

**Tuskegee University**  
**College of Agriculture, Environment and Nutrition Sciences and**  
**College of Arts and Sciences**  
**Doctor of Philosophy (Ph.D.) in Integrative Public Policy and Development**

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**Degrees Offered:** Doctor of Philosophy (Ph.D.) in Integrative Public Policy and  
Development

\* For additional information please refer to the Graduate Handbook.

The 21st century is marked locally, nationally and internationally by increased competition for scarce resources – from production resources like land, financial resources (capital and credit), to food, to fuel, to services (legal, social, health). The United States is faced with the challenge of finding better ways of addressing these challenges through programs and policies that impact an increasingly globalized society. The Tuskegee University Integrative Public Policy and Development (IPPD) Ph.D. program is designed to develop professionals who have not only technical proficiency but who also possess the flexibility and adaptability to address the complexities of current challenges. The IPPD program has three major research and teaching areas: History and Public Policy, Agriculture and Resource Policy, and International Development Policy.

**Admission Requirements**

- Admission to the IPPD Ph.D. Program is determined by the six IPPD Faculty on the Student Selection Committee and by the IPPD Dean’s Council. Admission is then communicated to the candidates by the IPPD Program Office and the Office of Graduate Studies and Research.
- Candidates must have completed the B.S./B.A. and/or Master’s degree in areas related to Integrative Public Policy, e.g., the Political Science, Economics/Agricultural Economics, Sociology/Rural Sociology, Anthropology, and other related Social Sciences. If deemed necessary, the student may be required to take additional prerequisite courses.
- Competitive candidates for admission should have a cumulative grade point average (GPA) of at least 3.00 or higher in all previous studies, a GPA of 3.4 in upper division courses.
- International students must also submit proof of financial support and TOEFL scores.
- Three letters of recommendation from faculty or others who have known the student in an academic or research capacity,
- official transcripts from each institution attended (International Students must have transcripts translated through World Education Services – WES)
- GRE scores

- a resume or curriculum vitae documenting previous research or teaching experience, and a statement of interest, which details the applicant's goals and potential research focus areas are required as part of the application.

### **Advisory Committee**

Students admitted to the IPPD Ph.D. program will be assigned provisional advisors who will be responsible for initial guidance. By the end of the first academic year, students are required to have identified two co-advisors and formed a Student Advisory Committee, which will be responsible for facilitating the development of the academic coursework plan and the research design. The co-advisors must be from two different disciplines, both of which must be integral to the proposed dissertation research. The Student Advisory Committee will consist of a minimum of four faculty members, at least two of whom must be knowledgeable in the student's area of research; one must be from outside the student's research area and at least three must be members of the IPPD Ph.D. program faculty. A key feature of the IPPD Ph.D. program is the co-advisor concept. These co-advisors will expose students to different perspectives and encourage and facilitate design and completion of a research dissertation that addresses a problem from at least two different but complementary perspectives.

### **Core Courses (21 credits): Required for All Students in the Ph.D. program**

AGEC0615: Quantitative Methods (3 credits)

AGEC 0622: Research Methodology (3 credits)

IBSC 0601: Research Ethical Standards (3 credits)

IPPD 0601: Graduate Seminar in Public Policy (3 credits)

IPPD 0602: Graduate Seminar in the Public Policy in the Black Belt (3 credits)

IPPD 0603: Graduate Seminar in International Development (3 credits)

IPPD 0605: Graduate Seminar in International Relations (3 credits)

### **Elective Courses (42 Credits): Determined by Student's Major Co-Advisors**

Elective courses may be any Ph.D. level courses offered in the IPPD curriculum at Tuskegee University. Approval of the Major Co-Advisors is necessary for a student to sign up for electives. Twelve (12) credit hours must be from the two IPPD specialty areas outside of the student's major area; and up to six (6) credit hours may come from Special Problems (IPPD 0630).

### **Research Courses (12 Credits): Supervised by Student's Major Co-Advisors**

IPPD 0700: Research. Each student will take twelve (12) credit hours of research supervised by their co-advisors.

### **Transfer Credits**

Students having earned advanced course credits elsewhere may request their transfer. The determination of the IPPD Faculty concerning the number of credits to be transferred will be final.

