1. **Adoption of Agenda**
   Dr. Timothy Sands

2. **Announcement of approval and posting of minutes of September 18, 2017**
   Dr. Timothy Sands
   These minutes have been voted on electronically and will be posted on the University web.

4. **Old Business**
   Dr. Timothy Sands
   Commission on Outreach and International Affairs
   **Resolution COIA 2017-18A**
   Resolution to Recommend Authorization of the Establishment of a Center for International Research, Education and Development (CIRED)

   Commission on Undergraduate Studies and Policies
   **Resolution CUSP 2017-18A**
   Resolution to Approve New Degree, Bachelor of Science in Public Health

5. **Announcement of acceptance and posting of Commission Minutes**
   Dr. Timothy Sands
   These minutes have been accepted for filing by electronic vote and will be posted on the University web. Note that the purpose of voting on Commission minutes is to accept them for filing. University Council By-laws require that policy items be brought forward in resolution form for University Council action.

   Commission on Faculty Affairs
   **September 8, 2017**

   Commission on Undergraduate Studies and Policies
   **September 11, 2017**

6. **Presentation**
   Ms. Tracy Vosburgh
   Update on the Branding Initiative

7. **Adjournment**
   Dr. Timothy Sands
University Council Minutes
September 18, 2017
3:00 PM
1045 Pamplin Hall


Absent: Tim Sands (with notice), Jack Davis (with notice), Michael Friedlander, Steve McKnight, Kelly Oaks, Menah Pratt-Clarke, Robert Sumichrast, Bryan Brown, Robert Bush, Anita Puckett, Nathan King, Judy Alford (with notice), Robin Lawson, Katrina Loan, Teresa Lyons, Jeannie Layton-Dudding, John Massey, Glenda Scales, & Michele Waters

Guests: Lori Buchanan, Jack Finney, Rachel Gabriele, Rachel Holloway, Ellen Plummer, Kerry Redican, & Angela Simmons

Dr. Rikakis called the meeting to order at 3:00 p.m. A quorum was present.

1. Adoption of Agenda

A motion was made and seconded to adopt the agenda. The motion carried.

2. Announcement of approval and posting of minutes of May 1, 2017

Dr. Rikakis noted that these minutes have been voted on electronically and can be publicly accessed on the Governance Information System on the Web (http://www.governance.vt.edu).

3. Commission Chair Reports

Dr. Rikakis asked the Commission chairs to present briefly their goals for the academic year.

1. Commission on Administrative and Professional Faculty Affairs – Ms. Janice Austin, Chair

   a. Working on increasing awareness of and participation in CAPFA among A/P faculty utilizing Virginia Tech news notices, Human Resources employee resource webpage, and an informational handout for orientation packets.

   b. Working on organizing a half-day event with a keynote speaker and a networking session for A/P faculty; to be held in spring 2018.

   c. Collaborating with VT Engage on a community outreach project for A/P faculty across the Commonwealth.
2. Commission on Equal Opportunity and Diversity – Dr. Deyu Hu, Chair

   a. Considering collaborating with the President, University Council, and other entities on campus to find out how Virginia Tech can address bias-related issues more proactively.
   b. Reorganizing work groups based on members' concerns and interests with what is going on at Virginia Tech.
      - Diversity in Academic Mission
      - Human Resources
      - Governance and Recognition
   c. CEOD will encourage active participation and involvement into the work groups and focus on generating concrete products that the university community can utilize.
   d. Dr. Menah Pratt-Clarke gave a presentation to CEOD on the framework of Inclusive VT and the Office for Inclusion and Diversity.

3. Commission on Faculty Affairs – Dr. John Ferris, Chair

   a. Considering retiree health benefits for tenured faculty.
   b. Discussing numerous questions concerning the Promotion and Tenure process.
   c. Discussing equity in access to large-scale facilities and research proposals.
   d. Discussing faculty morale, recruiting, and retention.

4. Commission on Graduate Studies and Policies – Dr. Kevin Edgar, Chair

   a. Will complete and communicate the anti-academic bullying initiative.
   b. Assessing and addressing graduate student food insecurity.
   c. Re-envisioning PhD including digital portfolio.
   d. Enhancing the Virginia Tech lab safety culture.
   e. Discussing diversity training requirement for graduate students.
   f. Pursuing implementation of anti-plagiarism software.

5. Commission on Outreach and International Affairs – Dr. Jan Helge Bøhn, Chair

   a. Aiming to place an emphasis on elevating the importance of international advancement within the Virginia Tech community. This is paramount to building a global brand in all three of the COIA’s mission areas of learning, discovery, and engagement.
   b. The COIA’s objective is that Virginia Tech builds international philanthropic support for education abroad, scholarships, endowed professorships in international arenas, and investment in global research grants for faculty, to attract top-flight students, staff, and faculty globally, that is representative of a top-100 global university.
   c. Creation of a subcommittee within COIA on International Alumni Relations and Advancement.

6. Commission on Research – Ms. Ginny Pannabecker, Vice Chair

   a. The COR Committee on Research Competitiveness will continue.
   b. Pursue the new Open Access Policy.
   c. Revision to Policy 13005, Center and University Institutes.
   d. Communication of Facilities and Administration (F&A).
   e. Updates to Faculty Handbook sections regarding research faculty.
   f. Discussing postdoctoral scholar activities.
7. Commission on Staff Policies and Affairs – Ms. Tammie Smith, Chair
   a. Continuing to review the climate survey and identify issues for CSPA to explore.
   b. Requesting to be involved in the search for the new Vice President for Human Resources.
   c. Researching where staff stand in Beyond Boundaries and Destination Areas. Specifically what will the expectations of staff be?
   d. Beginning a review of the winter closing policy at the request of the Employee Benefits Committee.

8. Commission on Student Affairs – Mr. Chris Saunders, Chair
   a. Discussing the physical safety and safety of expression.
      - Do students have to hide their personality to feel safe on campus?
      - It is impossible to hide what someone looks like. Does that make him or her feel unsafe?
   b. Discussing general climate issues under a changing political landscape.
   c. Connecting the overenrolled students with their relevant communities.
      - How do we reach out to 7,000 students and how do we help students find the group of Hokies that makes them feel at home?
   d. Visibility of student resources and education on those resources.
      - If something happens, do students know who to go to and what that entails?
      - If someone is looking for help, we want him or her to know where to find it.
   e. Discussing graduate student expenses and pay structure changes to increase quality of life.
   f. Discussing general enrollment concerns.
   g. Discussing administration’s response to incidents both on and off campus.
      - Specifically at Chabad last spring.

9. Commission on Undergraduate Studies and Policies – Dr. Dean Stauffer, Chair
   a. The Academic Policy Committee will review and establish guidelines for the pre-matriculation Dantes Subject Standardized Test (DSST).
   b. CUSP will study and formulate any needed policy changes and/or additions needed to support the Destination Areas, Strategic Growth Areas, and Pathways General Education Curriculum.

10. Commission on University Support – Dr. Richard Ashley, Chair
    a. There are no carry-over items from the spring term and the CUS will be setting goals at the first meeting this term.
    b. Selection of a vice chair.
    c. Continuing presentations from the Campus Development Committee, the Energy and Sustainability Committee, and the Transportation and Parking Committee.

4. New Business

Commission on Outreach and International Affairs
Resolution COIA 2017-18A
Resolution to Recommend Authorization of the Establishment of a Center for International Research, Education, and Development (CIRED)

Dr. Jan Helge Bøhn presented this resolution for first reading. This resolution is to transition the Office of International Research, Education, and Development (OIRE) to the Center for International Research, Education, and Development (CIRED) in accordance with Policy #13005. This change will increase visibility
and create a stronger campus presence. This will allow the center to more effectively attract and assist various stakeholders.

This center will report to the Vice President for Outreach and International Affairs.

**Commission on Undergraduate Studies and Policies**  
Resolution CUSP 2017-18A  
Resolution to Approve New Degree, Bachelor of Science in Public Health

Dr. Dean Stauffer presented the resolution for first reading. There is currently a workforce shortage for positions in Public Health, and there is a sizable demand for this degree. No other Virginia higher education institutions offer this degree.

A question was raised as to whether the bachelor’s degree will provide students with different opportunities than the existing master’s degree. Dr. Kerry Redican indicated that the Master of Public Health is for those wanting an administrative role.

### 5. Announcement of Approval and Posting of Commission Minutes

These minutes have been voted on electronically and will be posted on the University web (http://www.governance.vt.edu). Note that the purpose of voting on Commission minutes is to accept them for filing. University Council By-laws require that policy items be brought forward in resolution form for University Council action.

