UNIVERSITY OF VIRGINIA
BOARD OF VISITORS
MEETING OF THE
EDUCATIONAL POLICY
COMMITTEE
MAY 20, 2013
EDUCATIONAL POLICY COMMITTEE

Monday, May 20, 2013
3:30 – 5:15 p.m.
Room 123, Rouss & Robertson Halls

Educational Policy Committee Members:
Stephen P. Long, M.D., Chair  Linwood H. Rose, Vice Chair
Frank B. Atkinson  William H. Goodwin Jr.
A. Macdonald Caputo  George Keith Martin
Hunter E. Craig  Hillary A. Hurd
Allison Cryor DiNardo  Helen E. Dragas, Ex-officio
Robert S. Kemp, Consulting Member

AGENDA

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introduce Mr. James L. Hilton; Mr. Hilton to report)

C. Coursera Presentation (Dr. Long to introduce Ms. Daphne Koller; Ms. Koller to report via video)

D. Teaching a Massive Open Online Course (MOOC) (Dr. Long to introduce Mr. Brandon Kist; Mr. Kist to report)

E. A Student Perspective on Massive Open Online Course (MOOCs) (Dr. Long to introduce Mr. Matthew Hamilton; Mr. Hamilton to report)

III. EXECUTIVE SESSION (to take place in separate session)
   • Faculty Personnel Actions

IV. ATTACHMENTS
   • Guidelines on Priority Course Enrollment for Military-Related Students
   • Military Course Registration Guidelines
BOARD MEETING: May 20, 2013

COMMITTEE: Educational Policy

AGENDA ITEM: I.A. Establishment of the James C. Slaughter Distinguished Professorship in Law in the School of Law

BACKGROUND: With the concurrence of the Horace W. Goldsmith Foundation, the School of Law is reallocating gift principal from the Horace W. Goldsmith Research Professorship and combining it with new grants to create the James C. Slaughter Distinguished Professorship, to honor James C. Slaughter, a 1949 graduate of the University and a member of the Law School class of 1951. Mr. Slaughter passed away in 2009.

Mr. Slaughter’s undergraduate career was interrupted for two years when he volunteered to serve in World War II. He was honorably discharged at the end of the war and he returned to the University to complete his degree. He began his law studies during his final year as an undergraduate. While a student, Mr. Slaughter helped found the Student Legal Forum, an organization that brings distinguished public servants, legislators, and other prominent speakers to the School of Law.

Mr. Slaughter’s professional career included a partnership at Hahn & Hessen in New York City, vice president and director of Reeves Brothers, Inc., and chairman and chief executive officer of the New York financial firm James Talcott, Inc. He was chairman emeritus of Associated Metals and Minerals Corporation and the Textile Veterans Association honored his contributions to the textile industry by establishing the James C. Slaughter Award and an annual scholarship in his name.

Mr. Slaughter was a lifelong New Yorker and a patron and leader of a number of cultural institutions, both in New York and abroad. He was the managing director of The Horace W. Goldsmith Foundation and served on the boards of the Metropolitan Opera, Carnegie Hall, the Jerusalem Foundation, and the American Friends of the British Museum, and he was a member of the American Associates of the Royal Academy.

Mr. Slaughter was generous to the School of Law, serving as a trustee of the Law School Foundation and a member of the
executive committee for two capital campaigns. He paved the way for the Law Grounds project by funding the acquisition of the former Darden School building. It was renamed and dedicated Slaughter Hall in November 1996.

Mr. Slaughter and the Horace W. Goldsmith Foundation endowed the Horace W. Goldsmith Research Professorship in Law, and supported a number of other initiatives at the School of Law, including the Virginia Career Choice Plan (now known as the Public Service Loan Forgiveness Program) to provide grants to students who choose to work in public interest law. Mr. Slaughter was a generous donor to other areas of the University and established, with the Horace W. Goldsmith Foundation, the Horace W. Goldsmith Teaching Professorship in the Humanities in the College of Arts & Sciences.

The Horace W. Goldsmith Foundation is now directed by Mr. Slaughter’s nephew, William A. Slaughter, of Philadelphia. William Slaughter, on behalf of the Horace W. Goldsmith Foundation, provided funding for the professorship, which will be combined with the Horace W. Goldsmith Research Professorship gift principal. The research professorship will continue to be endowed and funded out of substantial investment gains on the original principal.