## **Written and Qualifying Examination**

All IPPD students must complete qualifying exams. The first qualifying exam is a comprehensive written exam that is given in December of the student's third year to all members of a student's entering class that have been enrolled full-time in the IPPD program and that includes topics covered in the IPPD Core Curriculum. The exam is graded pass/fail by the IPPD core instructors. A student has 2 chances to pass qualifiers. If the student does not pass qualifiers after the 2nd try the student must be terminated from the IPPD Program. The second Qualifying exam is given by the student's dissertation committee during the spring of the students' 3rd year. This exam is also graded pass/fail and each fellow has up to 2 chances to pass. Failure to pass on the second try will result in termination from the program.

## **Research Proposal**

All IPPD students must submit their dissertation proposal to the IPPD Dean's Council by the end of the summer of their 3rd year.

## **Admission to Candidacy**

Requirements for admission to candidacy are:

- Completion of all course work required for the Ph.D. Program;
- Passing a written qualifying exam;
- Successful oral presentation of research proposed to the Student Advisory Committee;
- Submission of an application for admission to candidacy by the end of the summer of the 3rd year.

## **Dissertation**

- Upon completion of the coursework and research for the program, the student-through his/her advisory committee-may request that the Dean of Graduate Studies and Research arrange a final oral examination to meet the degree requirements.
- The Dean of Graduate Studies and Research will appoint a dissertation committee consisting of all Advisory Committee members and one member from outside the university.
- The student must submit a completed copy of the dissertation to each member of the examination committee at least two weeks prior to the date of the exam.
- The focus of the oral examination will be the student's research.
- Approval of at least four members of the dissertation committee is necessary for the student to pass the oral examination.
- Students must submit seven corrected copies of their dissertation signed by all members of the Student Advisory Committee and respective College Dean(s) to the Dean of Graduate Studies and Research.

## **Teaching and Internship Requirements**

All IPPD students must teach at least one course that is approved by their co-advisors and all students must complete the equivalent of one semester-long internship in a non-academic setting, e.g., industry, research institute, government agency, or non-government organization-for "real world" professional experience and to demonstrate competency in leadership and communication skills.

### Changes and Review of Progress

Only the IPPD Dean's Council may approve changes in a student's area of specialization, co-advisors, or Student Advisory Committee members, and such change(s) must be requested through the IPPD Ph.D. Program Office. In the event the approval cannot be secured, the student may directly petition the Dean of Graduate Studies and Research

The Student Advisory Committee will review the student's progress at least once each semester and forward a formal report to the IPPD Ph.D. Program Office and the IPPD Dean's Council.

The Student Advisory Committee will recommend to the IPPD Dean's Council whether to continue, place on probation, suspend or dismiss the student from the graduate program. A student whose cumulative GPA falls below 3.0 is allowed one semester to raise the GPA to 3.0.

Failure to do so will result in expulsion from the program. Students who fail the qualifying examination after two attempts may apply for a terminal Master's degree in any of the established programs at Tuskegee University. In such cases, the student will have to meet the oral examination requirements of the Graduate School.

### Residency Requirement

IPPD Ph.D. students are required to be located at Tuskegee University for at least two years during the course of doctoral study.

### Time Limit for Graduation

All graduate credit submitted in fulfillment of requirements for the Ph.D. degree must have been earned within the six years immediately preceding conferral of the degree.

**Research assistantships and fellowships are available for students admitted to the program. Continuation of the financial support depends on student's performance in course work and research, and availability of funds.**

List of Core Courses	
Course No.	Course Description
AGEC 0615	<b>QUANTITATIVE METHODS. (3 credits).</b> Statistical methods and their applications: probability density and distribution functions as background studying principles of economic models analyses; prediction problems, programming, scheduling and network; special topics of current interest.
AGEC 0622	<b>RESEARCH METHODOLOGY. (3 credits).</b> Selection, planning and conduct of research; alternative approaches, role of theory, beliefs and values; critical appraisal of research tools and studies; empirical development, presentation and defense of researchable problems by students. Prerequisite: one year of graduate work, including statistics.
IBSC 0601	<b>RESEARCH ETHICAL STANDARDS. (3 credits).</b> A primary goal is building student capacity to recognize and respond appropriately to ethical issues in research. In an intensive discussion and student-presentation format, the course will particularly address cases, situations, and problems that can provide practical ethical knowledge and skills for working bioscientists. A special focus will be ethical problems in bioscience related to race/ethnicity

