/Administrative Staff handbook (September 16, 2011) Section 4.0 (Performance, Promotion and Tenure), stipulates that “Alabama A&M University is committed to ensuring faculty and administrators perform at the level of excellence commensurate with its reputation as a leading land grant institution with a significant research, teaching and service mission. The University recognizes the dynamic and changing nature of higher education and strongly promotes and provides an ongoing professional development of the faculty as teachers, researchers and scholars. As such, faculty members are expected to develop and carry out a plan for their individual professional development. This plan should be connected to the faculty member’s annual performance objectives”. Recognizing the importance of support and mentorship for new and junior faculty, in Fall 2016 AAMU established a faculty-mentorship program at the university-wide level. DCRP participates in this program, and anticipates the participation of the potential two new assistant professors who would begin their appointments in the fall of 2017. However, to supplement this program, DCRP has an informal mechanism at the department level, with the Chair serving as the mentor to junior faculty. In addition, the Chair would also typically assign other senior faculty members to assist in the mentoring process. The objective is to guide new faculty along the path to promotion and tenure within the expected timelines provided by the University.

**F. 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.

Any faculty grievance is handled based on protocol. The chairperson of the Department is involved first and if a satisfactory resolution is found at this level, the individual has the right to proceed with his grievance to the College Dean and Vice President for Academic Affairs. Based on University policy, any employee has the right to seek a satisfactory resolution of his/her problem through the highest internal channel, if proper protocol has been followed. If it becomes necessary for a student to file a grievance against faculty or another student within the Department, the appropriate channels include:

1. Contact the affected faculty directly in person or writing
2. File written grievance with faculty advisor for action if unsatisfied with the outcome of step 1
3. Contact Department Chair if grievance is not resolved
4. Contact the Dean of CALNS if grievance is not resolved at the Departmental level
5. Contact the Office of the Provost/Vice President for Academic Affairs if grievance is not resolved at the Department and College levels.

## STANDARD 6 – PROGRAM 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 it articulated in its Mission and Strategic Plan. Specifically, performance indicators and their results shall be reported at each accreditation review in the areas listed below, and in areas not listed below that are contained within program goals.

The 2015-2020 Strategic Plan clearly lays out the approach, methodology and indicators for the successful achievement of the MURP and BSUP goals. The Plan outlines performance indicators to include process Indicators used to monitor the number and types of activities (services provided, people trained, materials produced and disseminated etc.) carried out; results indicators used to evaluate whether or not the activity achieved the intended objectives or results. Results indicators are organized into i) output/outcome indicators/out illustrate the change related directly to the activities undertaken within the program; ii) outcome indicators relate to change that is demonstrated as a result of the program interventions in the medium-to-longer term (e.g. the number of decisions in the informal justice system of community x related to violence against women that reflect a human rights-based approach.); and iii) impact indicators measure the long-term effects of program interventions.

**A. Faculty research/scholarly contributions to the profession:** The Program shall provide evidence of faculty contributions to the advancement of the profession through research (theoretical and applied) and scholarship.

DCRP's research and scholarly contribution to the Planning profession is exemplary given the recent significant shifts in the size and composition of the faculty. Research and scholarly contributions are most often made through publications and conference presentations and obtaining competitive federal research grants. However, other outcomes that are strategically important for DCRP, although not as highly regarded in promotion and tenure review, include invited book chapters, refereed book reviews, and participation on professional association committees. These outcomes of the work are strategically important and can lead to highly regarded publications and grants in the future. Focusing time and effort only on highly regarded publications and grants may result in missing opportunities to develop valuable relationships with leading scholars. Below are some highlights of faculty contribution from 2015 to current.

### Funded Projects 2015 - 2017

- 2012 – 2017 (\$299,680.55): Capacity Building for Sustainable Local Food Systems Planning in North Alabama through Science, Technology, Innovation and Synergistic Partnerships; USDA 1890 Institution Capacity Building Grant, **Herbert, B (PI)**, Christian, C (Co-PI) & **Izeogu C (Co-PI)**
- 2014-2016 (\$162,887): Intensive Southeastern Training Expansion Program (InSTEP-II) in two Southeastern States in the USA (Phase II). Funded by the USDA-Office of Advocacy and Outreach. Christian, C.S (PI), **Herbert, B (Co PI)**
- 2012 – 2016 (\$293,504): Assessment of Urban Growth & the Generation of Greenhouse Gases in the Huntsville MSA and Engaging the Public for Creating Sustainable Communities Funded by USDA-NIFA, Evans Allen Formula Grant, **Herbert, B (PI)** and Wagaw, M. (Co-PI)

### Proposal Submitted for External Funding.

- Wubishet, T., Lemke, D. & **Gabre, T.** (2016). A strategy to increase underrepresented minority students in geospatial science career. Submitted to National Geospatial Intelligence Agency, \$750,352 (2016 – 2021)
- **Herbert, B., Oluwoye, J.,** Kassama, L., Christian, C. and Bennett, L. Social Awareness and Public Acceptance of the Applications of Engineered Nano-scale Materials in the Agri-Food Industry (\$300,000); submitted to the 2016 USDA-NIFA Capacity Building Grant Program.
- **Oluwoye, J. Herbert, B.,** Perry, T., Ayokanmbi, M, Khan, S. (2016) "Title of the project: A longitudinal Study of Ecological Influences on School Violence Among Alabamian Middle School Students". Submission date: 5/25/2016. Funding opportunity number: NIJ-2016-9093. Amount: Five million dollars for 4years

- Ajayi, S, **Oluwoye, J.** et. Al. (2016) “Feasibility Study of Infectious Diarrheal Disease through Consumption of Street Vended Foods in Osun State, Nigeria”. Proposal submitted 4/18/2016 to NIH National Institute of Allergy and Infectious Diseases (NIAID: International Research in Infectious Diseases, including AIDS (R01 \$500,000.00
- **Oluwoye, J.**(2016) “Assessment of Chronological History of African American Involvement in Small Towns Planning in America”. Proposal submitted to National Endowment for the Humanities in May 1, \$100,000.00 for 1 year.
- **Oluwoye, J** et.al. (2016) “Marketing and socioeconomic Factors of Organic Farms: Age as a Predictor of Acceptance of organic food Products Alternatives among Metropolitan Population in Alabama”. Proposal submitted to USDA-NIFA in March, \$472,000.00 for 3 years
- **Oluwoye, J.** et.al. (2015) “Engaging Minority Middle School Students to STEAM-T Concepts through LEGO Transportation Robotics Design Challenge”. Proposal submitted in November, to NSF, \$307,000.00 for 3 years.
- Orok, T, and **Pressley, J.** (2016). National Endowment for the Humanities Public Humanities Projects Historic Places – Planning Application. (\$75,000)

#### Papers Published/Submitted for Publication

- Christian, C. S., Ojha, S. K. and **B. HERBERT.** (2017). Science-oriented and Non Science-oriented High School Student Majors: Do they view the Environment Differently? A Paradigm from North Alabama, USA. *International Journal of Environment and Sustainable Development* (under review).
- Christian, C. S., Ojha, S. K. and **B. HERBERT.** (2017). The Perspectives and Experiences of High School Students towards the Environment – The Case of North Alabama. *Journal of Education & Social Policy*, 3 (6).
- Christian and **HERBERT, B.** (2016). Perceived Socio-economic, Socio-ecological and Socio-cultural Impacts of the Caribbean’s Tourism Sector. *Advances in Social Sciences Research Journal*, [S.I.], v. 3, n. 12, Dec. 2016.
- **HERBERT, B.**, Christian, C., Izeogu, C. and Babalola, O. (2017). Food Insecurity and the Food Store Environment in the Southern United States: A Case Study of Alabama Counties, *African Journal of Agriculture and Food Security* (accepted for publication)
- **HERBERT, B.**, **Christian, C.**, **KASSAMA, L.**, and **OLUWOYE, J.** (2017). Quality of Life, Socio-Economic Status and Perceptions of Public Facilities and Services in Small Town America. *Rural Sociology* (under review)
- **HERBERT, B.**, Kassama, L. and Christian, C. (2017). Assessing Food Security and Local Food Systems for Healthy, Livable and Sustainable Communities in North Alabama. *Built Environment* (Under review)
- **HERBERT, B.S.** Johnson, N, Robinson, R. and Babalola, O. (2016). Food Deserts and Access to Health Food of Alabama counties. *Journal of Alabama Academy of Science*, 87 (1) pp 58
- **OLUWOYE, J.**, Dairo, O., **HERBERT, B.** & Bukeyna, J. (2016). Assessing the impact of Rural Communities Services, Energy, and Transportation Infrastructure on Agricultural Production Outputs across the Black Belt region: A Conceptual Framework. *International Journal of Interdisciplinary Research and Innovations*. 4(4) pp 14-24.

#### Conference/Professional Presentations

- **HERBERT, B.S.** (2017). Food Environment and Socio-Economic Characteristics in the Southern United States. Paper presentation, National Association of African American Studies, February 16, Dallas TX.
- **HERBERT, B.S.** (2016). Food Insecurity, food deserts & socio-economic characteristics of Alabama counties. Paper presentation, Alabama Academy of Sciences, February 17 – 19, Florence AL.
- **HERBERT, B.S.** (2016). Food Insecurity, Food Deserts & Socio-Economic Characteristics of Alabama Counties. Paper presentation, National Association of African American Studies, February 10 – 13, Baton Rouge, LA
- **OLUWOYE, J.** Dairo, O. Kassama, L. (2017).” Driving under the influence of alcohol and drugs (DUI) among ethnic population in the United States”. Paper reviewed and accepted for presentation at the National Association of African American Studies (NAAAS), February 13-18, Westin Dallas Park Central Hotel, Dallas, Texas
- **OLUWOYE, J.** Ajufo, N. Dairo, O (2017) “ Comparative analysis of commuting patterns of African American, Hispanics and Latino Workers in Alabama” Paper reviewed and accepted for presentation at the National Association of African American Studies (NAAAS), February 13-18, Westin Dallas Park Central Hotel, Dallas, Texas.
- **OLUWOYE, J** and **Khan, S.** (2016) “Development of an Emphasis in Statistics within the Existing Urban Planning and Civil Engineering” Paper Proposal Accepted for presentation and Published abstract in *Theme: Transforming*



*the Teaching and Learning Environment*, p16, 23rd Annual HBCU Faculty Development Network Conference New Orleans, Louisiana October 20-22.

- **OLUWOYE, J.**, Strachan, S., Fu, J., Khan, S. (2016) “Improve STEAM-T Concepts to Incoming Freshman Undergraduate AAMU Students through LEGO Transportation Robotics Design Challenge” Paper Proposal Accepted for presentation and published abstract in *Theme: Transforming the Teaching and Learning Environment*, p21, 23rd Annual HBCU Faculty Development Network Conference New Orleans, Louisiana October 20-22.