- **Commission on Equal Opportunity and Diversity**  
  March 13, 2017  
  April 10, 2017

- **Commission on Graduate Studies and Policies**  
  April 19, 2017  
  May 3, 2017

- **Commission on Outreach and International Affairs**  
  May 11, 2017

- **Commission on Research**  
  April 12, 2017  
  May 10, 2017

- **Commission on Staff Policies and Affairs**  
  February 28, 2017  
  March 28, 2017

- **Commission on Student Affairs**  
  April 6, 2017  
  April 13, 2017

- **Commission on Undergraduate Studies and Policies**  
  April 24, 2017
6. For Information Only

Minutes of the University Advisory Council on Strategic Budgeting and Planning
April 27, 2017

7. Announcement

Dr. Paul Winistorfer asked members of University Council to recognize Ms. Sandra Muse, who will be retiring at the end of the month after 42 ½ years of service to the university. She received a round of applause.

8. Adjournment

There being no further business, a motion was made to adjourn the meeting at 3:30 p.m.
WHEREAS, the Commission on Outreach and International affairs (COIA) exists to study, formulate, and recommend to University Council policies and procedures concerning the engagement of the University in service, outreach, and international affairs; and

WHEREAS, the Office of International Research, Education and Development (OIRED) has submitted a proposal to form a university-level Center for International Research, Education and Development (CIRED) reporting to the Office of the Vice President of Outreach and International Affairs; and

WHEREAS, the aforementioned Center will support Virginia Tech’s global mission by developing and managing projects that draw on Virginia Tech’s knowledge and applying it to raising standards of living in developing countries; and

WHEREAS, the objectives of the Center will include providing opportunities and building capacity for the university’s involvement in international research, education and development; identifying and promoting high-priority themes and issues and strategically focusing on country- and region-specific collaborations; generating and communicating information to a range of audiences about the University’s and the Center's international activities; and increasing and diversifying funding sources; and

WHEREAS, the establishment of a Center for International Research, Education and Development will increase the visibility of the University’s international engagement to more effectively attract and assist internal clients and stakeholders, as well as engage more effectively with external partners;

NOW, THEREFORE, BE IT RESOLVED, that the COIA recommend authorization of the establishment of a university-level Center for International Research, Education and Development.
Overview:

Transitioning the Office of International Research, Education, and Development (OIRED) to the Center for International Research, Education and Development (CIRED) will increase its visibility and create a stronger campus presence that will allow the Center to more effectively attract and assist its various internal clients and stakeholders; this in turn will enhance engagement with external constituents.

The impetus for the transition to become a Center is an expanded vision of the opportunities available from drawing together multidisciplinary faculty teams to develop innovative responses to complex global problems. Propelled by the University’s renewed focus on increasing international collaboration, Beyond Boundaries, CIRED will be central to strategic approaches and practical models for international engagement that will position Virginia Tech as a pre-eminent global land-grant university leader.

Background:

Since its creation in 1993, the Office of International Research, Education, and Development has provided essential support and resources to the University faculty, administration and staff to acquire and implement international projects and activities. This is accomplished by drawing on and strengthening the expertise of faculty, staff and students in units, departments and colleges across Virginia Tech’s campus. The result has been an international research, education and development operation that has brought in more than $150 million since 1993 and has a current sponsored research and education portfolio of $60 million.

Vision:

The vision of the Center is to link Virginia Tech to the world, supporting the university’s global mission by developing and managing projects that draw on Virginia Tech’s vast knowledge and applying it through multi-disciplinary and multi-institutional partnerships to raising standards of living in developing countries. Providing opportunities for faculty and student involvement in research, teaching and development of solutions to problems beyond our nation’s boundaries, results in benefits to the university and to the people and communities it serves throughout the Commonwealth of Virginia.
Short- and Medium-Term Objectives:

- Support university efforts to become a premier global land-grant university
- Provide opportunities and build capacity for the university’s high-quality involvement in international research, education and development
- Identify and promote high-priority themes and issues that will establish and leverage the university’s expertise and excellence abroad
- Strategically focus on comparative advantages and niches that lead to country- and region-specific collaborations
- Provide technical, financial and human resource support and assistance to university global engagement through strategic partnerships
- Provide leadership for new and innovative approaches to global problems, challenges and opportunities
- Help create campus policies and structures that support responsive and robust international programs and projects
- Generate and communicate information to internal and external audiences about the University’s and the Center’s international activities, successes and the benefits of global engagement
- Increase and diversify funding sources with the goal of growing the Center’s program and project portfolio

Clientele:

The Center will operate at the university level, serving faculty, administrators, staff and students involved in international affairs. As part of a public university with the mission to serve the needs of the Commonwealth of Virginia, the Center recognizes mutually beneficial relationships with a wide range of agencies and citizens, and will cultivate these relationships accordingly. Clientele also include an array of international partners, for example foreign universities and research institutions, international centers, governments, non-governmental organizations, and foundations and funding agencies such as USAID. A current representation of the Center’s projects and programs includes:

- The USAID Integrated Pest Management (IPM) Innovation Lab (IPM I L), which develops and implements approaches to pest management that help raise the standard of living
and improve the environment in select developing countries. Approaches developed in this project have global application and benefit.

- The USAID Innovation for Agricultural Training and Education (InnovATE) Program, which works to achieve sustainable food security, reduce poverty, promote rural innovation and stimulate employment by building human and institutional capacity.

- The Women and Gender in International Development Program (WGD), which works towards gender equity in development by promoting gender sensitivity in every project through training and interdisciplinary research and ensuring that women and other disadvantaged groups benefit.

- The USAID Education and Research in Agriculture (ERA) in Senegal, which strengthens the country’s institutional and human capacity in agricultural education, training, research and outreach.

- The USAID BHEARD Higher Education in Agriculture Initiative, which supports graduate education at Virginia Tech by four South Sudan students.

- The Innovative Agricultural Research Initiative (iAGRI) in Tanzania led by Ohio State University with a consortium of universities including Virginia Tech to strengthen training and collaborative research capacities of Sokoine University of Agriculture (SUA).

Through its broad mission of research and education, the Center will collaborate with most of the university’s colleges and research institutes for expertise, including the

- College of Agriculture and Life Sciences
- College of Architecture and Urban Studies
- College of Engineering
- College of Liberal Arts and Human Sciences
- College of Natural Resources and Environment
- College of Science
- Graduate School
- Pamplin College of Business
- Virginia-Maryland Regional College of Veterinary Medicine
- Virginia Tech Carilion School of Medicine and Research Institute
Governance:

CIRED will be a university-level center housed in Outreach and International Affairs (OIA) reporting to the Office of the Vice President for Outreach and International Affairs. The Center Executive Director will plan and develop projects, programs and activities in consultation with the Vice President of OIA and the Associate Vice President for International Affairs, including providing annual and other reports as requested. The Executive Director will be Van Crowder who currently leads OIRED.

As part of its governance structure, the Center will form a stakeholder/advisory committee to support and provide guidance to the aims and objectives of the Center, including serving as a conduit of information for university and other stakeholders on the Center’s international work; generating new ideas and directions for the Center’s future international engagement; and identifying topics and target areas to further the Center’s work and its capacity to contribute to the university’s goal of becoming a leading global university.

The Center will invite distinguished and promising Virginia Tech faculty as well as international scholars and practitioners to become affiliated with the Center.

Anticipated Resource Needs:

The Center will continue to be funded by a combination of university funding, sponsored projects and returned overhead. The university funding includes support for the Executive Director; Director, Women and Gender in International Development; Director, International Finance and Administration; Associate Director, Finance and Administration; and Administrative Assistant to the Executive Director and partial funding of office space. Sponsored funding supports project and program specific positions within the Center and returned overhead funds the remaining resource needs of the Center.

Anticipated Distribution of Returned Indirect Costs:

The Center will continue OIRED’s policy of establishing departmental grant funds to support the activities of VT faculty collaborators. The college portion of returned overhead from these departmental funds will continue to be shared 50%/50% with CIRED. This sharing of returned overhead generates funding for VT departments and CIRED.
Statement of Executive Director’s Qualifications:

Van Crowder has a PhD from Cornell University in Adult and Continuing Education. He started his international career with the University of Florida working on a project in Bolivia funded by USAID. He subsequently worked at UF as Assistant Director, International Programs in Agriculture, as well as Associate Professor in the Department of Agricultural Education and Communication. He has extensive experience with international development agencies and projects, including work with the Food and Agriculture Organization of the United Nations (FAO) and the Millennium Challenge Corporation (MCC/Department of State). At MCC he served as Senior Director for the Education, Health, and Community Development portfolio. At FAO, he served as Agricultural Education Officer, Senior Officer Communication for Development, and as the Country Representative in Nicaragua. He has consulted with the World Bank and USAID, among other organizations, in numerous countries in Latin America, Africa, and Asia. In addition to Executive Director OIRED, he holds a tenured professorship in Virginia Tech’s Department of Agricultural, Leadership and Community Education.
October 11, 2016

From: Dr. L. Van Crowder, Executive Director
Office of International Research, Education and Development

To: Dr. Guru Ghosh, Vice President for Outreach and International Affairs

Subject: Request to create the Center for International Research, Education and Development (CIRED)

I am submitting this letter of intent to request approval to convert the Office of International Research, Education and Development (OIERD) into the Center for International Research, Education and Development (CIRED). This will increase the visibility of OIERD’s work and create a stronger campus presence that more effectively attracts and assists internal clients and stakeholders, as well as allow the center to engage more effectively with external partners.