	and work of minority bioscientists. Instructors will primarily serve as learning guides. Extensive student preparation prior to class is essential. Students are expected to participate significantly in class discussion and conscientiously contribute to group work. Independent student research will be required.
<b>IPPD 0601</b>	<b>GRADUATE SEMINAR IN PUBLIC POLICY. (3 credits).</b> This course provides an introduction to public policy, the process of policy-making and implementation. It seeks to examine the policy environment, i.e., the context, challenges and constraints of decision-making so that those who design, give advice and implement public policy may know how to navigate through this environment. In the process, this course will cover important considerations including identifying data sources and weighing the utility of data, establishing criteria for analyzing policies, assessing policy alternatives, choosing among policies, and monitoring policy implementation.
<b>IPPD 0602</b>	<b>RESEARCH SEMINAR IN PUBLIC POLICY FOR REGIONAL BLACK BELT DEVELOPMENT. (3 credits).</b> This course will build from IPPD 0601 and provides advanced research in public policy, the process of policy-making and implementation in the Black Belt Region of the Southeastern United States. Special emphasis will be place on the social, economic, historical and political context of the Black Belt and its impact on policy. Specific policy reviews will focus on legislative initiatives such as the Farm Bill and regional development commissions and authorities. It will be a hands-on course that will take faculty and student into the various places in the Black Belt for purpose of data gathering and data analysis.
<b>IPPD 0603</b>	<b>GRADUATE SEMINAR IN INTERNATIONAL DEVELOPMENT. (3 credits).</b> This is a core seminar in International Development. This course seeks to explore the trajectory of development, development theory, actors and issues, and development and social change. Specifically, it is designed to introduce graduate students to the trends in development theory and the different discourses of development, and the impacts of development on different countries and regions.
<b>IPPD 0605</b>	<b>GRADUATE SEMINAR IN INTERNATIONAL RELATIONS. (3 credits).</b> This is the core survey course in international relations. As such, this course maps out the landscape of the field of international relations, its key issues, questions, approaches, concepts, and theories. It is designed to introduce graduate students to the central theories and issues examined at the graduate level in international relations. Specifically, the course addresses the behavior of states and international organizations, theories of development, theories of war and peace, foreign policy decision making.
<b>List of Elective Courses</b>	
<b>AGEC 0501</b>	<b>ENVIRONMENTAL ECONOMICS AND SUSTAINABLE DEVELOPMENT IN AGRICULTURE. (3 credits).</b> To strengthen and enhance students' environmental literacy and in-depth understanding of the complex interrelationships between environmental and natural resource

	management; economic growth and development, global sustainable development or sustainability and agriculture. The analytical approach and framework integrates three multidisciplinary perspectives: the underlying scientific principles of ecology and economics, the interrelationships between private sector profitability, and public sector long-term environmental resource sustainability, as well as the suitable economic, social, and environmental policies.
<b>AGEC 0502</b>	<b>RESOURCE ECONOMICS. (3 credits).</b> Economic principles applied to problems of natural resource use, and development, conservation, evaluation and management of resources.
<b>AGEC 0550</b>	<b>THE SOCIO-ECONOMIC FOUNDATIONS OF US AGRICULTURE AND RURAL COMMUNITIES. (3 credits).</b> While farming accounts for less than 2% of the US population, agriculture affects a wider population including, support and supply industries, processors and retailers, as well as the communities where farmers live and their families work, shop, go to school, and so on. The overall objective of this course is to introduce the student to agriculture in the widest sense and to the surrounding rural community as a system within a series of inter-related sub-systems: socio-cultural, technological, political and economic. These sub-systems, in turn, act as theoretical perspectives that enable us to focus on key elements of agriculture and community in terms of change, development and inequality, including: 1. the structure of agriculture and resource allocation, land and the environment; 2. technology adoption and scientific innovations; 3. agricultural institutions including the USDA and federal legislation, public education and the land grant system, and private industry and corporate research; and 4. the impact of agriculture on minority communities and producers.
<b>AGEC 0602</b>	<b>AGRICULTURAL POLICY IN DEVELOPING COUNTRIES. (3 credits).</b> Agriculture in the structure of developing nations; its role in economic development; historical experience and models; sectoral policies relating to prices, inputs, productivity, and marketing international inputs into agricultural development.
<b>AGEC 0618</b>	<b>AGRICULTURAL POLICY (3 credits).</b> Public issues involving agriculture and rural development topics relating to price controls, nutrition policy, food safety, farm labor, use of finite resources, marketing orders, production controls, etc.
<b>AGEC 0625</b>	<b>AGRICULTURAL PROFESSIONAL DEVELOPMENT. (3 credits).</b> This course introduces the student to practical agricultural and rural development project management as a practicum. Using the case study and participatory approaches, examples from both domestic and international projects will be used to highlight the Planning, Implementation, Monitoring, Evaluation and Analysis dimensions of agricultural and rural/community development projects. Students will formally integrate academic study with practical work experience with a directed project in a cooperating business, farm operation, government agency, outreach and extension services, policy think tank, or non-profit or