#### **Appointment to Professional/National Committee Membership & Editorial Boards & Reviewer**

- **HERBERT:** National American Planning Association Food Systems Planning Interest Group (FIG), 2016 to present
- **HERBERT:** National American Planning Association (APA) Academic Membership Program Task Force, 2016 – present; chair TF Working Group 1 Committee focused on analyzing the academic membership program evaluating eligibility, pricing and mechanical issues.
- **HERBERT.** National American Planning Association (APA) Diversity Committee, 2017 - present: Committee is charged with promoting diversity within the profession and the APA, and to help planners serve and support more diverse and inclusive audiences; and develop implementable strategies for consideration by the APA Board.
- **HERBERT:** Team Lead Reviewer, USDA Farmers Market Promotion Program, 2016
- **OLUWOYE:** Editor, Journal of Community Engagement & Scholarship
- **OLUWOYE, J:** Editorial member (Editorial Board) of Journal of Management Studies
- **OLUWOYE, J:** Editorial member (Editorial Board) of the International Research Journal of Public and Environmental Health
- **OLUWOYE: NAAAS** Ambassador

**B. Student learning and achievement:** The Program shall report clear indicators of student success in learning the Core Knowledge, Skills, and Values of the profession. Such evidence should clearly identify the learning outcomes sought and achieved for students at either cohort or year level over the accreditation review period.

As a part of the University’s Intuitional Assessment program, all departments and units are required to develop an annual assessment plan at the beginning of the academic year and then an assessment report would be completed at the end of the year. Page 37 in Part IV.C shows the 2015 – 2016 Annual Assessment Report for the MURP program. This report documents the expected student learning outcomes for the program, the assessment measure, targets, results and plans for improvement.

**C. Student retention and graduation rates:** The Program shall report student retention and graduation rates (including number of degrees produced each year) relative to program enrollment and to targets set by the Program.

#### **STUDENT RETENTION & GRADUATION RATES**

<b>Enrollment Year</b>	<b>MURP Students</b>	<b>MURP Completion</b>
2011-2012	25	8
2012-2013	26	6
2013-2014	42	7
2014-2015	46	16
2015-2016	35	14
2016 - 2017	43	6

- The overall retention rate for the MURP Program between 2012 and 2016 has been approximately 90%.
- The average number of MURP students in the program between 2005 and 2017 was 32.
- The average number of degree completions for the MURP program between 2005 and 2017 was 7.
- Fall 2016 saw a 25% increase in the number of students in the MURP program from Fall 2015.
- The approximate percent of master's students graduating within 3 years between 2012 and 2017 was 100%.

**Table 6.C.1. STUDENT RETENTION RATES**

Academic Year		2012-13	2013-14	2014-15	2015-16	2016-17
Retention Rate*	Fulltime	93%	95%	95%	95%	95%
	Part-time	NA	NA	NA	NA	NA
	Dual degree	NA	NA	NA	NA	NA

**Table 6.C.2. GRADUATE STUDENT GRADUATION RATES**

Academic Year		2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
# New Students Admitted who Enrolled*	Fulltime		18	16	22	22	23	25
	Part-time	NA	NA	NA	NA	NA	NA	NA
	Dual degree	NA	NA	NA	NA	NA	NA	NA
Graduation Rates								
Graduation Rate 2-year	Fulltime			40%	100%	36%	73%	58%
	Part-time		NA	NA	NA	NA	NA	NA
	Dual degree		NA	NA	NA	NA	NA	NA
Graduation Rate 3-year	Fulltime			60%	0%	64%	27%	NA
	Part-time			Cohort	cohort	cohort	cohort	cohort
	Dual degree			3-yr rates	3-yr rates	3-yr rates	3-yr rates	3-yr rates
Graduation Rate 4-year	Fulltime				NA	NA	NA	NA
	Part-time				cohort	cohort	cohort	cohort
	Dual degree				4-yr rates	4-yr rates	4-yr rates	4-yr rates

Fulltime, part-time and dual degree status are identified with the initial cohort being tracked. Graduation is counted as of the end of the academic year. For example, students in the fall 2002-03 new student cohort who graduate by the end of the 2003-04 year (as late as summer term 2004) are considered 2-year graduates.



**Table 6.C.3. NUMBER OF DEGREES AWARDED**

Academic Year	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Degrees Awarded	8	6	9	8	11	7

**D. Outcomes:** The Program shall report student achievement and success after graduation in at least the areas specified below:

Student achievement and success is extremely important to DCRP as the department is dedicated to the intellectual development of an outstanding body of students who we will equip to become leading practitioners, planners and researchers who will advance positive change in society's global market place. Our students have exhibited remarkable success and achievement as evidenced the agencies they work for and by their letters on pages 20 – 27 in Part IV.C.

*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.

The most recent alumni survey (Spring 2017) indicated that MURP graduates strongly agreed that the program had effectively prepared them to practice planning and had provided them with the knowledge needed for their jobs.

*2. Graduate Employment:* The Program shall document the percentage of graduates who secure employment within one year of graduation in professional planning, planning-related, or other positions, and the definitions thereof.

An average of 90% of the students who find employment within one year of graduation are employed in some type of professional planning, or planning related position or field. However, of the 72 alumni who responded to our recent survey, 64% of the participants indicated that they had a planning position for their 1<sup>st</sup> jobs.

**TABLE 6.D.2. STUDENT EMPLOYMENT DATA**

Graduation Years Ending		May 2012	May 2013	May 2014	May 2015	May 2016
Graduates employed within 1 year of graduation in a <b>professional planning or planning-related job</b>	Number	3	3	3	5	9
	Percent	37.5%	50%	33%	63%	82
Graduates who pursue further education within 1 year of graduation.	Number			3	1	
	Percent			33%	12%	
Graduates not employed in planning or planning-related jobs or unemployed within 1 year of graduation	Number	2			2	2
	Percent	25%			25%	18
Graduates with unknown employment status	Number	3	3	3	1	0
	Percent	37.5%	50%	33%	12%	0
Total	Number					
	Percent	100%	100%	100%	100%	100%

**3. Graduate certification:** The Program shall document the percentage of master's graduates who pass the AICP exam within 3 years of graduation, and/or the percentage of bachelor's graduates who pass the AICP exam within 5 years of graduation. If the Program believes that alternative credentials are meaningful to its goals and objectives, the Program may supplement its AICP data.

Analysis of the data on AICP certification shows that a majority of the program graduates have chosen not to take the AICP exam with the 3 (5) years after graduation. The majority of the graduates appear to be working in environments and positions in which the AICP is not required and therefore graduates are not attempting the examination. The data showed that between 2011 and 2016, 12 graduates attempted the AICP, and only one of which who took it within 3 years of graduation. Five graduate took the exam two or more times. while 6 took it once and one passed.

**Table 6.D.3. AICP Exam Data**

The table shows that only 3 (15%) of the Masters students who have taken the exam between November 2011 and May 2016 have been successful.

**MURP Students Taking the AICP between 2011 and 2016**

EXAM CYCLE	TOTAL SCALED SCORE	GRADUATION
2011NOV	33	5/1/2008
2011MAY	37	5/1/2008
2010NOV	40	5/1/2008
2010MAY	36	5/1/2008
2014NOV	53	5/1/2000
2011MAY	54	5/1/1995
2010NOV	53	5/1/1995
2010MAY	50	5/1/1995
2013NOV	57 (P)	5/1/2009
2014NOV	33	12/1/2006
2011NOV	37	12/1/2006
2011NOV	40	12/1/2006
2012NOV	58 (P)	12/1/2008
2011NOV	53	12/1/2008
2013MAY	49	7/1/2008
2016NOV	38	2014
2016NOV	57 (P)	2000
2015NOV	54	5/1/2000
2016NOV	49	1996
2016MAY	48	1996

The data also shows that MURP graduates are electing not to take the AICP examination within 3 years after graduation. This is an issue that the Department plans to address by collaborating more with the APA State Chapter to develop strategies to encourage more graduates to attempt the exam.

Graduation Years Ending	May 2012	May 2013	May 2014	May 2015	May 2016
<b>Master's program graduates who take the exam within 3 years of graduation</b>					
<b># who take exam</b>	0	0	1	0	0
<b>% of takers who pass the exam</b>	0	0	0	0	0

*4. 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, such evidence obtained between 2 and 5 years after graduation.

Volunteering and community service has been a very important part of DCRP's Planning programs. At both the undergraduate and graduate levels students are introduced to service learning and the value that this has both for the communities they serve and for the students themselves. DCRP's graduates have taken this training to heart and a majority of them continue to volunteer in their respective communities. Examples of voluntary boards and communities on which graduates have served on include:

- Leadership Huntsville
- Huntsville Housing Authority Advisory Board for Council Court Redevelopment
- Mayor Battle's (Huntsville, AL) Downtown Advisory Committee
- Huntsville's Greenway Committee
- Huntsville Planning Commission
- Big Brothers/Big Sisters of North Alabama
- Huntsville-Madison County United Way Needs Assessment Committee
- Higher Education Committee, Alabama Chapter of APA,
- National Education Association
- AAMU Community Development Corporation
- Normal National Historic District Preservation Association
- Huntsville Historic Foundation
- Alabama Association of Community Development Corporations
- Huntsville Downtown Redevelopment Authority
- Alabama Black Heritage Council
- Meadow Hills Initiative, Inc.
- LIFT Housing, Inc.
- Planning Commissions,
- Food Bank of North Alabama
- Atlanta-North Georgia Labor Council

*5. Other outcome(s) identified by the Program:* The Program shall identify, target, and report results for one or more additional outcomes related to program goals not already identified above.

The ultimate aim of the department is to provide a student-centered, participatory environment for its students. As such MURP students are required to present at least one poster and/or paper presentation per year during their two year program. Below highlights a number of these presentations at various national conferences and symposia.