The center will support Virginia Tech’s global mission by developing and managing projects that draw on Virginia Tech’s vast knowledge and applying it to raising standards of living in developing countries.

Objectives of the center will include providing opportunities and building capacity for the university’s involvement in international research, education and development; identifying and promoting high-priority themes and issues and strategically focusing on country- and region-specific collaborations; generating and communicating information to a range of audiences about the University’s and the center’s international activities; and increasing and diversifying funding sources.

CIRED will be a college-level center housed in Outreach and International Affairs (OIA). The CIRED Executive Director will plan and develop projects, programs and activities in consultation with the Vice President of OIA and the Associate Vice President for International Affairs.

As part of its governance structure, the center will form a stakeholder/advisory committee to support and provide guidance to the aims and objectives of the center. As is the case with OIERD, the center will continue to be funded through a combination of university funding, sponsored projects and returned overhead. Through its broad mission of research and education, the center will collaborate with the university’s colleges, schools, institutes and other centers.

If the proposal to create CIRED meets with your approval, I am prepared to proceed with a formal proposal that includes a full charter and letters of endorsement from units that will have a significant role in the proposed Center for International Research, Education and Development.
April 27, 2017

Dr. Guru Ghosh  
Office of the Vice President for Outreach and International Affairs  
Gateway Center 120  
902 Prices Fork Road  
Blacksburg, VA 24061

Dear Guru,

I am writing this letter in support of the proposal to transition the Office for International Research, Education and Development (OIRED) to a Center for International Research, Education and Development (CIRED), to be located in the Office of Outreach and International Affairs.

For many years, OIRED has played an important role in developing and managing international projects and activities. This has been accomplished by engaging the expertise of faculty, staff and students in units, departments and colleges across Virginia Tech’s campus, including the College of Veterinary Medicine. Moving forward, it is clear that OIRED will become increasingly important as Virginia Tech seeks to expand its global position.

For the College of Veterinary Medicine, global reach is a necessary perspective to enable success in achieving our aspirations in regard to One Health, which recognizes the inextricable linkages between animal health, public health and the environment across the world. Specifically, we need to establish and grow international partnerships that provide experiential opportunities for students to learn about global health and research opportunities for faculty and graduate students to work with international colleagues to address global health problems. A good example of such an activity is the partnership that the College currently is developing with Sokoine University in Tanzania, which OIRED initiated and is facilitating.

As a Center, OIRED would be better positioned to accomplish these important tasks because of the enhanced visibility on and off campus, as well as the clearer identity in regard to submission of external grant applications. The College of Veterinary Medicine looks forward to continuing our relationship with a newly established CIRED and fully supports the creation of this Center.

Sincerely,

Dr. Cyril R. Clarke  
Dean
March 23, 2017

Dr. Guru Ghosh
Office of the Vice President for Outreach and International Affairs
Gateway Center 120
902 Prices Fork Road
Blacksburg, VA 24061

Dear Dr. Ghosh,

I am writing this letter in support of the proposal to transition the Office for International Research, Education and Development (OIRED) to a college-level Center for International Research, Education and Development (CIRED) to be located in the Office of Outreach and International Affairs.

For many years, OIRED has provided essential support and resources to the university faculty, administration, and staff to acquire and implement international projects and activities. This is accomplished by drawing on and strengthening the expertise of faculty, staff, and students in units, departments, and colleges across Virginia Tech’s campus. As a center, it will be even better positioned to draw on the university’s expertise to address complex global problems, and thus contribute more significantly to Virginia Tech’s role as a global land-grant university.

Numerous faculty in our college/unit are currently engaged in international activities, or have expressed interest in such engagement. The proposed creation of CIRED will assure increased accessibility to services and support for our faculty in development of international projects and pursuit of funding, which will strengthen and broaden the impact of international activities in our college. The new center will improve the visibility of our international endeavors across campus and enhance our engagement with external stakeholders.

I endorse the mission of CIRED to support the university’s global mission by developing and managing projects that draw on Virginia Tech’s vast knowledge and applying this knowledge through multi-disciplinary, multi-institutional partnerships to raise standards of living in developing countries. I believe this is an exciting opportunity to establish Virginia Tech as a leader globally for Research, Education, and Development. CIRED will be central to strategic approaches and practical models for international engagement that will position Virginia Tech as a pre-eminent global land-grant leader.

Invent the Future

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
An equal opportunity, affirmative action institution
The College of Natural Resources and Environment looks forward to continuing our relationship with CIRED and fully supports the creation of this center. We appreciate the opportunity to expand the university's capacity in this area.

Sincerely,

[Signature]

Paul M. Winistorfer
Dean
WHEREAS, individual and community health problems can be ameliorated through implementation of public health core responsibilities and essential services; and

WHEREAS, the Institute of Medicine (now the Health and Medicine Division of the National Academies of Sciences, Engineering, and Medicine) sees a public health trained workforce as an important component in helping the United States close gaps in health outcomes; and

WHEREAS, the Centers for Disease Control and Prevention reports that serious public health workforce shortages exist; and

WHEREAS, there is currently no accredited Bachelor of Science in Public Health degree offered at other higher education institutions in Virginia; and

WHEREAS, Virginia Tech is advancing health sciences curricula, research, and majors; and

WHEREAS, the undergraduate demand for a Bachelor of Science in Public Health degree is sizable; and

WHEREAS, a Master of Public Health degree, accredited by the Council on Education for Public Health (CEPH), is currently offered by the Department of Population Health Sciences in the Virginia-Maryland College of Veterinary Medicine; and

WHEREAS, the Bachelor of Science in Public Health, to be offered in the Department of Population Health Science in the Virginia-Maryland College of Veterinary Medicine, would be added to the CEPH accreditation of the Public Health Program;

THEREFORE BE IT RESOLVED that the Bachelor of Science in Public Health be approved effective Fall 2018 and the proposal forwarded to the President, the Board of Visitors, and the State Council of Higher Education for Virginia (SCHEV) for approval, and to the Southern Association of Colleges and Schools (SACS) for notification.
Virginia Tech Degree Proposal
Bachelor of Science in Public Health (BSPH)
CIP: 51.2201

Type of degree action: New

Program Background

Health is defined as “a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity” (http://www.who.int/aboutwho/en/definition.html). Public health is “the science and art of promoting health, preventing disease, and prolonging life through the organized efforts of society” (http://whqlibdoc.who.int/hq/1998/WHO_HPR_HEP_981.pdf). The United States spends more than any developed country on health care and yet U.S. health outcomes are inferior to countries which spend much less. In fact, the U.S. health care system is ranked 37th internationally (http://thepatientfactor.com/canadian-health-care-information/world-health-organizations-ranking-of-the-worlds-health-systems/). Within the U.S., public health outcomes vary widely (http://www.americashealthrankings.org/explore/2015-annual-report) with Virginia ranked as 21, while other nearby states rank even lower (N. Carolina, 31; Tennessee, 43; Kentucky, 44; W. Virginia, 47). In response to concerns about public health, the U.S. Office of the Assistant Secretary for Health, Health and Human Services (HHS) recently released 'Public Health 3.0', A Call to Action to Create a 21st Century Public Health Infrastructure (https://www.healthypeople.gov/sites/default/files/Public-Health-3.0-White-Paper.pdf). This report concludes that “the public health workforce must acquire and strengthen its knowledge base, skills, and tools in order to meet the evolving challenges to population health, to be skilled at building strategic partnerships to bring about collective impact, to harness the power of new types of data, and to think and act in systems perspective. This will require a strong pipeline into the public health workforce, as well as access to ongoing training and mid-career professional development resources”. The Centers for Disease Control and Prevention (CDC) also notes that “serious public health workforce shortages exist in disciplines that perform surveillance functions and these shortages limit the nation’s capacity and plans for enhancement” (Drehobl, 2012). The Institute of Medicine, a strong supporter of public health, sees a public health trained workforce as an important component in helping the United States close gaps in health outcomes. In their 2012 report, For the Public’s Health (https://www.nationalacademies.org/hmd/~/media/Files/Report%20Files/2012/For-the-Publics-Health/phfunding_rb.pdf), the IOM highlights the types of skills that will be needed for this effort: “Public health departments can play several crucial roles in helping the nation reach these goals. In the past, public health has leveraged many partners to control — and even vanquish — infectious diseases through effective prevention strategies, sharply diminish environmental lead exposures, and nearly halve tobacco use. Today, public health departments can continue to bring together partners to assess community needs, and to plan and implement activities intended to meet key challenges in the areas of chronic disease, injury, emerging infectious diseases, mental health, and environmental health.”