	community based organization. The student will spend a minimum of 15 full days or 30 half days working to address an agricultural, community development or related issue. There will be a comprehensive project report at the end of the practicum, as well as an opportunity to present two seminars (at project planning and concluding phases) before peers and faculty.
<b>AGEC 0630</b>	<b>SPECIAL PROBLEMS IN AGRICULTURAL AND RESOURCE ECONOMICS (3 credits).</b> Special studies for graduate students in Agricultural and resource Economics
<b>AGEC 0700</b>	<b>RESEARCH IN AGRICULTURAL AND RESOURCE ECONOMICS (3 credits).</b> Research in thesis problems under the direction of the major advisor(s). Students in this course will be required to select research problems on a specific topic related to their specialization
<b>AGEC 0752</b>	<b>CONTINUOUS REGISTRATION. (no credits).</b> Restricted to graduate students who have taken all courses including 0700 and need to use the services and resources of the University to complete their dissertation or reading for graduate exams. Students may have a maximum of two registrations only
<b>AGEC 0754</b>	<b>CANDIDATE FOR DEGREE ONLY. (no credits).</b> Restricted to graduate students who have completed all requirement for the graduate degree including final oral or comprehensive examinations, submission of dissertation and approval of the dissertation by the Office of Graduate Programs. Students will be permitted to register for this course only one time.
<b>IPPD 0604</b>	<b>HISTORICAL TRENDS IN PUBLIC POLICY AND INTERNATIONAL DEVELOPMENT. (3 CREDITS).</b> This is a survey course that focuses on the interface or connections between the history of various public policies and international development. The aim is to make students knowledgeable of the enduring relevance of the historical background (periods, events, actors and forces) behind public policies that shape or impact international development. The course teaches principally that there are historical contexts and trends to the making of public policies that influence international development theories, strategies, goals and objectives.
<b>IPPD 0606</b>	<b>INTERNATIONAL POLITICAL ECONOMY. (3 CREDITS).</b> This course takes an interdisciplinary approach that incorporates theoretical perspectives from other areas of social science in its attempt to understand global social problems and solve problems using intellectual inquiry in the social sciences. Additionally, understanding the historical forces at play in the development of IPE, this course will examine international economics and international politics that address issues such as international trade, international finance, hegemony, North-South relations, multinational corporations, globalization, structural adjustment policies, Third World development, and global disparities of inequality.
<b>IPPD 0607</b>	<b>ISSUES IN INTERNATIONAL DEVELOPMENT. (3 CREDITS).</b> This course critically examines the historical, political, economic and social factors that have affected development in the underdeveloped, developing, less-developed, South, non-industrialized or Third World countries. It combines both the comparative and the area studies approach in understanding the Global South and incorporates the application of new paradigms and policies that will