- Poster: ***“Alabama’s Agricultural Land Use Change, 1950 – 2012”*** by LaKesha Stewart, American Planning Association NPC, NY, NY, May 6-9, 2017; Adviser: B. Herbert
- Poster: ***“GHG Emissions as an Urban Sustainability Indicator: Relationship between GHG Emissions and Economic Characteristics of the US”*** by Reginald Robinson ARD, Atlanta GA April 1-4, 2017; Advisor: B. Herbert
- Paper: ***“Urban Land Use Encroachment on Alabama Agriculture Research Centers 2000-2010”*** by Schuyler Carter, ARD, Atlanta GA April 1-4, 2017; Advisor: J. Pressley
- Paper: ***“A Study of the Determinants of Average Emission Factors on Alabama Road Network”*** by Ngozi Ajufo, Oluwagbenga Dairo & Aminat Amuni; ARD, Atlanta GA April 1-4, 2017; Advisor: J. Oluwoye
- Poster: ***“Food Security as a Function of the Food Store Environment in the Southern United States - A Case Study of Alabama’s Sixty-Seven Counties”*** by Olayemi Babalola, ARD, Atlanta GA April 1-4, 2017; Advisor: B. Herbert
- Paper: ***“Development and planning of telecommuting: A pilot study of feelings and commuting to work”*** by Ngozi Ajufo, Alabama Academy of Sciences, Florence, AL February 17-19, 2016 (won best Oral Presentation); Advisor: J. Oluwoye
- Poster: ***“Climate change impacts on road safety”*** by Lady Kassama, Alabama Academy of Sciences, Florence, AL February 17-19, 2016; Advisor: J. Oluwoye
- Poster: ***“Greenhouse Gases Generation in the Madison County Alabama and Engaging the Public for Creating Sustainable Communities”*** by Nicholas Johnson, EPA Global Youth Symposium, October 1 -2, 2016 Atlanta GA. Advisor: B. Herbert
- Poster: ***“Trend Analysis on the Demographic Aspects in the Effects of Weather Patterns on Traffic Safety by Lady Kassama, Conference on Pharmaceuticals and Personal Care Products”***, Summer 2016; Advisor: J. Oluwoye
- Paper: Dairo, O. Kassama, L. (2017). ***“Driving under the influence of alcohol and drugs (DUI) among ethnic population in the United States”***. National Association of African American Studies February 13-18, Dallas, Texas; Advisor: J. Oluwoye
- Paper: Ajufo, N., and Dairo, O (2017) ***“Comparative analysis of commuting patterns of African American, Hispanics and Latino Workers in Alabama”***. National Association of African American Studies, February 13-18, Dallas, Texas; Advisor: J. Oluwoye
- Paper: ***“Development and planning of telecommuting: A pilot study of feelings and commuting to work”*** by Ngozi Ajufo, Alabama Academy of Sciences, Florence, AL February 17-19, 2016 (won best Oral Presentation);
- Poster: ***“Climate change impacts on road safety”*** by Lady Kassama, Alabama Academy of Sciences, Florence, AL February 17-19, 2016;
- Poster: ***“Trend Analysis on the Demographic Aspects in the Effects of Weather Patterns on Traffic Safety by Lady Kassama, Conference on Pharmaceuticals and Personal Care Products”***, Summer 2016; Advisor: J. Oluwoye
- Poster: ***“Urbanization process in the Huntsville MSA: A micro and macro analysis”*** by Kevin Bernard, Adriauna Davis. Alabama Academy of Sciences, Livingston AL, March 11-13, 2015;
- Poster: ***“Greenhouse Gases Generation in the Madison County Alabama and Engaging the Public for Creating Sustainable Communities”*** by Nicholas Johnson, EPA Global Youth Symposium, October 1 -2, 2015 Atlanta GA.
- Posters: ***“Assessment of the Public’s Willingness to Engage in Climate Change Mitigation Activities in Huntsville Alabama”*** by Rolandrea Russell and ***“Nanotechnology in the Agri-food Sector: Transport logistics applications and Stakeholder Perception”*** by Xantheia Watkins, National APA Conference, Atlanta, GA April 26 – 30, 2014;
- Poster Competition: ***“Community & Regional Planning: A Socio-Economic and Demographic Analysis of Food Deserts in Madison County, AL”*** by Claros Morean and Jeremy McNeil; (2<sup>nd</sup> place winners), Mississippi/Alabama APA Conference, Perdido Beach AL, Fall 2014;
- Poster: ***“Public Transit as a Sustainable Urban Transportation System - Innovative Strategies for Increasing Ridership in Huntsville Alabama”*** by Xantheia Watkins, EPA REGION IV 3<sup>rd</sup> Environmental Youth Symposium, September 12, 2014.

- ***Mapping Food Insecurity and Food Sources in the Huntsville Metro Area*** by Jeremy McNeil, EPA REGION IV 3<sup>rd</sup> Environmental Youth Symposium, September 12, 2014.
- ***“A Water Security Analysis in the Huntsville, Alabama MSA: An exploration of the Impact of Sprawl, Urban Conservation and Urban Agriculture”*** by Claros Morean, EPA REGION IV 3<sup>rd</sup> Environmental Youth Symposium, September 12, 2014.
- ***Poster: “A Green Report Card: Assessment of Sustainability Practices & Initiatives on Alabama A&M University’s Campus”*** by Braque Talley, Jacksonville FL, March 2013

## **STANDARD 7 – PROGRESS**

**The key elements of an outcomes-based assessment plan include making decisions about programmatic changes based on analyzing the outcomes data collected, and by connecting the changes made to long-term objectives, including those objectives that aim towards excellence.**

Outcomes assessment involves the collecting of pertinent information that indicates whether the services, activities, and experiences DCRP and its programs offer are having the desired impact. Outcome assessment has three states: i) defining the key important goals for students (and faculty) to achieve as a result of participating in an academic experience (outcomes); ii) evaluating how well goals are being achieved (assessment) and iii) using the results to improve the academic experience (closing the loop). Enhancing quality through the improvement of instruction and student learning, as well as support services is the primary focus of all assessment activities. DCRP’s outcome assessment is part of a university-wide annual outcome assessment process which focuses both on improving teaching by analyzing student learning outcomes and quantitative and on the program/discipline as a whole, how effective it is, and that our students are learning. The matrix below shows DCRP’s Outcome Assessment Plan, including goals, strategies, indicators and performance and next steps.

## Outcomes Assessment Plan

<b>Goal 1: Develop a globally-recognized, practice-oriented and technology driven program that addresses the unique heritage, and planning and public policy challenges and opportunities that emanate from the dynamics of the new global environment.</b>					
<b>Objectives/ Strategies</b>	<b>Performance Indicator/ Measurement tool</b>	<b>Program Benchmark</b>	<b>Time Frame</b>	<b>Results</b>	<b>Analysis/ Action Plan</b>
Develop speaker series focusing on issues of national and global significance	Speaker Series	Two leading scholars, researchers and/or practitioners presentations per semester  Presentations address national and global issues relevant to the 21 <sup>st</sup> century and beyond.	Annually	<p>Speaker series developed and implemented through the Department's symposia, Scholarship Banquet and the new developed Planning Conference. Examples of speakers included:</p> <ul style="list-style-type: none"> <li>• <b>Keynote Address at Banneker Banquet: "Planning's Contribution to Shaping Neighborhoods, Communities &amp; Civil Liberties"</b> Joshua Byrd, JD, Lecturer, Atlanta Metropolitan College, Spring 2016 Banneker Banquet.</li> <li>• <b>Urban Planning, Sustainable Development &amp; Smart Growth: Challenges, Solutions &amp; Policy Directions</b>, Denise Tennessee, Director, Office of Environmental Justice &amp; Sustainability EPA Region IV, Spring 2016 Future of the City Symposium.</li> <li>• <b>Urbanization's Influence on the Architecture of Transit</b>, Henrika Buchanan, Associate Program Administrator, USDOT Federal Transit Administration, Fall 2016 Homecoming Symposium.</li> <li>• <b>Community Food Infrastructure for Planning Healthy &amp; Sustainable Communities</b>, Dr. Ali Mohamed, Division Director, Environmental Systems Division, USDA-NIFA, Washington DC, Keynote Speaker at 1<sup>st</sup> Annual Conference on Progress, People &amp; Sustainable Development, Summer 2017</li> <li>• <b>Moving EHRs Upstream: Combining Clinical and Population-Level Data to Understand the Health of Neighborhoods</b>, Earle C. Chambers, PhD, MPH, Albert Einstein College of Medicine, NY; Keynote Speaker at 1<sup>st</sup> Annual Conference on Progress, People &amp; Sustainable Development, Summer 2017</li> </ul>	The events were well attended with significant Interaction between students and presenters. DCRP will continue with the Speaker series and ensure that the topical areas are in line with DCRP's focus areas and address the unique heritage of the South and the global environment. In the future DCRP plans to have an evaluation form for each event to quantitatively measure levels of satisfaction and knowledge gained.

Expand Working Paper Series on dynamics of global environment	Working Paper Series	Paper Series developed focusing on land use, agriculture, food security and sustainable development.	Annually	<p>Graduate Research Assistants work on research projects each year and their reports are published as part of the Working Paper Series. Current areas of focus include:</p> <ul style="list-style-type: none"> <li>• Climate change &amp; GHGs</li> <li>• Agricultural &amp; Land Use</li> <li>• Food environment and food insecurity</li> <li>• Urban growth &amp; globalization</li> </ul> <p>From this Series, in AY 2016-2017, two students have been co-authors on published peer-reviewed journal articles (Oluwadamilola Dairo and Olayami Babalola)</p>	Ensure that the Series address the broad range of planning and policy issues that are globally as well as nationally oriented. DCRP plans to include at least 3 papers from other AAMU colleges and/or other HBCUs in Series. The intent is to expand some of these papers into full-fledged articles for journal publications.
Increase faculty and student participation at southern and regional conferences.	<p>Conference Attendance:</p> <ul style="list-style-type: none"> <li>- Alabama/Mississippi APA</li> <li>- EPA Region IV</li> <li>- Alabama Academy of Sciences (AAS)</li> <li>- National Association of African American Studies (NAAAS)</li> <li>- American Planning Association (APA)</li> <li>- Agricultural Research Directors (ARD) symposium</li> </ul>	20% of students to attend conferences	Annually	<p>Between Fall 2011 and Spring 2017 an average of 3 faculty members and 12 MURP students (25%) participate in conferences each semester. In AY 2015 – 2016, 35 students and 3 faculty attended 5 conferences. In AY 2016 – 2017 a total of 48 students and 3 faculty members attended 6 conferences:</p> <ul style="list-style-type: none"> <li>• APA-NPC: 13</li> <li>• NAAAS: 7</li> <li>• EPA Region IV: 10</li> <li>• ARD: 6</li> <li>• AL/MSAPA: 10</li> <li>• Housing Works: 2</li> </ul>	Conference attendance has increased however, funds were secured from grants which are about to expire. Faculty will have to seek additional sources to fund travel. On an average, 25% of the student