Virginia Tech currently offers an accredited Master of Public Health (MPH) degree as well as a number of undergraduate courses with public health relevance. However, there is no undergraduate program at Virginia Tech that addresses all the Council on Education for Public Health (CEPH) Bachelor of Science in Public Health (BSPH) accreditation criteria. CEPH accreditation criteria is focused on
providing students with the skills and expertise necessary to join the public health workforce or to prepare for graduate programs in public health and allied fields.

The Department of Population Health Sciences in the Virginia Maryland College of Veterinary Medicine is requesting approval to offer a Bachelor of Science in Public Health (BSPH) degree beginning Fall, 2018. No other Commonwealth university offers the BSPH degree.

The overall undergraduate curriculum introduces students to foundations of scientific knowledge including the biological and life sciences and the concepts of health and disease; foundations of social and behavioral sciences; public health data analytics; biostatistics; epidemiology; environmental health; health behavior; and health policy and administration. More specifically, the following content will be covered:

- The history and philosophy of public health as well as the core values, concepts, and functions across the globe and in society;
- The basic concepts, methods, and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice;
- The concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations;
- The underlying science of human health and disease, including opportunities for promoting and protecting health across the life course;
- The socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities;
- The fundamental concepts and features of project implementation, including planning, assessment and evaluation;
- The fundamental characteristics and organizational structures of the US health system as well as the differences between systems in other countries;
- Basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy and the roles, influences, and responsibilities of the different agencies and branches of government;
- Basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology.
- Ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse populations;
- The ability to locate, use, evaluate and synthesize public health information.

Mission

The mission of the BSPH program is to prepare graduates for placement directly into the public health workforce or into graduate programs in public health and allied fields. The BSPH program will be grounded in a One Health model which involves the human-animal-environmental health interface and provides experiential learning and professional preparation in the core and concentration competencies, functions and responsibilities of public health.

Faculty and students will serve community needs through development of mutually beneficial partnerships with communities, local health departments, medical and veterinary organizations, community-based organizations, other public health and private institutions to improve local, state, regional, national and global public health, contribute to workforce development and advance One Health.
Online Delivery
Currently two of the core courses are available online and while some general education and elective courses may be online the intent is to offer this program face-to-face.

Accreditation
The Department of Population Health Sciences in the Virginia Maryland College of Veterinary Medicine has a CEPH accredited Public Health Program which currently operates the Master of Public Health (MPH) degree. The BSPH program will stand for accreditation under the current Public Health Program accreditation.

Advisory Board
The current Public Health External Advisory Board includes representatives from public health-affiliated agencies, institutions, associations and corporations. This Board will oversee both the BSPH and MPH programs.

Charge -- The External Advisory Board offers an external perspective on all aspects of the program. Specifically, the Advisory Board:

- Represents important health stakeholders in the region and beyond;
- Advises program leaders on issues related to program accreditation;
- Lends advice on sound financial practices the program should follow to be self-supporting;
- Helps identify relevant funding opportunities; and
- Assists in networking and student field placement; and
- Assists in promoting the program.

Advisory Board Members

- John Dreyzehner, MD, MPH; Chair Commissioner of Health, Tennessee
  Former Director, Cumberland Plateau Health District Virginia Department of Health
- Nathaniel L. (N.L.) Bishop, M.S.Ed, D.Min. President, Jefferson College of Health Sciences Chair
  of Department of Interprofessionalism VTCSOM
- Ben Davenport, Jr.; Chairman, Davenport Energy & First Piedmont Corporation
- Katherine Feldman, DVM, MPH, DACVPM State Public Health Veterinarian
  Maryland Department of Health and Mental Hygiene
- Bill Gruchow, PhD; Professor, Department of Public Health Education University of North
  Carolina at Greensboro
- Andy Morikawa Executive Director Emeritus (retired 2011) Community Foundation of The
  New River Valley
- Molly O’Dell, MD, MFA, Director, New River Health District Virginia Department of Health
Admission Criteria
Undergraduates will have the opportunity to be admitted directly into the BSPH program as a part of their Virginia Tech application. Virginia Tech requires all entering freshmen to have completed:

- 18 units of high-school course work;
- 4 units of English;
- 3 units of math that includes a minimum of algebra I and II and geometry;
- 2 units of laboratory science;
- 2 units of social science one of which must be history;
- 3 additional academic units (foreign language is recommended);
- 4 elective units.

In addition, undergraduates may internally transfer into the BSPH program. There are no special admission requirements.

Goals of the Bachelor of Science in Public Health
Prepare students who:

1. Demonstrate proficiency in implementing the public health core responsibilities and essential services;

2. Apply public health analytics to identifying and addressing public health problems;

3. Demonstrate public health workforce readiness.

Target Population
Seniors in Virginia high schools and in the Central Appalachian Region who are interested in attending Virginia Tech and majoring in public health is the target population for the BSPH.

BSPH Curriculum
The BSPH is a 120-hour degree program that includes 42 Pathways credits, 39 Public Health Core Requirements, and 39 Credits that are open for options such as an additional approved major or minors. This structure provides the student with the flexibility to complete coursework that is centrally related to their academic/career interests. Examples of what this structure would look like in practice could be a double majoring in Public Health and Computational Modeling and Data Analytics (or vice versa); Public Health and Biological Sciences (or vice versa); Public Health and Human Development (or vice versa); Public Health and Human, Nutrition, Foods and Exercise (or vice versa); and Public Health and Engineering (or vice versa). Instead of a double major students could complete approved university minors or pathways minors as a part of the 39 credits. The structure of this degree program is congruent to both the direction of Virginia Tech in terms of a university without borders and the emphasis SCHEV has placed on degree programs that are less prescriptive and maximize student choice.

The requirements of the BSPH and a semester by semester checklist follows. Letters of support for Pathways courses, BSPH Core Courses, and the BSPH Degree can be found in Appendices A, B, and C respectively.
### Bachelor of Science in Public Health (BSPH) Curriculum

(Note: Course Support Letters can be found at the end of the proposal)

<table>
<thead>
<tr>
<th>Pathways General Education Courses (Total: 42 Credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discourse (9 credits)</strong></td>
</tr>
<tr>
<td>ENGL 1105 First-Year Writing (3 credits)</td>
</tr>
<tr>
<td>ENGL 1106 First-Year Writing (3 credits)</td>
</tr>
<tr>
<td>Chose Advanced Course (2000+) (3 credits)</td>
</tr>
<tr>
<td><strong>Critical Thinking in the Humanities (6 credits)</strong></td>
</tr>
<tr>
<td>Choose Humanities Course (3 credits)</td>
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<tr>
<td>Choose Humanities Course (3 credits)</td>
</tr>
<tr>
<td><strong>Reasoning in the Social Sciences (6 credits)</strong></td>
</tr>
<tr>
<td>PSYC 1004 Introductory Psychology (3 credits)</td>
</tr>
<tr>
<td>SOC 1004 Introductory Sociology (3 credits)</td>
</tr>
<tr>
<td><strong>Reasoning in the Natural Sciences (6 credits)</strong></td>
</tr>
<tr>
<td>BIOL 1105 Principles of Biology (3 credits)</td>
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<tr>
<td>BIOL 1106 Principles of Biology (3 credits)</td>
</tr>
<tr>
<td><strong>Quantitative and Computational Thinking (9 credits)</strong></td>
</tr>
<tr>
<td>MATH 1014 Precalculus with Transcendental Functions (3 credits)</td>
</tr>
<tr>
<td>STAT 3615 Biological Statistics (3 credits)</td>
</tr>
<tr>
<td>Chose Advanced Course (2000+) (3 credits)</td>
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<tr>
<td><strong>Critique and Practice in Design and the Arts (6 credits)</strong></td>
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<tr>
<td>Choose Art Course or Integrated Art/Design Course (3 credits)</td>
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<tr>
<td>Choose Design Course or Integrated Art/Design Course (3 credits)</td>
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<table>
<thead>
<tr>
<th>Public Health Core Requirements (Total 39 Credits)</th>
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<tr>
<td>HNFE 1004: Human Nutrition, Foods, and Exercise (3 credits)</td>
</tr>
<tr>
<td>PHS 1514 Personal Health (3 credits)</td>
</tr>
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<td>PHS 2004 Introduction to Public Health (3 credits)</td>
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<td>HNFE 2664 Behavioral Nutrition and Physical Activity (3 credits)</td>
</tr>
<tr>
<td>PHS 3014 Introduction to Environmental Health (3 credits)</td>
</tr>
<tr>
<td>PHS 3534 Drug Education (3 credits)</td>
</tr>
<tr>
<td>HNFE 3634 Epidemiological Concepts of Health and Disease (3 credits)</td>
</tr>
<tr>
<td>PHS 4044 Public Health Policy and Administration (3 credits, Junior Standing)</td>
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<tr>
<td>PHS 4054 Concepts in One Health (3 credits, Junior Standing)</td>
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<td>PHS 4064 Modeling Infectious Diseases (3 credits, Junior Standing)</td>
</tr>
<tr>
<td>PHS 4074 Practicum in Public Health (3 credits, Senior Standing)</td>
</tr>
<tr>
<td>COMM 4324 Issues in Health Communication (3 credits, Junior Standing)</td>
</tr>
<tr>
<td>SOC 4704 Medical Sociology (3 credits, Junior Standing)</td>
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<table>
<thead>
<tr>
<th>Additional Major/Minor/Free Electives 39 credits</th>
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**Total: 120 Credits**
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<td>Sciences)</td>
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<tr>
<td></td>
<td>BIOL 1105 Principles of Biology (Reasoning Natural</td>
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<td>BIOL 1106 Principles of Biology (Reasoning Natural</td>
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<tr>
<td></td>
<td>MATH 1014 Precalculus with Transcendental Functions</td>
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<td>(Quantitative and Computational Thinking)</td>
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<td>Free Elective Course</td>
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<td><strong>15</strong></td>
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<td></td>
<td>Critical and Practice in Design and the Arts Course</td>
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<td>(Choose Art or Design Course or Art/Design Course)</td>
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<tr>
<td></td>
<td>Advanced Discourse Class</td>
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<td>Choose Advanced Course (2000+)</td>
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<td></td>
<td>HNFE 1004 Human Nutrition, Foods and Exercise^1</td>
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<td>HNFE 2664 Behavioral Nutrition and Physical Activity</td>
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<td>Fall Junior 20</td>
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<td>PHS 4044 Public Health Policy and Administration^1 (Junior Standing)</td>
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<td></td>
<td>Free Elective Course</td>
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<tr>
<td></td>
<td>HNFE 3634 Epidemiological Concepts of Health and Disease^1</td>
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</table>
Virginia‐Maryland Regional College of Veterinary Medicine
Department of Population Health Sciences
Bachelor of Science in Public Health
Major in Public Health
For Students Graduating in Calendar Year 2022