	address centuries of systemic hegemonic policies that have resulted in arrested development in Latin America, the Caribbean, Africa, Asia, and the Middle East.
<b>IPPD 0608</b>	<b>SEMINAR IN GLOBAL GOVERNANCE. (3 CREDITS).</b> This seminar challenges students to think critically about global interdependence that is defined largely by asymmetry and transnational issues or crises. In a world of many different actors (states, international governmental organizations, nongovernmental organizations, etc.) amidst increasing contacts, communications, commerce, and competitiveness, the seminal question is, who governs the global system and to what outcomes and ends?
<b>IPPD 0609</b>	<b>THE NATURE OF THE INTERNATIONAL SYSTEM. (3 CREDITS).</b> This course offers the systematic analysis of the international system. It teaches the application of the leading schools of thought in international relations for understanding the structures, processes, and forces that define, generate, and control the system. Moreover, the nature of the system is studied with respect to various actors and factors, foreign and international policies, current events and emerging trends within and about the international system.
<b>IPPD 0610</b>	<b>SEMINAR IN THE HISTORY OF THE SOUTH (3 credits).</b> This seminar, discussion based course which examines the racial, social, political, and economic developments of the American South from its colonial beginnings to modernity. Specifically, this course will examine the unique, and of times contentious history of African Americans who have called the American South home. The following historical occurrences will be copiously probed: South Colonial economies, Enslavement and Resistance, The Civil War, Reconstruction; Jim Crow Segregation, the Civil/Human Rights Era, and Recent Trends and Developments in the American South. During this class a variety of methods will be used to explore this important seminar. Students will read primary documents, view vital documentaries, visit important archives, and historical sites of memory.
<b>IPPD 0611</b>	<b>SOCIAL ISSUES AND PUBLIC POLICY HISTORY. (3 credits).</b> IPPD 0611 examines a variety of issues that are considered “social problems.” Such “social problems will include, inter alia, crime and punishment, race, gender, poverty, and the welfare state. How do specific issues come to be considered “problems” in the first place, while other issues do not? What are the most conventional and not so conventional approaches to solving such problems? These are some central questions that this question will examine. We will begin with the constructionist perspective, which centers around one question: why do we recognize some social conditions as “problems” while simultaneously ignoring other conditions? Additionally, why do we recognize some social conditions as problems at one time, while during a later period we do not consider them problems?
<b>IPPD 0612</b>	<b>POLITICAL AND ECONOMIC DEVELOPMENT IN COMPARATIVE PERSPECTIVE. (3 credits).</b> This course will introduce students to the political processes of change and development. It will do by surveying the classical and contemporary theories of political and economic development ranging from neoclassical to structural to recent endogenous growth theories.

	The main focus will be on institutions and governance as conditions for growth and development. It will examine the relationship between political and economic change in selected countries as well as global patterns.
<b>IPPD 0613</b>	<b>THE POLITICS OF INEQUALITY. (3 credits).</b> This seminar examines how inequality shapes politics and how politics shapes inequality, both in the advanced industrial countries and the developing world. The first half of the seminar will focus on a review of recent work on long run trends in inequality in the industrialized world, investigate the political factors that may have influenced these trends, and finally examine how changes in inequality have shaped the pattern of politics, with particular emphasis on the current US context. The second half of the course will focus on inequality in the developing world and its relationship to democracy, political violence, and economic development.
<b>IPPD 0614</b>	<b>FOUNDATIONS IN SUSTAINABLE DEVELOPMENT. (3 credits).</b> This course seeks to develop student research competence and expertise in the design, implementation, and evaluation of sustainable development systems and models, with academic rigor, and breadth through integrative thinking.
<b>IPPD 0615</b>	<b>THE PUBLIC POLICY OF ENVIRONMENTAL AND SUSTAINABLE DEVELOPMENT. (3 credits).</b> This course seeks to strengthen students' skills in designing and implementing effective environmental and sustainable development policies as well as evaluating their successes and failures, with a focus on governance.
<b>IPPD 0616</b>	<b>PUBLIC POLICY AND THE LAW. (3 credits).</b> This course will provide students with the skills of reading case law, analyzing judicial decisions, and discussing relevant policy topics within a legal framework both from a local, national and international perspective. This course will begin with an introductory framework for policy and legal analysis followed by modules that focus on important policy and legal topics.
<b>IPPD 0617</b>	<b>RACE, ETHNICITY AND PUBLIC POLICY. (3 credits).</b> In light of the reality of racial and ethnic divisions across all societies both locally and globally, a complex array of policies have emerged to address the social and economic disparities associated with group distinctions. These policies have ranged from segregation and apartheid to eugenics and genocide to multicultural integration to color-blindness to affirmative action to reparations. Such policies have implications far reaching implications ranging from healthcare to education, and voting arrangements, and social welfare programs en passant. This course will explore in depth all of these dimensions of the relationship between public policy and group distinction.
<b>IPPD 0618</b>	<b>REGIONAL PUBLIC POLICY. (3 CREDITS).</b> This course examines public policy issues that are implemented in OECD countries and the Global South. The focus of this course will be on the technical aspects of regional policy formulation and decision-making as well as on the evaluation of current policy issues, their improvements, and alternatives. This course will be conducted as a Seminar. The regions will be alternated each year.