	- Housing Works conference				present at these conferences. The Department wants to increase this percentage to 50% by 2020.
	Student Poster & Oral Paper Presentations	20% of students who attend conferences present their research	Annually	<p>In AY 2016 – 2017, 48 students attended 6 conferences; 33% made poster/oral paper presentations:</p> <ul style="list-style-type: none"> <li>• APA-NPC: 1 poster</li> <li>• NAAAS: 4 posters; 2 papers</li> <li>• EPA Region IV: 5 posters</li> <li>• ARD: 3 posters; 1 paper</li> <li>• AL/MSAPA: no presentations</li> <li>• Housing Works: no presentations</li> </ul>	16 of the 48 students who traveled to conferences in AY2016/17 presented their research. Of these, only 4 (25%) did oral presentations. The Department plans to increase this percent to 30% by 2020.
Train faculty in technology applications	<p>All faculty annually trained in geo-spatial and planning related technology-based applications</p> <p>All faculty trained by the Centers for Excellence in Teaching &amp; Learning (CETL) and exposed to interactive web based tools for teaching, collaboration and innovation.</p>	<p>Faculty trained in the use of ArcGIS</p> <p>Faculty trained in the uses of drones</p> <p>Faculty trained in the use of interactive web tools for web-enhanced and online instruction</p> <p>All faculty to use course shells on Blackboard</p>	Annually	<p>Through the BES department, DCRP faculty have access to free online ArcGIS training modules from ESRI. Over the past 3 years, at least 20% of the faculty have taken advantage of this training.</p> <p>Three faculty members attended GIS sessions at the APA National Planning Conference in 2016 and 2017.</p> <p>DCRP has begun conversations with the BES department to get training on drone operations to collect aerial photographs and land use data. DCRP plans to be ready to begin training particularly the Studio/Workshop faculty in the use of this technology in the 2017/2018 academic year.</p>	<p>Work with the ESRI on-campus representative to organize training sessions for faculty. DCRP needs to find funding to invest in drone technology to supplement Studio classes. Beginning fall 2017, all faculty will be trained</p>



		using interactive web tools		Faculty members have been trained as online instructors using Web 2.0 tools such as screencast-o-matic and voice tread. Other web interactive tools used by faculty for sharing, collaboration and classroom innovation include google forms, google docs, Khan Academy, Box and Drop Box	as online instructors and in various Web 2.0 and other interactive tools.
Develop new partnership opportunities  Develop additional opportunities for students to be exposed to practical and hands-on learning and planning practice	MOU and/or contract developed	<p>One Memorandum of Understanding for technical assistance to communities via studio classes developed annually</p> <p>All students exposed to at least one practical hands-on learning opportunity per semester outside of the classroom</p> <p>Shadowing opportunities</p> <p>Expert In-Class Presentations/Seminars</p> <p>STEM Day Participation</p>	Fall 2015 – Spring 2020	<p>Studio classes successfully carried out technical assistance projects. Examples include:</p> <ul style="list-style-type: none"> <li>• Spring 2015: URP 527 and URP 529 classes assisted the Town of Triana, AL with a detailed land use inventory and preliminary work towards their new comprehensive plan</li> <li>• Summer 2015: Students worked on the Glenwood Cemetery Project and successfully assist the City of Huntsville in getting the cemetery listed on the State Historic Registry</li> <li>• Fall 2016: URP 525 class developed a conceptual plan for the Agribition Center with an Amphitheater and Farmers Market</li> </ul> <p>The city of Huntsville Community Development Division and Planning department provide shadowing opportunities for an average of 2 – 4 students each summer.</p> <p>AAMU organizes an annual STEM Day for students to present a summary of their work through poster presentation. Between 2014 and 2017, a total of 10 MURP students have participated. The largest participation was in 2016 when 8 students presented on topics such as sustainable development in Africa, food insecurity and diet related diseases, tiny homes and GHG emissions. In 2017 only two students participated. In 2015, one of our students (Moses Eben) won first place in the competition.</p>	<p>Formalize MOUs to enable Studio classes to contract out the skills of students for experiential learning opportunities.</p> <p>Formalize the informal shadowing arrangements with the City and other agencies and increase the number of participants.</p> <p>Advisors will assign students to participate in STEM Day during the fall semester so that participation is more organized and structured.</p>

Enhance program visibility and presence	Advertise on APA website  Updated Website  Updated Facebook Page	Advertise program on APA website Planning Magazine, Planetizen, etc. Updated website with information on program, faculty and department expertise, and student awards, research, experiences and accomplishments	Fall 2015 – Spring 2020	Updated look and information of website in March 2017 - added faculty and staff and areas of interest, information about the Center for Urban and Rural Research, and student research topics. Updated Facebook page which is currently being managed by DCRP's five bi-weekly students, headed by Marley Hickes and Emmanuel James; linked DCRP Facebook to DCRP Alumni page and CALNS' page; DCRP Facebook has approximately 400 views per week.	From Fall 2017 we will begin the process to advertise in national fora The Facebook page will be further upgraded to increase the number of views.
	College/University committee membership			Faculty members sit on a variety of college/university committees including: <ul style="list-style-type: none"> <li>Alabama A&amp;M University's Academic Standards and Curriculum Committee</li> <li>Alabama A&amp;M University's Graduate Council</li> <li>Alabama A&amp;M University Tenure &amp; Promotion</li> <li>Graduate Council Policy Review Committee</li> <li>Institutional Animal Care and Use Committee</li> <li>CALNS Imagine the Future Capital Campaign</li> <li>AAMU Campus Master Planning Committee</li> <li>EPSCoR GRSP AAMU Review Panel</li> </ul>	Ensure that faculty take advantage of opportunities to sit on committees with a goal of enhancing visibility of DCRP and its programs.
Increase faculty publications		Two papers per faculty member developed and submitted annually  50% of faculty collaborate with each other inside and outside of CALNS to publish papers	Fall 2015 – Spring 2020	45% (Gabre, Herbert, Izeogu, Fricano, Oluwoye) have at least one major journal publication 2011 and 2017.  55% of faculty (Gabre, Herbert, Izeogu, Oluwoye, Lee, Wilson), have been co-authors with other faculty members outside of the Department	Institutionalize a team environment through the CURR to encourage publication by all faculty especially new faculty members
Build national and	Partnerships		Fall 2016 – Fall 2020	Examples of partnerships:	DCRP plans to focus on

international collaborations				<ul style="list-style-type: none"> <li>• 2017 Partnership with the Albert Einstein School of Medicine to develop grant proposal on food systems and public health</li> <li>• 2016 Humphrey Fellowship with Planning Department at Georgia Tech</li> <li>• Partnered with City of Huntsville and AAMU's Learning Resource Center to host the City's Big Picture Exhibition – September 2016 at the LRC.</li> </ul>	building more national and international collaborations. Partners will include other Universities which offer Planning, both in and outside of the US.
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***Goal 2: Effectively prepare graduates to possess the critical thinking skills and technical knowledge and values needed to creatively and critically explore local and regional issues with global implications for building healthy, sustainable and inclusive communities.***

Outcome/Objective	Performance Indicator/ Measurement Tool	Program Benchmark	Timeframe	Results	Analysis/Action Plan
Restructure the curriculum to improve students' critical thinking, professional communication, scenario analysis, policy formulation and analysis, and geo-spatial technology skills and support interdisciplinary and multidisciplinary learning.	Outcome Assessment	Model for SACS & PAB Outcome assessment	Fall 2015	<ul style="list-style-type: none"> <li>• Developed model for course imbedded assessment linking the SACS program and student learning outcomes to the PAB required skills, knowledge and values. The model was approved by faculty to be used for both the BSUP and MURP Program.</li> <li>• The model is used primarily for key core courses used for outcome assessment (Studio and TR).</li> </ul>	Ensure model is used regularly by faculty particularly in classes identified for outcome assessment
	Curriculum review	Revision of Syllabi for all core courses	Ongoing	<ul style="list-style-type: none"> <li>• URP 521 was restructured to include the requirement for a pre-proposal which assists in strengthening students' critical thinking in preparation for the Terminal Research/Thesis.</li> <li>• URP 526 improved to include lectures from Dr. Wubishet Tadesse, the ESRI certified on-campus trainer.</li> <li>• Some faculty have been trained and certified as Online Instructors and have begun updated their courses on banner</li> </ul>	A full curriculum review will be undertaken in the 2017 AY to ensure that all courses material is updated and consistent with mission and goals

					of objectives of program. All faculty will be required to upload their course information to banner.
Reassess the strengths, weaknesses, structure and content of the comprehensive exam to validate it as a major performance indicator of the MURP program.	Comprehensive Examination	Revision of the Comp Exam structure	Fall 2017	<ul style="list-style-type: none"> <li>After assessing the current form of the examination, faculty members feel that a capstone essay type question may be a better fit for students to demonstrate their critical thinking and written communication skills, which is a major element of student performance.</li> </ul>	Effective fall 2017, DCRP plans to have a revised structure implemented for the comprehensive examination.
Work with the planning profession to identify knowledge needs for students that meet the needs of the planning profession, within the limits of faculty expertise.	Regularly meetings with the Advisory Committee and the DCRP Alumni Association	Recommendations for strengthening course syllabi	Ongoing	<ul style="list-style-type: none"> <li>The Advisory committee plays a pivotal role in the assessment of the Departmental and program's goals and objectives.</li> <li>Members of the committee have changed over the years as persons changed jobs, however, the committee remains committed to DCRP and to enabling the department to achieve its mission.</li> </ul>	Revise the composition of the Advisory Committee as persons have changed jobs and positions. Ensure that meetings are hosted at least once per semester.
Provide opportunities for students to explore key values related to planning practice.	Student shadowing opportunities			The city of Huntsville Community Development Division and Planning department provide shadowing opportunities for an average of 2 – 4 students each summer	Formalize the informal shadowing arrangements with the City and other agencies.

Increase active presence of faculty and students in various professional and academic organizations.	Professional organization/board membership			<p>Faculty hold membership on a variety of local, regional and national committees eg:</p> <ul style="list-style-type: none"> <li>• National American Planning Association (APA)</li> <li>• Alabama Chapter of the APA</li> <li>• APA Diversity Committee</li> <li>• APA Academic Membership Taskforce</li> <li>• Caribbean Association of North Alabama, Inc.</li> <li>• Normal National Historic District Preservation Association</li> <li>• Huntsville Historic Foundation</li> <li>• Alabama Association of Community Development Corporations</li> <li>• Huntsville Downtown Redevelopment Authority</li> <li>• Alabama A&amp;M University Representative – STARS- General Studies Committee</li> <li>• The Futures Laboratory</li> <li>• Huntsville Special Operations Forces Network</li> </ul>	Provide the environment and/or resources to assist all faculty to hold membership on local, regional and national committees
Collaborate with State APA chapter to provide on-line AICP exam preparatory course for program graduates				<p>APA Chapter involved with the 2013 Symposium on the Future of the City. Fred Peterson, the then President of Alabama APA, North Section introduced the key note speaker who spoke on Indicators and benchmarks for creating healthy and sustainable communities.</p> <p>DCRP has been involved with a number of APA Chapter initiatives, including the North Section's lunch and heritage tour of the historic town of Sheffied in Summer 2017.</p> <p>DCRP has given its commitment for students to participate in the AL-MS Joint Conference in October 2017</p>	<p>Ensure that faculty and UPA representatives attend the monthly meeting of the State Chapter</p> <p>Ensure that the State Chapter representative is on the Advisory Council</p> <p>Hold meeting with State Chapter in Fall 2017 about</p>

					preparing for the AICP
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**Goal 3: Proficiently train the new millennium workforce and expand the cohort of practicing professionals who are highly engaged in scientific discovery and interdisciplinary research to develop creative and innovative solutions to “wicked” and other critical problems.**