<table>
<thead>
<tr>
<th>Fall Semester Senior 2021</th>
<th>Credits</th>
<th>Spring Semester Senior 2022</th>
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<tr>
<td>PHS 4054 Concepts in One Health(^1) (Junior Standing)</td>
<td>3</td>
<td>PHS 4064 Modeling Infectious Diseases(^1) (Junior Standing)</td>
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</tr>
<tr>
<td>COMM 4324 Issues in Health Communication(^1) (Junior Standing)</td>
<td>3</td>
<td>PHS 4074 Practicum(^1) (Senior Standing)</td>
<td>3</td>
</tr>
<tr>
<td>SOC 4704 Medical Sociology(^1) (Junior Standing)</td>
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<tr>
<td>Free Elective Course</td>
<td>3</td>
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<tr>
<td>Free Elective Course</td>
<td>3</td>
<td>Free Elective Course</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>15</strong></td>
<td><strong>TOTAL</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

\(^1\) Course satisfies a Public Health Core requirement (Total 39 Credits)

Note: Students who did not successfully complete at least two years of a single foreign, classical, or sign language during high school must successfully complete six semester hours of a single foreign, classical, or sign language at the college level. Courses taken to meet this requirement do not count toward the hours required for graduation. Please consult the Undergraduate Catalog for details.

Note: Some courses listed on this checksheet have prerequisites. Please consult the University or check with your advisor.

Satisfactory Progress Toward Degree

1. After having attempted 36 semester credits (including transfer, advanced placement, and advanced standing) students must have passed at least 12 semester credits of Pathways to General Education.
2. After having attempted 72 semester credits (including transfer, advanced placement, and advanced standing) students must have passed at least 24 semester credits of the Pathways to General Education.

After having attempted 96 semester credits (including transfer, advanced placement and advanced standing) students must have an in-major grade point average of 2.0 or higher and should have completed PHS 1514, 3004, 3014, 3534, 4044, 4054, 4064; HNFE 1004, 2664; SOC 4704; COMM 4324; STAT 3615

Courses used to calculate in-major GPA

Students must maintain a minimum of 2.0 GPA and earn a grade of C- or better in each of the following courses:

PHS 1514, 3004, 3014, 3534, 4044, 4054, 4064; HNFE 1004, 2664; SOC 4704; COMM 4324
STAT 3615
Student Retention and Continuation Plan

Each student in the program will have an advisor who will make every effort to make sure students are retained and that the student will graduate in a reasonable time period. In addition, the Program and Policy Committee in the Population Health Sciences will examine progress toward degree for each student and assist those who are not adequately progressing. For those students who transfer to a different major an exit interview will be held to ascertain why a student is transferring from the program. In general, as with the MPH degree, faculty will be highly involved to maximize the opportunity for student success.

Faculty

All faculty in the MPH program in the Department of Population Health Sciences will teach and advise in the proposed BSPH program. The faculty are all content experts and accomplished research and/or public health practitioners. The list of core faculty can be found in Appendix A.

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>HNFE 1004: Human Nutrition, Foods, and Exercise</td>
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<tr>
<td>PHS 1514: Personal Health</td>
<td>Redican</td>
</tr>
<tr>
<td>PHS 2004: Introduction to Public Health</td>
<td>Marmagas</td>
</tr>
<tr>
<td>HNFE 2664: Behavioral Nutrition and Physical Activity</td>
<td>TBA</td>
</tr>
<tr>
<td>PHS 3014: Introduction to Environmental Health</td>
<td>Gohlke</td>
</tr>
<tr>
<td>PHS 3534: Drug Education</td>
<td>Redican</td>
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<tr>
<td>HNFE 3634: Epidemiologic Concepts of Health and Disease</td>
<td>Hungerford</td>
</tr>
<tr>
<td>PHS 4044: Public Health Policy and Administration</td>
<td>Redican</td>
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<tr>
<td>PHS 4054: Concepts in One Health</td>
<td>Pierson</td>
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<tr>
<td>PHS 4044: Public Health Policy and Administration</td>
<td>Redican</td>
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<tr>
<td>PHS 4064: Modeling Infectious Diseases</td>
<td>Abbas</td>
</tr>
<tr>
<td>PHS 4074: Practicum</td>
<td>Advisor</td>
</tr>
<tr>
<td>COMM 4324: Issues in Health Communication</td>
<td>Ivory</td>
</tr>
<tr>
<td>SOC 4704: Medical Sociology</td>
<td>TBA</td>
</tr>
</tbody>
</table>

Public Health Core Course Descriptions

HNFE 1004: HUMAN NUTRITION, FOODS AND EXERCISE

Scientific information applied to current concerns in foods, nutrition and exercise as it affects the nutritional health well-being of humans. (3H, 3C)

PHS 1514: PERSONAL HEALTH

Fundamental health content and theory to provide students with constructive health information necessary to meet current and future personal health needs. Special emphasis on wellness and health promotion. (3H,3C)

PHS 2004: INTRODUCTION TO PUBLIC HEALTH

An examination of the how the public health core disciplines of biostatistics, epidemiology, health policy and administration, health behavior, and environmental health work together in addressing public health problems. Special emphasis on the public health infrastructure and role of health informatics in public health. (3H, 3C)
HNFE 2664: BEHAVIORAL NUTRITION AND PHYSICAL ACTIVITY
Introduction to behavioral theories used to design, implement and evaluate health promotion programs, and theories underlying health behavior change. Interactions between individuals, physical and social environments, interpersonal, and intrapersonal determinants of health behavior. Epidemiological evidence of benefits of health eating and physical activity. (3H, 3C)

PHS 3014: INTRODUCTION TO ENVIRONMENTAL HEALTH
This course will provide an overview of environmental health, examining local, national, and international frameworks. The course will cover environmental factors that affect human health, including major classes of chemical, biological, and physical exposures from different environmental media (air, water, food, and soil). The class will emphasize toxicology and epidemiology methodologies used at the individual (mechanistic) level and at the population level to determine environmental causes of disease and find the most appropriate prevention or control measure to minimize adverse health outcomes. (3H, 3C)

PHS 3534: DRUG EDUCATION
Interpretation of multidimensional (social, psychological and physiological) scientific data regarding drugs. The major drug categories will be covered with special emphasis on substance misuse and abuse. (3H,3C)

HNFE 3634: EPIDEMIOLOGIC CONCEPTS OF HEALTH AND DISEASE
Designed to give students in the health sciences a basic understanding of the modern concepts regarding health and disease as well as skills in organizing epidemiological data, disease investigation and surveillance. Includes a survey of terms, concepts, and principles pertinent to epidemiology. Lifestyles of populations and the relationships between lifestyles and health status are studied. II. (3H,3C)

PHS 4044: PUBLIC HEALTH POLICY AND ADMINISTRATION
This course will focus on the evolution of public health policy in United States. Public health and health care systems will be examined. Administrative concepts central to public health such as strategic planning, controlling, directing, leadership and health law will be covered in the course. (3H, 3C).

PHS 4054: CONCEPTS IN ONE HEALTH
One Health refers to the dynamic interdependence of human, animal and environmental health and provides an important perspective in examining health problems. This course focuses on the theoretical foundations of One Health, methods for assessing animal-human linkages, policies and practices related to One Health, and capacity building and public engagement. (3H, 3C).