<b>IPPD 0630</b>	<b>SPECIAL PROBLEMS IN INTEGRATIVE PUBLIC POLICY AND DEVELOPMENT (3 credits).</b> Special studies for graduate students in Integrative Public Policy and Development.
<b>IPPD 0700</b>	<b>RESEARCH IN INTEGRATIVE PUBLIC POLICY AND DEVELOPMENT (3 credits).</b> Research in thesis problems under the direction of the major advisor(s). Students in this course will be required to select research problems on a specific topic related to their specialization.
<b>IPPD 0752</b>	<b>CONTINUOUS REGISTRATION. (no credits).</b> Restricted to graduate students who have taken all courses including 0700 and need to use the services and resources of the University to complete their dissertation or reading for graduate exams. Students may have a maximum of two registrations only.
<b>IPPD 0754</b>	<b>CANDIDATE FOR DEGREE ONLY. (no credits).</b> Restricted to graduate students who have completed all requirement for the graduate degree including final oral or comprehensive examinations, submission of dissertation and approval of the dissertation by the Office of Graduate Programs. Students will be permitted to register for this course only one time.

<b>List of Key Graduate Faculty Members</b>			
<b>Name/College/Specialty</b>	<b>College</b>	<b>Phone: (334)</b>	<b>Email</b>
1. Ramble Ankumah Environmental Policy	CAENS	727-8400	rankum@mytu.tuskegee.edu
2. Ntam Baharanyi Community Development, Resource Policy	CAENS	724-4840	baharany@mytu.tuskegee.edu
3. Conrad Bonsi Agricultural Policy, Plant Sciences, International development	CAENS	727-8701	cobonsi@mytu.tuskegee.edu
4. Eunice Bonsi Community Food Systems, Youth	CAENS	727-8816	ebonsi@mytu.tuskegee.edu
5. Vivian Carter Rural Health and Disparities, Community Engagement	CAS	727-8737	vlcarter@mytu.tuskegee.edu

6. Youssouf Diabate International Development, Agribusiness	CAENS	724-4232	diabate@mytu.tuskegee.edu
7. Tasha Hargrove Marketing and Evaluation	CAENS	724-4524	tmhargrove@mytu.tuskegee.edu
8. Walter Hill Agricultural Policy, Alabama and Land Grant Policy	CAENS	727-8334	hillwa@mytu.tuskegee.edu
9. Joe Jimmeh International Political Systems	CAS	724-4914	kaija@ @mytu.tuskegee.edu
10. Ellene Kebede Resource Economics, Agricultural Policy	CAENS	724-4522	kebede@mytu.tuskegee.edu
11. C. S. Prakash International Agricultural Development, Food Policy, Biotechnology	CAS	725-2334	prakash@mytu.tuskegee.edu
12. Clyde Robertson African-American History, History of the African Diaspora	CAS	727-8544	clrobertson@mytu.tuskegee.edu
13. Raymon Shange Integrated Research and Environmental Policy	CAENS	727-8333	rshange2946@mytu.tuskegee.edu
14. Nii O. Tackie Resource Policy	CAENS	727-8813	ntackie@mytu.tuskegee.edu
15. Thierno Thiam	CAS	725-5489	thiamt@mytu.tuskegee.edu

International Relations, International Development, Global Governance			
16. Godfrey Vincent African-American History, History of the Diaspora	CAS	727-8105	gvincent@mytu.tuskegee.edu
17. Ruben Warren Bioethics	CAS	724-4554	warrenr@mytu.tuskegee.edu
18. Wylin Wilson Health Policy and Ethics	CAENS/CAS	725-2340	wwilson@mytu.tuskegee.edu
19. Robert Zabawa Community Development, Agricultural & Resource Policy	CAENS	727-8114	zabawar@mytu.tuskegee.edu
20. Andrew Zekeri Resource Policy	CAS	727-8086	zekeri@mytu.tuskegee.edu

<b>IPPD Deans' Council</b>			
<b>Name</b>	<b>College</b>	<b>Phone: (334)</b>	<b>Email</b>
Walter Hill	CAENS	727-8334	hillwa@mytu.tuskegee.edu
C. S. Prakash	CAS		prakash@mytu.tuskegee.edu