Outcome/Objective	Performance Indicator/ Measurement Tool	Program Benchmark	Timeframe	Results	Analysis/Action Plan
Revise Departmental research foci consistent with program and faculty specializations to guide pursuit of funded research by faculty and students.	Faculty area of expertise	Faculty identified area of focus	Annually	Faculty have focused on the research and engaged scholarship on food systems planning/food security, climate change and greenhouse gas emissions (See page 60 for examples)	Ensure that all faculty identify the area of focus prior to the start of the academic year to ensure synergy with the program requirement
Increase competitive research proposals to a minimum of two per faculty per year for the next five years to ensure funding for faculty and students.	Proposals developed/Funded  Other proposals developed	One major proposal per faculty developed and submitted for funding each year  Faculty team up with others outside of the Department	Annually	Funded Projects: 72% of faculty (Fricano, Gabre, Herbert, Izeogu, Oluwoye, Lee, Wilson, Pressley) have each submitted at least one competitive grant for funding between 2011 and 2017  27% of faculty (Gabre, Herbert, Oluwoye) received Evans Allen funding between 2011 and 2017  55% of faculty (Gabre, Herbert, Izeogu, Oluwoye, Lee, Wilson), have been PI on at least one major competitive grant that have been funded between 2011 and 2017  Average amount of competitive grant has been approximately \$300,000 each  55% of faculty (Gabre, Herbert, Izeogu, Oluwoye, Lee, Pressley, Wilson), have been Co-PIs on proposals/grants outside of the Department.	Seek to ensure that at least two faculty members per year get access to Evans Allen funding  Have faculty to identify the RFPs that they plan to pursue as part of their annual work plan  Develop faculty teams at the beginning of the academic year to pursue grant funding.
Encourage faculty to collaborate in publishable research amongst ourselves,	Conference presentations  Monographs			Presentations & Publications: 60% (Gabre, Herbert, Izeogu, Oluwoye, Lee, Wilson,) have each presented at a Planning or planning-affiliated	Have faculty to identify at least one papers/articles that they

with students and with professionals from related fields.	Journals			<p>conference between 2011 and 2017. Conferences include:</p> <ul style="list-style-type: none"> <li>- American Planning Association NPC</li> <li>- Alabama &amp; Mississippi APA State Chapters</li> <li>- EPA Region IV</li> <li>- Alabama Academy of Sciences</li> <li>- National Association of African American Studies</li> <li>- Agricultural Research Directors symposia</li> <li>- Housing Works</li> <li>- Association of Collegiate Schools of Planning</li> </ul> <p>45% (Gabre, Herbert, Izeogu, Fricano, Oluwoye) have at least one major journal publication 2011 and 2017</p>	<p>plan to write and conference that they would present at as part of their annual work plan</p> <p>Develop faculty teams at the beginning of the academic year to increase research publications</p>
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**Goal 4: Enhance outreach and training opportunities for students to learn to appropriately respond to issues and systemic challenges of social, racial and environmental equity.**

Outcome/Objective	Performance Indicator/ Measurement Tool	Program Benchmark	Timeframe	Results	Analysis/Action Plan
Institutionalize a structured student-alumni network with program alumni to link students to opportunities for mentorship and practical experience.	Structured student-alumni network  Increased opportunities for mentorship and practical experience	50% of students participating in the network	Fall 2014 – Fall 2017	Network formally established at the 2016 Homecoming symposium. Alumni asked students to sign up prior to the event. 90% of the students in attendance signed up for the program.	Need to broaden the participation of the alumni and to develop clear guidelines for the program operation. Program needs to be advertised more for increased participation by student and alumni.
Build into the curriculum at least 12 credit hours of experiential learning or hands-on opportunities for students.	Experiential learning built into curriculum	12 credits of course work in curriculum	Fall 2016 – Fall 2020	<b>URP 504: Internship:</b> provides practical field experience in planning, management, transportation, and/or community development; facilitates development of student rapport with planning agency officials, citizen groups, practicing professional planners, other professionals related to their area of interest; and allows students to test and develop their skills and demonstrate personal and professional growth related to their area of interest. Students in the non-thesis option are encouraged to take this course as their free elective; thesis students who are able to, are also encouraged to do so <b>URP 525: Planning Studio I:</b> The course enables students to develop their ability to utilize planning and design concepts and processes to address actual planning problems. It exposes them to the interface and relationship between the public and private sectors in the land development process and imparts principles of	During a Spring 2017 curriculum review it was determined that Planning Studio I will be renamed Site Planning & Urban Design and Planning Studio II will be renamed Comprehensive Planning ??? These changes will enable the incorporation of more an urban design element with additional

				<p>professional practice and behavior in a democratic society. This is a required course.</p> <p><b>URP 527: Planning Studio II:</b> focuses on comprehensive plan-making at the municipal and multi-jurisdictional levels; provides the students with practical experience in integration and application of various components of the planning process into a holistic policy plan; emphasizes the use of research, analytical forecasting and evaluation in plan-making; and collaborative and individual student projects are emphasized. This is a required course.</p> <p><b>URP 556: Independent Study:</b> A formal presentation of an investigation directed by an assigned faculty member within the department with respect to the student's specialization. It is intended to meet the needs of students for study in urban planning beyond the regularly scheduled courses. This consists of either a survey of existing research on a given topic, an area of the student's interest beyond the scope of instructional courses or work on a problem approved by the faculty of the department. Students are encouraged to take this course as part of their concentration requirements.</p>	hands on opportunities for student
Develop structured partnership with public and private sector organizations and individuals to co-host the Department's two annual symposia to expose issues critical to building equitable and sustainable communities.	Strengthening of Tennessee Valley Regional Consortium for Sustainable Communities (TVRCSC)	<p>Two new partnerships added to the TVRCSC</p> <p>Symposia expose to issues critical to building equitable and sustainable communities</p>	Fall 2014 – Fall 2020	<p>Developed Tennessee Valley Regional Consortium for Sustainable Communities. The original partners included AAMU- DCRP (lead); the Top of Alabama Regional Council of Governments (TARCOG), The City of Huntsville, 4-Site Inc., Gregory Cox &amp; Associates LLC and the North Alabama Food Bank and Food Policy Council. Two to four graduate students serve on the Consortium. The Consortium deliberates on critical public policy issues related to urban economic development and on social and environmental justice and equity issues impacting the northern Alabama region. The Consortium also partners with DCRP to hosts its annual Symposium on the Future of the City. The foci of these were:</p>	Consortium was active between 2010 and 2014, however, because of changes in job and work responsibilities of the members, the consortium has been dormant. The department intends to revive it in Fall 2017 when we get additional faculty members

				<ul style="list-style-type: none"> <li>• Spring 2012: Healthy Sustainable Food Systems: A Critical Element for the Urban Development Agenda in the Huntsville/Madison County Region</li> <li>• Spring 2013: Indicators and Benchmarks for Creating Healthy and Sustainable Communities</li> <li>• Spring 2014: Urban development &amp; Redevelopment Strategies for a Healthy, Livable and Sustainable Huntsville</li> <li>• Spring 2015: Promoting Inclusive Economic Growth through Improved Food Security and Poverty Reduction in the Huntsville Metro Region (in conjunction with the city of Huntsville Big Picture) – Cancelled due to weather</li> </ul>	
Integrate the existing service-learning/civic engagement Community Campus Partnership into all outreach activities of researchers, faculty and students of the Department and Center for Urban and Rural Research (CURR).	<p>Strengthening of Community Campus Partnership</p> <p>Expand the service learning component of URP 527</p>	<p>10% increase in partners within the existing Community Campus Partnership</p> <p>10% increase in collaborative projects between faculty, students and partners</p>	Fall 2014 – Fall 2020	Partnership established with the City of Huntsville Community Development Department, Transportation Department, TARCOC, PAC Legacy to provide local internship/volunteer opportunities for students. A minimum of 5 students take advantage of these opportunities during each semester.	Have Department Chair to formally write to local and regional agencies to seek to expand the number of partners which provide experiential learning for students focusing on partners that are concerned with issues of equity for people and communities

**A. Progress towards goal attainment:** The Program shall demonstrate its progress since the last accreditation review in meeting program goals and objectives as measured by performance on the outcomes identified in Standard 6.

The Department of Community & Regional Planning has made significant progress since its last review, despite the many challenges. One of the major accomplishments include the development of our 2015- 2020 Strategic Plan which aims at addressing a number of issues raised by the previous accreditation review. Through a stakeholder centered process, which included faculty working sessions, an alumni survey, meetings of the Advisory Board and visioning sessions with the students, a comprehensive and ambitious 2015 – 2020 DCRP Strategic Plan was developed. This Plan aimed to strengthen the programs' mission statements, goals and objectives, enrollment efforts and strategies, program leadership, research publications and outreach activities, grants and contracts, outcomes assessment and the department's sphere of influence. The foundation of the plan was based on AAMU's vision to be recognized as the premier Land-Grant institution of choice for students, faculty, staff, and future employers of its students and as a nationally and internationally center of excellence in teaching, research, outreach with exceptional academic programs and globally competitive students.

The previous accreditation review indicated that the mission and goals statements for the MURP and BSUP were distinct, but yet many of the objectives were common to both and that the objectives, which lacked metrics for measurement, were not always clearly related to the stated goals or appeared to restate the goal. In addition, the reviewers felt that the goals statements are more operational than aspirational. The Department concurred with the review and conducted an intense and comprehensive overhaul of the programs' mission and vision statements, and goals and objectives in Fall 2014. The goals were further refined in Spring 2017 to further support the mission of the Department, College and University.

The previous review indicated that in reference to the policy on research and scholarly activities, there were no formal statement of expectation for faculty activities particularly for promotion and tenure resulting in possible misunderstanding of the requirements. There was a suggestion the program may want to consider adopting standards that were better aligned to the program's mission and to include support for anticipated new and/or junior faculty. However, as indicated in the program's 2012 response, this is an error. Although there are no specific policies that are unique to the program, detailed information with respect to appointment, tenure and promotion are clearly documented in AAMU's Faculty/Administrative Staff handbook (Section 3: Employment and Appointment Procedures, - (see 3.2 - Faculty Appointments and 3.3 - Faculty Rank; 3.8 Faculty Appointment 4.0 Performance, Promotion and Tenure) June 2003 edition, and Sept 2011 revised edition) as well as in the AAMU Website. A copy of the Handbook is available in the Department Chair's office, the Office of Academic Affairs and the Human Resources office. Faculty members are reminded of these requirements in connection with their annual evaluation at the beginning of the school year during preparation of annual work plans. During the faculty searches, it is clearly communicated to potential candidates and policies and requires with regards to research and scholarly activities. In addition, the Chair also verbally informs new faculty about tenure and promotion requirements and expectations on assumption of duty. In addition every faculty is expected to familiarize him/herself with the policies of the University concerning faculty employment.

Other areas of enhancement recommended by the prior review focused on faculty mentoring, succession planning, program leadership and program restructuring; recruitment and enrollment, research and publication, funding and relationship with state APA.