PHS 4064: MODELING INFECTIOUS DISEASES
Mathematical modeling of infectious diseases in humans and animals. Deterministic susceptibles-infectious-recovered (SIR) and related models, estimation of reproductive number, host heterogeneities, multi-pathogen/multi-host models, spatio-temporal models, stochastic dynamics, and modeling for public health policy. (3H, 3C)

PHS 4074: PRACTICUM IN PUBLIC HEALTH
Public health theories and concepts in a work setting; comprehensive, structured experience requires student to demonstrate professional competencies while working closely with a supervisor in a public health practice setting. Pre-requisite: Senior standing and completion of 21 hours of public health core courses. (3C).
COMM 4324: ISSUES IN HEALTH COMMUNICATION
Study of issues related to the theory and practice of health communication, including interpersonal, public, organizational, political, and cultural. Senior standing required. (3H,3C).

SOC 4704: MEDICAL SOCIOLOGY

Program Administration
An undergraduate BSPH program director will be identified internally or if need be recruited. The BSPH program director will oversee all aspects of the BSPH program, from admissions to assignment of advisor to tracking student success. The program director will be the face of the program and as such will oversee all the moving parts.

Student Assessment
Having completed the program, students are expected to demonstrate the ability to:

- Describe the role of public health professionals in protecting, improving and promoting health in communities;
- Demonstrate understanding of the use of biostatistics and epidemiology in infectious and chronic disease etiology, occurrence and prevention;
- Design a public health program that utilizes core public health concepts (biostatistics, environmental health, epidemiology, health services administration, and social and behavioral sciences) in solving community problems;
- Define the role of public health in meeting community health needs;
- Prepare a public health program that reduces incidence and prevalence of diseases and / or high risk health behaviors in selected communities;
- Describe the core principles and theories used in primary, secondary and tertiary prevention;
- Define the role of the health promotion specialist as a member of the public health team;
- Prepare a comprehensive prevention program designed to address a real a public health problem;
- Describe the infectious disease process;
- Demonstrate the skill to apply public health concepts to infectious disease;
- Design a clinical and public health approach to prevention and control of infectious disease;
- Define the role of infectious disease public health specialists in recognizing, evaluating and mitigating infectious disease impacts in populations;
- Prepare a comprehensive plan to prevent and control communicable disease outbreaks.
Student Assessment

Student learning will be assessed by:

- Evaluation of student performance in courses by the advisor and program director;
- Evaluation of student progress towards completion of degree by the advisor and program director;
- Review of student competencies and skills in practicum development and practicum performance by the advisor and program director;
- Assessment of student competencies and skills in culminating experience, with evaluation of student abilities to design, execute, analyze and evaluate a public health problem and student abilities to propose (a) solution(s) to protect, maintain and / or enhance public health.

Program Assessment Strategy

The Assessment Committee for the MPH/BSPH program will monitor consistency of recruitment, program delivery, course offerings, graduation, and fulfilling the needs of Southwest Virginia and the Commonwealth.

The Assessment Committee will continuously collect data to facilitate program assessment on whether goals are being met. This is necessary to allow the steering committee to make modifications that will improve outcomes. In addition to collecting numerical data to track Benchmarks of Success (below), several groups of stakeholders will be asked for feedback.

1. Current Students. In addition to normal course evaluations, feedback from current students will be collected once a year about their experience with the program including course quality and relevance, and program administration through an anonymous survey and town hall meetings.

2. Alumni. Six months or more after graduation, alumni will be surveyed to determine their employment outcomes and to collect data on how appropriate their training was for the job they now hold.

3. Faculty. Faculty teaching in the program will be contacted yearly to provide program feedback and suggestions for improvement.

4. Community Contacts. Employers of program alumni will be contacted at least six months after hiring new graduates for data on whether the skills of our graduates are appropriate to their needs.

Benchmarks of Success

Criteria for success of the BSPH program includes:

- Enrollment of 400 majors by the 4th year after the first class is admitted;
- 75% or more of majors graduate in 4 years or less;
- Program retention rate is at least 80%;
- 75% of graduates obtain employment in public health or pursue graduate studies within two years of graduation;
- 75% of alumni are satisfied or very satisfied with the academic experience;
- 75% of employers are satisfied with graduate's job performance after 3 years of employment.

**Expansion of an Existing Program**

This program is not an expansion of an existing program.

**Relationship to Existing Degree Programs**

The proposed BSPH program has no relationship with other undergraduate degrees at Virginia Tech.

**Collaboration or Stand Alone**

A stand-alone degree program is being proposed. As with all degrees, curricular requirements include courses from other departments. The BSPH will be managed by the Department of Population Health Sciences.

**Response to Current Needs**

Reports from a range of governmental and other agencies have described the serious shortage of public health workers and the need for additional training, particularly in areas that align with the model for the VT-shaped student (“...building strategic partnerships to bring about collective impact, to harness the power of new types of data, and to think and act in systems perspective”, [https://www.healthypeople.gov/sites/default/files/Public-Health-3.0-White-Paper.pdf](https://www.healthypeople.gov/sites/default/files/Public-Health-3.0-White-Paper.pdf)). According to the U.S. Department of Labor, the health sciences field represents the largest single industry in the U.S., accounting for 14.3 million jobs across 200 different fields. In addition, seven of the 20 fastest growing occupations are health-related, generating 3.25 million new jobs between 2008 and 2018, a 22 percent increase, or double the growth of all other industries combined. In the future, it is anticipated there will be a growing need for health promotion professionals as a result of rising incidence of chronic disease, rising health care costs driving intervention strategies, increased need for research in the area of disease prevention, the aging workforce, technological advances, and increased demand for consultants.

**Employment Demand**

The Association of Schools and Programs of Public Health (ASPPH) currently estimates 250,000 more public health workers will be needed in the U.S. by 2020. The public health workforce in the U.S. is diminishing, with 23% of the current workforce (almost 110,000 workers) eligible for retirement by 2012. Nationally, existing schools of public health would have to train nearly three times the number of current graduates to meet this projected demand.

**Employment projections data for health educators and community health workers, 2014-24**

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<tr>
<td>Health educators &amp; community health workers</td>
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<td>115,700</td>
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Bachelor of Science in Public Health (BSPH) Proposal

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**May 2015, median annual wage for health educators in top industries:**

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<th>Industry</th>
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<td>Hospitals; state, local, and private</td>
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<tr>
<td>Ambulatory health care service</td>
<td>50,300</td>
</tr>
<tr>
<td>Religious, grantmaking, civic, professional, and similar organizations</td>
<td>47,360</td>
</tr>
<tr>
<td>Social assistance</td>
<td>39,390</td>
</tr>
</tbody>
</table>


**May 2015, Median annual wage for community health in top industries:**

<table>
<thead>
<tr>
<th>Industry</th>
<th>Median Annual Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospitals; state, local, and private</td>
<td>$43,530</td>
</tr>
<tr>
<td>State and local government, excluding education and hospitals</td>
<td>39,240</td>
</tr>
<tr>
<td>Religious, grantmaking, civic, professional, and similar organizations</td>
<td>38,190</td>
</tr>
<tr>
<td>Ambulatory health care service</td>
<td>34,740</td>
</tr>
<tr>
<td>Individual and family services</td>
<td>33,740</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Health Educators and community Health Workers</th>
<th>Median annual wages, May 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health educators</td>
<td>$51,960</td>
</tr>
<tr>
<td>Health educators and community health workers</td>
<td>$43,840</td>
</tr>
<tr>
<td>Counselors, social workers, and other community service specialists</td>
<td>$42,030</td>
</tr>
<tr>
<td>Community Health workers</td>
<td>$36,300</td>
</tr>
<tr>
<td>Total, all occupations</td>
<td>$36,200</td>
</tr>
</tbody>
</table>


**Student Demand**

The Department of Population Health Sciences routinely receives requests from undergraduate students to be allowed to enroll in one or more of the MPH courses. If space was available in the class and the student was a senior with a 3.0 GPA or above they were generally allowed to take the course. During Spring, 2014, a special section of PHS 5004 Fundamentals of Public Health was offered as an undergraduate special study and 73 undergraduate students enrolled in the class. There was no solicitation for this course – 73 students found it listed in the timetable and enrolled.

In late Spring, 2016 a survey was sent to university studies students that summarized what a BSPH program would look like and if the student would be interested. One hundred and forty-four students
responded that they would be interested in pursuing a BSPH if it were offered. No email blasts were used to increase response rate.

It is clear that the interest in the BSPH is keen and enrollment projections are realistic. Further, the degree with complement the other health-related undergraduate majors currently offered.
Projected Enrollment

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4 Target Year (2-year institutions)</th>
<th>Year 5 Target Year (4-year institutions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDCT 100</td>
<td>FTES</td>
<td>HDCT 200</td>
<td>FTES</td>
<td>HDCT N/A</td>
</tr>
<tr>
<td>HDCT 300</td>
<td>FTES</td>
<td>HDCT N/A</td>
<td>FTES</td>
<td>GRAD N/A</td>
</tr>
<tr>
<td>HDCT 400</td>
<td>FTES</td>
<td>GRAD N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: VCCS institutions should only complete Years 1 through 4. Graduation rates must be included in Year 4, Target year.