#### ***Faculty mentoring and succession planning***

A key perspective is that successful organizations engage in a considerable amount of mentoring and coaching to identify, develop and utilize existing talent, including the talent of women and minorities. For DCRP, this practice results in identifying and nurturing of junior faculty as potential leaders. Upon joining the department as two junior faculty members in 2006 and 2010, respectively, Drs. Herbert and Fricano were mentored as potential leaders by the then chair, Dr. Izeogu and the former chair, Dr. Constance Wilson. It is the intention of the department to continue this practice and the department plans to do the same with the potential two new recruits for the fall.

DCRP recognizes the importance of mentorship to enhancing research productivity, increasing faculty retention, recruitment, productivity and satisfaction, as well as decreasing faculty attrition and promoting a more positive organizational climate. In Fall 2017, this department plans to strengthen its mentoring process and link it to the university-wide mentorship program to more effectively focus on the successful and timely promotion of junior faculty from Assistant to Associate Professor.

As recognized by the prior site review team, DCRP's programs did remain in tact through a comprehensive university-wide restructuring and had significantly benefitted from a highly stable faculty, who at that time had an average length of tenure of more than 20 years with the Department. However, as was also recognized during that review, over the next several years, the program would and did experience significant change as a number of core faculty retired. This was a high priority for the Department and during a May 15, 2012 faculty meeting, Dr. Izeogu raised the need for a Succession Plan to address these eminent changes. During the prior accreditation review, the Department had a total of 8 faculty members, however, during 2014 and 2016, five faculty members retired and one accepted a position at another institution. As part of the succession planning efforts two new faculty members were brought on board – Dr. Teshome Gabre who as a Research Associate with DCRP and Dr. Joyce Ann Pressley who was recruited from Morgan State University. In addition, Dr. Izeogu who received Emeritus status but retired in the summer of 2016, was asked to remain with the Department in the capacity as an adjunct professor teaching two courses each semester during the 2016 – 2017 academic year. DCRP's faculty mentoring also became part of the succession planning activities with efforts made to expose junior faculty who were interested in leadership activities.

Another element that is used as part of our informal succession planning is open searches. At this point in time, open searches are limited to adjuncts, however, this gives the Department access to a relatively large and diverse pool of persons from which to choose our adjunct faculty. For the future, the Department has plans to develop a white paper to submit to the administration to stress the importance of workforce planning along with strategies which DCRP will develop taking into consideration supply of planning educators, and students, changing demographics, the changing landscape of higher education, funding and the impact of technology. We will also formalize our current process and identify leadership training for individuals who may be interested in future leadership positions. We will propose that the university considers developing an Academic Leadership Institute for persons interested in becoming administrators.

### ***Program restructuring***

The result of the changes, as of Fall 2016, the Department had 2 fulltime faculty, one full time contract faculty and one part time (Emeritus) faculty teaching in the graduate program. In order to ensure the effective delivery of the curriculum, faculty members increased their work commitment and the Department further involved planning professionals in the Huntsville area to conduct seminars and in class lectures to supplement the curriculum. In addition, a number of retired faculty, particularly, Mr. Joseph Lee, the immediate past Interim Chair, volunteered his time to assist with curriculum delivery. Other retirees such as Dr. Constance Wilson also contributed by sitting on various terminal research and thesis committees. Dr. Wubishet Tadessee, the ESRI certified on-campus trainer, provided invaluable support assisting in teaching the URP 526 Computer Applications in Planning class. In addition, students are given the flexibility to take up to six elective courses for their specializations from other departments which also eased the burden for the faculty.

Due to significant cuts in the state budget, the University did not commit to new hires until fall 2016. Since then, the department, given permission to hire two new assistant professors, posted a search in November 2016. The department considered the turnover of faculty an opportunity for the program to seek new areas of focus and to bring in individuals to support these. As of June 2017, two individuals have accepted letters of employment to begin in Fall 2017. These candidates, with doctoral degrees in Planning from Cornell and University of California, Los Angeles, will be great additions to the current faculty. Their knowledge, skills and experience will strengthen new areas in which the department is growing and support the programs long term goals.

In terms of the chair position, the search committee, its composition and mandate is controlled strictly by the Dean's Office. As indicated in Standard 5 under program leadership, the department has been challenged in meeting the PAB requirement as this

process is outside of the control of the Department. After communicating to Dr. Walker the dire importance of having a full chair in place particularly as the department was going up for reaccreditation, the Dean formed a new committee in Fall 2016 with a new advertisement placed on the University website in Spring 2017. The Dean has expressed his and the University's commitment to having a full chair in place during the 2017/2018 academic year.

### ***MURP Program Enrollment & Recruitment***

Enrollment in the MURP program is growing. The data shows a growth of 39% since the last accreditation period (2010 – 2011) and a 59% growth since the 2005/2006 academic year. Financial aid is provided for students pursuing the MURP Program to help student offset the cost of education here at Alabama A&M University. The Graduate School offers a variety of scholarships to graduate students, often with a minimum of \$1,000 per award which are used in recruitment of students. MURP students have obtained research assistantships from the College of Agricultural, Life and Natural Sciences which provides the Department with 10 awards each year, valuing \$1,345 per student per month for a year totaling \$968,400 from Spring 2012 to Fall 2017. In addition, students are hired through a variety of grants. A number of capacity building grants over the past seven years has provided an additional two research assistantships per year.

In addition, our graduate students obtain graduate assistantships from the Graduate School and are placed in a variety of offices. For example, during the 2016 academic year, MURP students have received assistantship and worked in the Title III Office (2), Graduate Studies office (2), Wellness Center (1). These are in addition to the 12 students who worked in the Department as Graduate Research Assistants

In addition to the financial incentives, DCRP has a number of other recruitment initiatives which include the following:

- Host open houses on campus to attract undergraduate students particularly from the social sciences
- Work with CALNS to participate in recruitment trips to local colleges
- Revamp program material in print and media to be more informational and attractive
- Use alumni as local recruiters in their respective communities
- Produce and show informational videos about DCRP on the department's Facebook page
- Upgraded DCRP website and Facebook page to be an easily accessible and good sources of information for prospective students

### ***Relationship with the state Chapter of APA***

The Department has typically had a good relationship with the Alabama APA chapter. Faculty and students from the Department have always participated in the annual conferences. Typically, an average of 8 students have attended these conferences in the past three years. In 2015, during the joint ALAPA and Mississippi State Chapters conference, one undergraduate student (Dwight Tigner) won first place in the student poster presentation competition. The Department is also committed to participating in the joint chapters Student Planning Competition at the October 2017 conference.

The Department recently participated in the ALAPA North Section's June 16 Planning meeting which involved the Sheffield Village One (1918) as an Historic Neighborhood Planning and Design tour. A total of seven students and one faculty member participated in this event.

### ***Outcome assessment***

The program has a process for continuous refinement of its outcomes assessment mechanism to provide more useful data for decision-making. One example of the need to refine the performance measures is the comprehensive written exam that is taken by the majority of MURP students. After careful analysis, the Department has decided to go back to the original format of the comprehensive examination, which provides for the students analysis of a number of capstone questions. This, the faculty feels would better support our mission to graduate critical and analytical thinkers. Another major outcome for the MURP program is the production of students' Terminal Research/Projects and Theses. These documents are now reviewed externally through the Graduate School to ensure that an improved quality document is published.

At the institutional level, academic program review provides faculty and administrators with information to assess program strengths and weaknesses. This assessment is part of the University's Academic Program Review Process. Faculty from the program under review conducts the self-study activity and selects an external reviewer from a peer institution to evaluate the program and provide its findings. At the departmental level, DCRP uses the Southern Association of Colleges and Schools (SACS) outcome assessment process which requires an annual assessment and report on students learning outcomes, assessment measures, assessment results and the use of these results. The Office of Institutional Planning, Research and Effectiveness works closely with program faculty to coordinate the program review process by providing information and guidance during the self-study in addition to support. In addition, the department developed its own internal model to ensure that the SACS process was properly linked to the PAB process.

### ***Summary of Accomplishments***

Despite the turbulent times, the Department has highly successful in ensuring that its programs continue to flourish and to expand its sphere of influence. Due to foresight, effective strategic planning and support from the University and other stakeholders, the department transitioned smoothly throughout this challenging period. There was a relatively effortless transition as the departmental leadership was transferred from Dr. Izeogu to Mr. Lee then to Dr. Herbert. During this period (Fall 2011 and Fall 2016), student enrollment in the MURP program increased by 64% and the total program numbers grew by 20%; 72% of the faculty submitted at least one competitive grant (\$300,000 and above) for funding; 70% presented papers at least one major Planning or planning-affiliated conference; 70% have had at least one major publication; 55% have been Principal Investigator on at least one major competitive grant that has been funded between 2011 and 2017; 75% of the students have had an internships/volunteer experience and/ or had the opportunity to present their research at a conference. During this period, the Department increased its partnership with external agencies and institutions such as USDA Environmental Systems Institute, EPA Region IV, The Alabama Alliance to End Homelessness, Collaborative Solutions, Inc., and the Low Income Housing Coalition of Alabama. The Department partnered with Georgia Institute of Technology in 2016 to develop a Hubert H. Humphrey Fellowship proposal and with Albert Einstein College of Medicine – Dr. Earle Chamber, Epidemiologist was a keynote speaker at the department's first annual Planning conference in June 2017. We have strengthened our long standing partnership with AAMU Community Development Corporation (AAMU-CDC) which offers students opportunities as VISTA volunteers who work primarily with youths and young adults in low income minority neighborhoods. The Department is also working with the AAMU-CDC with the development of an AAMU Heritage Develop Plan. We have also established a partnership with Huntsville City Community Development Department who developed 1<sup>st</sup> Continuum of Care Concept for housing for homelessness.

We exposed students to opportunities to travel to New York and Washington DC to meet with officials about the UN's Sustainable Development Agenda. As part of a class (URP 556), 10 students had briefings on issues of sustainable development at the United Nations and the Organization of American States in May 2016. The Department was also the lead in the development of the College's 2012 – 2015 and 2015 – 2020 Strategic Management Enrollment Plans. Dr. Herbert serves as the Chair of the CALNS' Enrollment Plan Committee.

The Department hosted the first annual conference on "Planning for Progress, People and Sustainable Development in a Global Society". The theme focused on food security and the nexus between sustainable food

### ***Over the past two years the Department has undergone a restructuring which involved:***

- Expanded workspace for the Center of Urban & Rural Research CURR for the Graduate Research Assistants
- Restructured the management of the Affiliate State Data Center and in the process of ordering new data and supplies for the Center
- Expanded Working Papers in the Series
- Inclusion of two emeritus professors
- Regular brown bag sessions to improve flow of information between faculty and students
- Development of a student manual (in progress)
- Hosting the first annual conference on "Planning, Urban Growth & Sustainability in a Global Environment" with the intent to offer CM credits, beginning summer 2018

### ***The department improved its image, visibility and impact of its programs:***

- Upgraded website and Facebook page
- Faculty nominated to leadership positions on APA National committees and taskforce – APA Membership Taskforce and Diversity Committee
- Faculty selected as Editors for various journals eg Journal of Community Engagement and Outreach
- Faculty selected as Team Lead Reviewer for USDA’s Farmers Market Promotion Program, 2016 & 2017
- Developed partnership with professional agencies/educational institutions such as USDA, Einstein College of Medicine, SUNY Buffalo, AAMU-CDC; EPA Region IV for experiential learning for students
- Faculty have increased leadership in college/university committee eg department faculty chairs CALNS Strategic Enrollment Management Plan
- Faculty hold membership on local agencies and boards eg Leadership Huntsville, Big Brothers/Big Sisters of North Alabama, Huntsville-Madison County United Way Needs Assessment Committee, AAMU Community Development Corporation, Normal National Historic District Preservation Association
- Annual publication of a Departmental Newsletter featuring student and faculty activities for the previous academic year
- Hosted first annual conference on “Planning, Urban Growth & Sustainability in a Global Environment” with the intent to offer CM credits

**Other changes included:**

- **Development of a logo for the Department in 2015**
- **Hiring two new faculty by Fall 2017 to bolster the expertise of the department**
- **Enhanced community engagement through research and scholarship focusing on food systems planning**

**Innovations and new directions:**

- New focus on food systems planning emanating out of two Capacity Building Grants that were successfully obtained by Drs. Herbert & Izeogu. Several MURP students and one undergraduate student have focused on this area for their research. The intent is to expand a dialogue with the City partner to increase the awareness of health foods and the nexus between planning, zoning, the food store environment and health.
- To strengthen students’ physical planning skills, the Department is exploring the use of drone technology in its studio classes to begin in the 2017/2018 academic year. The use of these equipment will reshape how students view the city, enabling a higher level of visual communication and data collection and analysis. Used in conjunction with more traditional forms of media drone imagery can help bridge the gap between two-dimensional, satellite imagery and the ground-based conventional camera. The Drone Technician (Evan Hunt – a BSUP graduate) for the Department of Biological and Environmental Sciences will train faculty and students in the use of the drone technology.
- A focus on physical planning and various communication software – students will be exposed to software such as Sketch Up and other online presentation software such as screencast-o-matic and voicetread.
- Partnership with the Confucius Institute and the Forestry and Wildlife Division to offer study abroad experiences in China to Urban planning undergraduate and graduate students.

**B. Programmatic changes:** The Program shall document programmatic changes recently completed or currently underway to advance the outcomes identified in Standard 6.

The outcomes identified in Standard 6 include a combination of knowledge, action and impact outcomes focusing both on strengthening and expanding the program’s structure and reach and on effectively training students for the global workforce. For the MURP program, the impact outcome is a globally recognized, practice-oriented and technology driven program. For the students, the outcomes are graduates who possess good critical thinking skills, who are engaged in scientific discovery and interdisciplinary research and who can respond appropriately to issues of equity to build sustainable and inclusive communities. To advance these outcomes, programmatic changes included, changes in the



program's curriculum, hiring additional faculty, and promoting the visibility of the Department, improving its image, reach and impact.

#### Curriculum Changes Currently Underway

- Renaming Planning Studio 1: Site Planning & Urban Design or Land Use Planning & Urban Design Studio
- Renaming Planning Studio II: Comprehensive Plan Making Studio
- Renaming Computer Applications – Fundamentals of GIS Applications in Urban Planning
- Renaming Historic Preservation - Parks, Preservation and Heritage Planning
- Renaming the specializations: Transportation Planning to Sustainable Transportation & Infrastructure Planning and Environmental Planning to Environmental Planning & Natural Resource Management
- Updating the descriptions of the specialization and expanding the range of elective courses
- Providing a waiver of 3 credit hours (on a case by case basis) for students without an accredited planning degree but who possess relevant planning knowledge and/or planning practice experience
- Develop a study abroad program working with the Confucius Institute to develop a tract for students to conduct research in China while working on their MURP degree
- Changing the structure of the comprehensive exam from multiple choice to a capstone question format

<b>C. Strategic issues for the next 5-7 years:</b> The Program shall identify the critical steps needed to advance its goals and progress during the next reaccreditation period.
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DCRP is committed to a comprehensive, integrated strategic planning process linking our vision, priorities, people and physical space to promote accountability, data-driven decision-making and action, to motivate constituents, and shape and guide the department and its programs as it evolves over time and within the local and regional community. The strategic issues critical to advancing this process form components of our vision which highlights DCRP's aspirations to be the premier planning graduate program and institution in the state of Alabama and the Southeast providing a superior planning education. Expected outcomes include creating competent and innovative professionals with distinctive technical competence committed to help build resilient societies and economies and positively impacting the health and well-being of human settlements. The Department prioritizes its ability to effectively educate and train young professionals, particularly minorities, to address intricate and unprecedented issues and opportunities of equity and justice, empowerment, healthy communities and sustainability in a rapidly changing global, scientific and technological environment. Strong and engaged community based research and scholarship along with vibrant and productive partnerships between the MURP program, the state and regional planning profession are keys to providing an environment for the emergence of eminent urban planning scholars. To achieve these, over the next decade, the Department aspires to attract more financial resources, increase faculty numbers and productivity, attract better students, and achieve a national recognition for its planning programs to achieve its vision. DCRP will capitalize on its strengths which include:

- The unique history and heritage of the south and AAMU as a HBCU
- The long standing history and accreditation of the Department
- The relative autonomy the department enjoys within the university administrative structure to carve out new parts and directions for itself.
- A high level of respect for the program, faculty and accomplishments within the Huntsville metropolitan region
- A distinctive laboratory for exploration of urban issues in a high tech and high growth area offered by the Huntsville/Madison County region
- The resilience and commitment of current faculty and the dedication of past faculty and alumni to the strengthening, rebuilding and rebranding of the Department
- The presence of closely aligned research and academic programs such as GIS & remote sensing, environmental sciences, logistics, food sciences, and the college of business and public policy.

Critical next steps include:

- Confirming a full-time permanent chair and program coordinator to chart the future for the department.
- Hiring of a minimum of two new faculty members who would further reinforce our unique teaching, research and service focus on equity and justice, empowerment, healthy communities and sustainability in a technology-driven environment.
- Solidify the Department's capabilities in several cross-cutting areas: housing and community development; land use and transportation; food security and community health; GHGs and climate change; urban health indicators; and international economic development. There are current faculty strengths in each of these areas and great student interest. The external funding mechanism is not currently organized to address all of these themes equally well. The Department will engage its research center to better align them with these priorities.
- Embrace new cross-cutting themes of globalization, migration and public participation; smart and resilient cities, and improving efficiencies in the use and deployment of resources. These are topics of intellectual interest for DCRP faculty and students. With the anticipation of the addition of faculty hires, DCRP will be poised to integrate these themes into the curricula of its graduate program.
- Revamp the structure (creating a board of directors) and products (Working Paper series, Alabama Demographic Review etc.) of the Center for Urban and Rural Research focusing on providing data and information that uniquely addresses the history, heritage and urban development challenges and opportunities in the southern US.
- Develop a continuing education enterprise for practicing professionals and apply to become a CE provider through APA. The first concrete step will be to establish an annual conference on urban growth, sustainability in a global economy followed by the development of a certificate program in community engagement to encourage continuing education of alumni and other professionals.
- Strengthen our commitment to student experiential learning and public engagement through AAMU's Community-Campus Partnership to connect theory to practice and provide valuable assistance to the community. These experiences would further enhance the student experience and DCRP students and thus the University, as a major resource beyond the Huntsville Metro region.
- Develop student recruitment and retention annual action plan based on the goals and expectations of CALNS 2015 – 2020 Enrollment Management Plan
- Secure financial resources to fund DCRP's aspirations. Continued pursuit of large-multidisciplinary and federal grants will be key. AAMU has developed a reward structures to encourage these, and CALNS provides Evans Allen funding in a seed grant competition to encourage larger efforts. Efforts with regards to the pursuit of contracts will be expanded.
- Continue strengthening the outcome assessment process using new and updated metrics to evaluate student outcomes in conjunction with the Office of Institutional Research.
- Revamp the periodical publications of the Alabama Urban Review and the Alabama A&M University Demographic Analysis
- Development of MOU with Osun State University in Nigeria to bring 20 students for a one year program in Urban Planning beginning Fall 2018 (See pg. 72, Part IV.C.). These students will go back to their home institution to complete the Bachelor's Degree then return to DCRP to pursue the MURP program.

**D. 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. Information shall include, but not be limited to:

1. student achievement as determined by the Program;
2. the cost (tuition and fees) for a full-time student for one academic year;
3. student retention and graduation rates, including the number of degrees produced each year, the percentage of master's students graduating within 4 years and/or the percentage of bachelor's students graduating within 6 years;
4. the percentage of master's graduates who pass the AICP exam within 3 years after graduation and/or the percentage of bachelor's graduates who pass the AICP exam within 5 years of graduation; and

5. the employment rate of fulltime graduates in a planning or planning-related job within 1 year of graduation.

Program's website: <http://www.aamu.edu/academics/alns/crp/pages/default.aspx>

### 1. STUDENT ACHIEVEMENT

The Department of Community and Regional Planning Program assesses student achievement in terms of student retention, graduation and employment rates. In addition, the Department has developed the following student academic performance indicators and engagement in community services, awards and conference attendance as additional measures.

#### Student Academic Performance Indicators

<b>Performance Targets (MURP Program)</b>	<b>Actual Percentage</b>		
	<b>2016-2017</b>	<b>2015-2016</b>	<b>2014-2015</b>
90% of the students are retained in the program	95	100	95
90% of the MURP students remain in good academic standing (maintaining a GPA of 3.0 each semester).	95	95	95
70% of the MURP candidates pass the Comp Exam on the first sitting	50	50	50
80% of MURP students pass the comprehensive with a score of no less than 70%	50	50	50
75% of students complete their thesis or terminal research project by their fourth semester of enrollment	85	85	75

#### Students Engaging Community Service and Professional Development

<b>Involvement in Community Services</b>	<b>2016-2017</b>	<b>2015-2016</b>	<b>2014-2015</b>
Volunteered at a non-profit	12	10	9
Presented/Attended APA conference or similar conference	22	20	5
Involved with other professional organizations	4	5	1
Attended a professional development seminar	43	45	25

#### Selected Recent Student State and National Planning and Academic Achievement Awards:

The Department also measures student success in terms of the awards and other recognition students received for their work while students. During the past 2 years, Alabama A&M University's Department of Community & Regional Planning students have won the following individual or group project awards:

- ENO Transportation Fellowship 2014
- Most Outstanding Oral Paper Presentation, Alabama Academy of Sciences, Spring 2016
- Alabama Chapter Student Poster Competition Winner, Fall 2015
- Scholarship to attend 2016 Low Income Housing Credit Conference
- EPA 2016 Global Youth Environmental Symposium Poster Presentation Winners