Definitions:
HDCT—Fall headcount enrollment
FTES—annual full-time equated student enrollment
GRADS—annual number of graduates of the proposed program

Assumptions

Faculty in the Department of Population Health Sciences are frequently asked by undergraduate students to enroll in MPH graduate courses. This is a good indication that public health courses albeit graduate are highly sought after by Virginia Tech students. Further, with the expansion of health science related initiatives at the university an undergraduate BSPH degree would interface very smoothly with the other health science initiatives.

Duplication

The proposed BSPH program does not duplicate any already existing program at Virginia Tech. There is no major that is framed around the public health core responsibilities and essential services and CEPH accreditation criteria.

Library

The library holdings currently serve the MPH program. These resources will be used by BSPH students as well.

Projected Resource Needs for the BSPH

Resource needs relating to instructional and advising personnel, space and funding will be met in part through expanded use of existing resources available in the College of Veterinary Medicine and the University. As described above, faculty currently assigned teaching and advising functions in the MPH program will provide instructional support for the public health core requirements of the BSPH program. In regard to instructional space, the CVM expects to complete a facilities remodeling project by the end of the spring semester in 2017 that involves construction of a scale-up teaching space accommodating 65 students. This facility, together with availability of the DVM classrooms in the late afternoon and evenings and anticipated creation of instructional spaces at the Health Sciences and Technology – 1 initiative in Roanoke, are expected to meet the space needs to deliver the public health core. The pathways general education enrollments will need to be accommodated in other colleges and through the use of general classroom spaces on campus.

It is clear, however, that while existing resources will contribute significantly to meeting the needs of the program, they will not be sufficient to support anticipated enrollment of approximately 400 students. Recognizing that accurate assessment of resource requirements will evolve in conjunction
with program development, the College at this time estimates that the following additional resources will need to be committed to the program to assure its success:

**New faculty positions:**
- 1 tenure-track epidemiology position in the Data Analytics and Decision Sciences (DADS) destination area has already been committed by the Provost
- Another tenure-track position in DADS committed by the Provost in the next round of position allocations will be committed to public health.
- Full implementation of the program is expected to need two faculty positions in addition to the two destination area positions indicated above. While these will have significant teaching assignments, assignment of at least 30% of each appointment to research and scholarship will meet the College standard for these being tenure-track appointments. It is anticipated that BSPH tuition revenue will support these appointments.

**Graduate Teaching Assistantships:**
- GTAs currently funded in the College will be assigned instructional duties in the BSPH program.

**University staff:**
- One staff position will be needed to provide administrative support and advising coordination. It is anticipated that BSPH tuition revenue will support this appointment.
REFERENCES


Institute of Medicine. For the Public's Health. April, 2012.


Appendix A
BSPH Core Faculty

Kaja M. Abbas, PhD, Computer Science, 2006, University of North Texas, Assistant Professor of Infectious Diseases in Public Health

Andrea Bertke, PhD, 2007, Uniformed Services University of the Health Sciences, Assistant Professor of Infectious Diseases in Public Health

Julia M. Gohlke, PhD, Environmental Health, 1993, University of Washington, Seattle, WA, Assistant Professor of Public Health

Kathryn W. Hosig, PhD, Nutrition, 1992, Purdue University, Associate Professor of Public Health

Laura Hungerford, DVM, MPH, PhD, 1989, University of Illinois, Professor of Epidemiology.

Susan West Marmagas, MPH, 1995, University of California at Berkeley, Associate Professor of Practice

Frank William Pierson, DVM, 1984, Professor, Biosecurity and Infection Control / Clinical Specialist, Poultry Medicine.

Kerry J. Redican, PhD, 1976, University of Illinois at Champaign-Urbana, Professor of Public Health.

Sophie Wenzel, 1998, MPH, Emory University, Lecturer in Public Health
Appendix B

Course Support Letters

Kerry,

Biological Sciences supports inclusion of BIOL 1105, 1106 Principles of Biology in the proposed Bachelor of Science in Public Health (BSPH) curriculum. Please be aware that our ability to offer seats in these classes is dependent on continued enrollment support funding or any future funding mechanism that replaces enrollment support.

Rich

Richard A. Walker
Associate Department Head and Associate Professor
Biological Sciences
2089 Derring Hall, 1405 Perry Street
Virginia Tech, Blacksburg, VA 24061-0406
540-231-3803 (phone) 540-231-9307 (fax) rawalker@vt.edu

Hi Kerry:

We are delighted that you will be requiring ENGL 1105 and 1106 on your checksheet.

Please know that we offer three courses that might be of interest to your students as electives: ENGL3154 Literature, Medicine, and Culture and ENGL4314 Narrative Medicine, and ENGL4824 Science Writing. Each will probably also go through as Pathways courses, in both discourse and humanities.

Cheers,

BH

Bernice L. Hausman
Chair, Department of English, Virginia Tech
Edward S. Diggs Professor in the Humanities
Professor, Virginia Tech Carilion School of Medicine
540-231-8466
bhausman@vt.edu
Dear Kerry,

Thank you for writing to alert me to the anticipated proposal of a new Bachelor of Science in Public Health. The degree requirements include Math 1014, and you expect 100 students per year in your new program. As long as the new budget model provides resources associated with the additional student credit hours, the Math Department will be able to support this new requirement.

As far as your assumption that Math 1014 will satisfy Pathways quant/comp requirements, all I can say at this point is that I don’t know. In spite of my efforts and the efforts of many colleagues in the Math Department and the College of Science, I have very little understanding of what changes are required to make a CLE Area 5 course a Pathways quant/comp course. Thank you for mentioning that you hope to use Math 1014 to satisfy Pathways requirements. Can you tell me what topics in Math 1014 are essential to your major and what topics are not? This information could help us as we try to figure out how to include Pathways learning objectives.

Finally I note that, under current university Advanced Standing policy, students who have certain admissions characteristics and who get a good enough grade in Math 1025 can get credit for Math 1014 without taking the Math 1014. This observation suggests a potentially efficient way for your students to collect Pathways quant/comp credit. The Math Department does not set or administer the university’s Advanced Standing policy. Without knowing how Stat 3604 will fit in Pathways requirements, I cannot guarantee that this suggestion will actually help students.

Peter Haskell
Professor and Chair
Department of Mathematics (MC 0123)
McBryde 460
Virginia Tech
225 Stanger Street
Blacksburg, VA 24061
540-231-6536
fax: 540-231-5960
phaskell@math.vt.edu

Hi Kerry,

We support the inclusion of PSYC 1004 as a required course in the proposed BSPH degree.

Best,

Bob

Robert S. Stephens, Ph.D.
Professor & Department Chair
Department of Psychology
Virginia Tech
Good afternoon. Indeed, this is fine. We are pleased to have the course included in the Bachelor’s degree in Public Health. I anticipate we may well offer a couple more health classes in the future such as health communication campaigns, etc.

Have a great week.

All the best,

Bob

Robert E. Denton, Jr. Ph.D.
W. Thomas Rice Chair
Department of Marketing
Pamplin College of Business
Professor and Department Head
Department of Communication
College of Liberal Arts & Human Sciences
115 Shanks Hall MC 0311
181 Turner Street NW
Virginia Tech
Blacksburg, VA 24061

540 231-7166 office
rdenton@vt.edu

Hulver, Matthew <hulvermw@vt.edu>

Hi Kerry,

We approve BSPH students enrolling in HNFE 1004, HNFE 2664, and HNFE 3634. I intended to follow up with you last week about HNFE 2664 from the recent HNFE curriculum committee meeting. They had one additional edit to the learning indicators so Renee will be making that change but then working to finish the general education proposal so it all goes through at one time. The committee is supportive of HNFE 2664 being on the checksheet for the PHS undergraduate degree proposal and would like to revisit cross-listing once the degree is approved. They would like additional information on whether the course will be co-taught or if it will be taught by each department in different terms, and how content would be consistent if taught by departments in different terms. Perhaps we can meet in the next week or two to talk through those details? Thank you. Matt
Dear Kerry,

The department of sociology is pleased to have SOC 1004 (Introductory Sociology) and SOC 4074 (Medical Sociology) included in your new degree program.

Best,

John

John Ryan
Professor and Chair
Dept. of Sociology
Virginia Tech
560 McBryde Hall
Blacksburg, VA 24060
540-231-9396
http://liberalarts.vt.edu/academics/majors-and-minors/sociology-major.html

Dear Kerry,

The Department of Statistics is pleased to support the inclusion of STAT 3615 in the proposed Bachelor of Science in Public Health degree (subject to the usual caveat on the availability of resources, of course). We believe this degree is an exciting addition to Virginia Tech’s burgeoning health and medical educational and research capabilities.