#### Conference Presentation/Attendance

- 8 Students attended Association of Research Directors Symposium, Atlanta GA, April 2017; 6 presented posters & papers
- 9 Students attended National Association of African American Studies, Dallas Texas, February 13 – 18, 2017; 7 presented posters
- 9 students attend EPA Region IV Global Environmental Symposium, Atlanta GA, September 2016; 6 presented posters
- 9 students attending Briefings on the Sustainable Development Goals at the United Nations & Organization of American States, New York and Washington DC, March 2016

- 16 students attend the American Planning Association National Conference, Phoenix, AZ April 2016
- 6 students attended and presented posters at the National Association of African American Studies in Baton Rouge Louisiana, February 2016
- 5 students attended and presented posters and papers the Alabama Academy of Sciences Conference in Florence Alabama, February 2016
- Alabama & Mississippi APA Chapters Joint Conference, Perdido Beach Alabama October 2015
- 16 students attended EPA Region IV Global Environmental Symposium, Atlanta GA, October 2015
- 6 students attended the American Planning Association National Conference, Seattle WA, April 2015

#### Student authors – Journal Publications:

- Herbert, B., Christian, C., Izeogu, C. and **BABALOLA, O.** (2017). Food Insecurity and the Food Store Environment in the Southern United States: A Case Study of Alabama Counties, *African Journal of Agriculture and Food Security*, Vol 5(4), pp. 193 – 201.
- Herbert, B., Christian, C., **KASSAMA, L.**, and Oluwoye, J. (2017). Quality of Life, Socio-Economic Status and Perceptions of Public Facilities and Services in Small Town America. *Rural Sociology* (under review)
- Herbert, B., **KASSAMA, L.** and Christian, C. (2017). Assessing Food Security and Local Food Systems for Healthy, Livable and Sustainable Communities in North Alabama. *Built Environment* (Under review)
- Herbert, B., **JOHNSON, N, ROBINSON, R. and BABALOLA, O.** (2016). Food Deserts and Access to Health Food of Alabama counties. *Journal of Alabama Academy of Science*, 87 (1) pp 58
- Oluwoye, J., **DAIRO, O.**, Herbert, B. & Bukeyna, J. (2016). Assessing the impact of Rural Communities Services, Energy, and Transportation Infrastructure on Agricultural Production Outputs across the Black Belt region: A Conceptual Framework. *International Journal of Interdisciplinary Research and Innovations*. 4(4) pp 14-24.

#### Student Poster & Oral Presentations:

- Poster: **“Alabama’s Agricultural Land Use Change, 1950 – 2012”** by LaKesha Stewart, American Planning Association NPC, NY, NY, May 6-9, 2017; Adviser: B. Herbert
- Poster: **“GHG Emissions as an Urban Sustainability Indicator: Relationship between GHG Emissions and Economic Characteristics of the US”** by Reginald Robinson ARD, Atlanta GA April 1-4, 2017; Advisor: B. Herbert
- Paper: **“Urban Land Use Encroachment on Alabama Agriculture Research Centers 2000-2010”** by Schuyler Carter, ARD, Atlanta GA April 1-4, 2017; Advisor: J. Pressley
- Paper: **“A Study of the Determinants of Average Emission Factors on Alabama Road Network”** by Ngozi Ajufo, Oluwagbenga Dairo & Aminat Amuni; ARD, Atlanta GA April 1-4, 2017; Advisor: J. Oluwoye
- Poster: **“Food Security as a Function of the Food Store Environment in the Southern United States - A Case Study of Alabama’s Sixty-Seven Counties”** by Olayemi Babalola, ARD, Atlanta GA April 1-4, 2017; Advisor: B. Herbert
- Paper: **“Development and planning of telecommuting: A pilot study of feelings and commuting to work”** by Ngozi Ajufo, Alabama Academy of Sciences, Florence, AL February 17-19, 2016 (won best Oral Presentation); Advisor: J. Oluwoye
- Poster: **“Climate change impacts on road safety”** by Lady Kassama, Alabama Academy of Sciences, Florence, AL February 17-19, 2016; Advisor: J. Oluwoye
- Poster: **“Greenhouse Gases Generation in the Madison County Alabama and Engaging the Public for Creating Sustainable Communities”** by Nicholas Johnson, EPA Global Youth Symposium, October 1 -2, 2016 Atlanta GA. Advisor: B. Herbert
- Poster: **“Trend Analysis on the Demographic Aspects in the Effects of Weather Patterns on Traffic Safety by Lady Kassama, Conference on Pharmaceuticals and Personal Care Products”**, Summer 2016; Advisor: J. Oluwoye
- Poster: **“Educating the Community on the Impacts of Water Management and Climate Change In Henry County, Georgia”** by Gewel Richardson (undergraduate) - 3<sup>rd</sup> place winner in her category, EPA’s Region IV Global Environmental Youth Symposium,

- *Paper: Dairo, O. Kassama, L. (2017). “Driving under the influence of alcohol and drugs (DUI) among ethnic population in the United States”. National Association of African American Studies February 13-18, Dallas, Texas; Advisor: J. Oluwoye*
- *Ajufo, N., and Dairo, O (2017) “Comparative analysis of commuting patterns of African American, Hispanics and Latino Workers in Alabama”. National Association of African American Studies, February 13-18, Dallas, Texas; Advisor: J. Oluwoye*

#### Outreach Projects – External Clients:

- Planning Studio II Class (URP 527) (11 students), Fall 2016 – Redesign of AAMU’s Agribition Center: Urban Design and Plans for Amphitheater and Farmers Market

#### Student Internships/Experience Learning Opportunities:

- **Nicholas Johnson:** USDA/NRCS, South Carolina, Summer 2016;
- **Reginald Robinson:** PAK Legacy CDC, Huntsville AL, Summer 2016 – Current
- **Ngozi Ajufo:** PAK Legacy CDC, Huntsville AL, Summer 2016 - Current
- **Vontra Giles:** Engineering Facilities Division of the U.S. Army Materiel Command, Huntsville AL, Summer 2016
- **Bri’Anna Baber:** USDA/NRCS, Columbus, OH, Summer 2016
- **Marley Hicks (Undergraduate):** Urban Impact Inc., Birmingham Alabama, Summer 2016 & Summer 2017
- **Lakesha Stewart:** Community Development City of Huntsville, Spring 2017
- **Nicholas Johnson:** Community Development Department, City of Huntsville 2017
- **Schuyler Carter:** Agribition Center, ACES, Huntsville, Spring 2017
- **Jeran Herbert (Undergraduate):** REU, China, Summer 2016
- **Giavani Smith (Undergraduate):** REU, China Summer 2016
- **Olayemi Babalola, Ngozi Ajufo, Karolyn Williams & Victoria Norfleet** - Volunteer student workers at the National Planning Conference, NY, May 6 – 9, 2017

## 2. GRADUATE TUITION & FEES

Instate Tuition: \$413 per credit hour

Out of State: \$826 per credit hour

Instate Fees: \$739

Out of State Fees: \$1,479

For more information see: <http://www.aamu.edu/administrativeoffices/business-and-finance/comptroller/Documents/SAR%20-%20DOCS%20-%20FEE%20SHEET%20-%20FALL%202016%20ODP%20GRAD.pdf>

3. student retention and graduation rates, including the number of degrees produced each year, the percentage of master’s students graduating within 4 years and/or the percentage of bachelor’s students graduating within 6 years;
4. the percentage of master’s graduates who pass the AICP exam within 3 years after graduation and/or the percentage of bachelor’s graduates who pass the AICP exam within 5 years of graduation; and
5. the employment rate of fulltime graduates in a planning or planning-related job within 1 year of graduation.

## 3. STUDENT RETENTION & GRADUATION RATES

Academic Year	Grad	Undergrad	Total	Year
2011-12	25	29	54	2011FALL

2011-12	24	27	51	2012SPRING
2012-13	25	26	51	2012FALL
2012-13	26	26	52	2013SPRING
2012-13	8	5	13	2012SUMMER
2013-14	36	30	66	2013FALL
2013-14	42	26	68	2014SPRING
2013-14	38	16	54	2013SUMMER
2014-15	46	27	73	2014FALL
2014-15	29	15	44	2015SPRING
2014-15	19	6	25	2014SUMMER
2015-16	35	22	57	2015FALL
2015-16	34	26	60	2016SPRING
2015-16	22	4	26	2015SUMMER
2016-17	41	24	65	2016FALL
2016-17	43	26	69	2017SPRING
2016-17	20	6	26	2016SUMMER

Source: Alabama A&M University Registrar's Office & Office of Institutional Research, July 2017

- The overall retention rate for both the BSUP and MURP Program between 2012 and 2015 has been approximately 90%.
- The average number of BSUP students in the program between 2005 and 2016 was 36 and 30 for the MURP program.
- The average number of degree completions for both programs between 2005 and 2016 was 7 for both programs.
- Fall 2016 saw a 25% increase in the number of students in the MURP program.
- The approximate percent of master's students graduating within 4 years between 2012 and 2016 was 95%.
- The approximate percent of bachelor's students graduating within 6 years was 90%.

#### 4. AICP EXAM

Graduation Years Ending	May 2012	May 2013	May 2014	May 2015	May 2016
<b>Master's program graduates who take the exam within 3 years of graduation</b>					
<b># who take exam</b>	0	0	1	0	0
<b>% of takers who pass the exam</b>	0	0	0	0	0

MURP students are waiting much longer than 3 years after graduation to attempt the AICP. The majority of the attempts (10 of 17) at the exam between 2011 and 2016 were from students who graduated from the program between 2006 through 2009. Only 12% of the students who took it during this time frame passed the exam.

#### 5. MURP GRADUATE EMPLOYMENT RATE AFTER GRADUATION

Graduation Years Ending	May 2012	May 2013	May 2014	May 2015	May 2016
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Graduates employed within 1 year of graduation in a <b>professional planning or planning-related job</b>	Number	3	3	3	5	9
	Percent	37.5%	50%	33%	63%	82
Graduates who pursue further education within 1 year of graduation.	Number			3	1	
	Percent			33%	12%	
Graduates not employed in planning or planning-related jobs or unemployed within 1 year of graduation	Number	2			2	2
	Percent	25%			25%	18
Graduates with unknown employment status	Number	3	3	3	1	0
	Percent	37.5%	50%	33%	12%	0
Total	Number					
	Percent	100%	100%	100%	100%	100%

The Employment rate measures the percentage of MURP graduates who obtain planning positions or elect to pursue an advanced degree within one year of graduation. An average of 80% of the 2012 through Spring 2016 graduates were employed in full time planning or planning related fields within one year of graduation. Agencies worked for include:

- Federal Highway Administration
- Redstone Arsenal
- Alabama A&M University – Bulldog Transit System, Alabama Cooperative Extension System, Community Development Cooperation, GIS Department
- Department of Transportation – Alabama, Georgia, Tennessee
- City Planning Offices – Huntsville, AL, Hattiesburg MS, Midland Texas, Memphis TN
- Huntsville Utilities
- Georgia Dept. of Community Affairs
- US Navy