Sincerely,

Ron

R.D. Fricker, Jr., Ph.D.
Professor and Head
Department of Statistics
Hutcheson Hall, room 406A
250 Drillfield Drive
Blacksburg, VA 24061
540-231-7754 (office)
831-869-8414 (cell)
rf@vt.edu
Appendix C

BSPH Degree Support Letters
Commission on Faculty Affairs
Minutes
September 8, 2017
10:30 a.m.-12:00 p.m.
330E Burruss Hall


Absent: R. Hicok, L. Brogdon, P. Young, C. Clarke

Guest: Tom Bluestein

Upcoming Meetings: 22 Sept., 6 Oct.

1. **Welcome and Approval of Agenda**
   
   Meeting called to order at 10:36
   The agenda was approved unanimously.

2. **Approval of April 21, 2017 Minutes**
   
   The minutes were approved unanimously.

3. **Selection of Greg Amacher,**
   
   CFA Representative to the Employee Benefits Committee
   
   No other nominations
   
   Approved by Committee

4. **Nomination and Election of CFA Representative to CEOD**
   
   - Nominee: Jim Spotila
   
   No other nominations.
   Motion to elect Jim Spotila made, seconded.
   
   Approved by unanimous vote

5. **Discussion of Commission Goals and Agenda for 2017-2018**
   
   (UC commission chair briefing Sept. 18), ideas:

   - Items 6, 7 and 8 below, and
   - Tenured Faculty Retiree Health Benefits
     
     - Interest in discussing this issue was high; Ann Cromley will attend the next meeting in order to address this issue.
     - Issue involves retirement and the $4/month per year of service to the University benefit and how this is not satisfactory to cover Medicare Part B.
Committee proposed to align more closely with peer institutions; instead of a set dollar amount, vest 5% of health benefits for each year of service.

Additionally, the committee was interested in the Voluntary Transition program.

- Moving between Tracks during tenure process
  - Multiple interests involving P&T were discussed.
    - Amending/improving the dossier by internal review committee before going to University Committee
    - Timing of P&T and how different colleges are conducting it
    - Avoiding duplication and redundancy in letters at various stages of P&T process
  - Suggested that an entire meeting (s) be scheduled in order to sequentially discuss P&T issues.

- The role of University P&T Committee and Provost
  - See previous bullet

- Equal access to facilities for Colleges and Institutes
  - This issue was brought to the committee in previous years and involves the use of equipment and facilities by faculty in institutes and colleges.
  - Discussion centered around different departments and faculty sharing equipment as well as larger institutes allowing access to equipment
  - Suggested that the committee invite Dr. Theresa Mayer to discuss this issue.

- Uncertainty (morale) due to PIBB (FS Statement of Principles), DA, SGA, Dept. metrics, faculty peer assessment, Pathways implementation
  - Suggested to ask Bob Hicok about the Faculty Senate Statement of Principles
  - Suggested to schedule a meeting where Jeff Early and Ken Smith can attend to discuss PIBB.

- Other Issues Suggested for CFA Agenda this year:
  - Faculty size increase in light of enrollment increases. Suggested that the issue of growth with the university enrollment versus growth in faculty load. Additionally, a discussion could be had to understand infrastructure issues.

6. Discussion of CFA 2016-17 Resolution to Amend Procedure for Faculty Progress Reviews

Issue tabled for review. Resolution is included in September 8, 2017 SharePoint folder for review.
7. **Discussion of updates to Faculty Handbook to consistently reflect the requirements for Teaching, Scholarship, and Service/Outreach for Tenure and Promotion**

   Reflected in the discussion in item 5.

8. **Discussion of homogenizing Faculty Handbook for the ranks of Tenure Track, Collegiate, and Research Faculty**

   No Discussion – also part of promotion and tenure discussion

9. **Other Business**

   Please check availability of 130 Burruss for future meetings. Plan on next meeting being in 330E, unless otherwise notified. Additionally, there was a brief discussion regarding the charge of the CFA as well as usual meeting standards to inform new members and remind returning members.

10. **Adjourn**

    Motion made, seconded, unanimously approved.
    The commission adjourned 11:27 a.m.
PRESENT: D. Stauffer (Chair); K. Albright; C. Boone for J. Ross; D. Clubb; V. Fowler; T. Hammett; W. Huckle for M. Hajj; M. Kasarda; L. Khansa; A. M. Knoblauch; C. Leeth; R. Panneton for S. Morton; K. Redican; J. Sible; S. Sumner for A. Grant; D. Thorp; L. Zietsman; A. Zink-Sharp

ABSENT WITH NOTIFICATION: R. Holloway; S. Metko

ABSENT WITHOUT NOTIFICATION: C. Clarke

VISITORS: R. Sparks; G. Costello; J. Pharis; J. Sanders

CALL TO ORDER

The meeting was called to order at 3:00 PM by Dean Stauffer, Chair.

ADOPTION OF THE AGENDA

A motion was made and seconded to approve the agenda. The motion to approve the agenda passed unanimously.

ANNOUNCEMENT OF APPROVAL AND POSTING OF MINUTES

D. Stauffer announced the April 24, 2017 minutes were electronically approved and can be accessed via the University Registrar’s website: https://registrar.vt.edu/content/dam/registrar_vt_edu/documents/Updates/governance/2016-2017/cusp_apr_24_17/minutes_4_24_17.pdf

WELCOME AND REMARKS FROM THE CHAIR

D. Stauffer welcomed new and returning members of the Commission. Commission members then performed self-introductions.

D. Stauffer then outlined the charge and goals of the Commission on Undergraduate Studies and Policies for the 2017-2018 Academic Year:

- Review of the Charge of the Commission
  - The Commission on Undergraduate Studies and Policies is charged to study, formulate, and recommend to University Council policies and procedures concerning on- and off-campus undergraduate academic matters. Areas for consideration include: library resources, admissions, academic progress, degree requirements, Honor Systems and study environment; In-Honors
programs, curricula, courses, advising, and instruction; student honors and awards; financial aid, scheduling, registration and other matters affecting the undergraduate student academic environment.

- **Goals for the 2017-2018 Academic Year**
  - The Academic Policies Committee will review and establish guidelines for the pre-matriculation DSST
  - The Commission will study and formulate any needed policy changes and/or additions needed to support the Destination Areas, Strategic Growth Areas, and Pathways to General Education.

### REPORTS AND MINUTES FROM COMMISSION COMMITTEES/SUB-COMMITTEES

**COMMITTEE REPORTS**

**Academic Support Committee**

No Report.

**Academic Policies Committee**

No Report.

**Athletic Committee**

S. Sumner presented the February 22, 2017 minutes of the University Athletic Committee. A motion was made and seconded to **ACCEPT** the minutes of the February 22, 2017 meeting of the University Athletic Committee.

The motion passed unanimously.

S. Sumner presented the March 21, 2017 minutes of the University Athletic Committee. A motion was made and seconded to **ACCEPT** the minutes of the March 21, 2017 meeting of the University Athletic Committee.

The motion passed unanimously.

S. Sumner presented the 2016-2017 Annual Report of the University Athletic Committee. A motion was made and seconded to **APPROVE** the 2016-2017 Annual Report of the University Athletic Committee.

The motion passed unanimously.

S. Sumner reported that the University Athletic Committee will hold its first meeting of the 2017-2018 Academic Year on September 12, 2017.
Commencement Committee

No Report.

Honor System Review Board

No Report.

Library Committee

No Report.

Undergraduate Curriculum Committee

No Report

Undergraduate Studies and Policies

No Report.

University Curriculum Committee for General Education

L. Zietsman reported that the University Curriculum Committee for General Education held its first meeting of the 2017-2018 Academic Year on September 6, 2017. She also reported that the first meeting of the UCC/UCCGE Ad-Hoc Review Committee would be held on September 13, 2017.

CONSTITUENT REPORTS

Commission on Administrative and Professional Faculty Affairs

D. Clubb reported that the Commission on Administrative and Professional Faculty Affairs will be holding its first meeting of the 2017-2018 Academic Year on September 13, 2017.

Staff Senate

No Report.

Faculty Senate

D. Stauffer informed the Commission that the Faculty Senate will be reviewing a resolution concerning shared governance with the Staff Senate, Student Government Association, and Graduate Student Assembly. This proposed resolution would potentially impact the timing of resolutions brought forward for second reading to the Commission. D. Stauffer indicated that the resolution is in
the early stages of discussion and will keep the Commission informed of its progress through governance.

Student Government Association

No Report.

Graduate Student Assembly

No Report.

OTHER BUSINESS

Nominations/Review of CUSP Sub-Committee Chairs and Representatives for AY 2017-2018

Dr. Lara Khansa accepted the nomination to serve as the Commission’s Representative to the University Commencement Committee.

ADJOURNMENT

A motion was made and seconded to adjourn the meeting at 3:17 PM.

Respectfully Submitted,
Justin D. Sanders, Office of the University Registrar