ACTION REQUIRED: Approval by the Educational Policy Committee and by the Board of Visitors

APPROVAL TO ESTABLISH THE JAMES C. SLAUGHTER DISTINGUISHED PROFESSORSHIP IN LAW

WHEREAS, James C. Slaughter of New York took a degree from the College of Arts & Sciences in 1949, and a Juris Doctor from the School of Law in 1951; and

WHEREAS, Mr. Slaughter had a long and successful career in law and business in New York City, serving as a partner in the firm of Hahn & Hessen, vice president and director of Reeves Brothers, Inc., chairman and chief executive officer of the New York financial firm James Talcott, Inc., and chairman emeritus of Associated Metals and Minerals Corporation; and

WHEREAS, Mr. Slaughter was a patron and leader of a number of cultural institutions, both in New York and abroad. He was the managing director of The Horace W. Goldsmith Foundation and served on the boards of the Metropolitan Opera, Carnegie Hall, the Jerusalem Foundation, and the American Friends of the
British Museum, and he was a member of the American Associates of the Royal Academy; and

WHEREAS, Mr. Slaughter, personally and through the Horace W. Goldsmith Foundation, was a generous benefactor of the School of Law. He served as a trustee of the Law School Foundation and a member of the executive committee for two capital campaigns. He paved the way for the Law Grounds project by funding the acquisition of the former Darden School building, which was renamed and dedicated Slaughter Hall in November 1996. He created the Horace W. Goldsmith Research Professorship in Law, which now supports two chairholders; and

WHEREAS, Mr. Slaughter was a generous donor to other areas of the University and established, with the Horace W. Goldsmith Foundation, the Horace W. Goldsmith Teaching Professorship in the Humanities in the College of Arts & Sciences; and

WHEREAS, Mr. Slaughter’s nephew, William A. Slaughter, on behalf of the Horace W. Goldsmith Foundation, contributed funds to support a professorship in Mr. Slaughter’s name, and together with the School of Law, agreed to reallocate gift principal from the Horace W. Goldsmith Research Professorship in Law to the new professorship;

RESOLVED, the Board of Visitors establishes the James C. Slaughter Distinguished Professorship in Law; and

RESOLVED FURTHER, the Board thanks William A. Slaughter and the Horace W. Goldsmith Foundation for their generosity to the University and to the School of Law.
UNIVERSITY OF VIRGINIA
BOARD OF VISITORS AGENDA ITEM SUMMARY

BOARD MEETING: May 20, 2013

COMMITTEE: Educational Policy

AGENDA ITEM: I.B. Establishment of the Commerce Commonwealth Professorships, I, II, and III in the McIntire School of Commerce and the Rolls-Royce Professorships in Engineering I, II, and III in the School of Engineering and Applied Science

BACKGROUND: The University of Virginia entered into a strategic partnership with Rolls-Royce Group plc in 2007 when Rolls-Royce announced plans to open a new jet engine manufacturing plant in Virginia. This dynamic partnership, which also includes Virginia Tech, Virginia State University, and the Virginia Community College System, is fostering economic and business development, as well as educational and research opportunities, throughout the Commonwealth.

Education is an important component of the partnership, and as part of its commitment to Rolls-Royce, the Commonwealth of Virginia, Virginia Economic Development Partnership, agreed to create nine endowed professorships distributed equally among the University’s School of Engineering and Applied Science and McIntire School of Commerce, and Virginia Tech’s College of Engineering. The professorships provide faculty to further educational opportunities in areas of interest to Rolls-Royce and the Commonwealth, including the innovative engineering business minor and the third-year curriculum, the Integrated Core Experience, offered by the School of Commerce. The three professorships at the McIntire School of Commerce are the Commerce Commonwealth Professorships, and the three at the School of Engineering and Applied Science are the Rolls-Royce Professorships in Engineering.

ACTION REQUIRED: Approval by the Educational Policy Committee and by the Board of Visitors

COMMERCE COMMONWEALTH PROFESSORSHIPS AND THE ROLLS-ROYCE PROFESSORSHIPS IN ENGINEERING

WHEREAS, Rolls-Royce plc has major businesses in civil aerospace, defense aerospace, marine propulsion, and energy, with 40,000 employees worldwide, and opened a jet engine manufacturing plant in Virginia; and
WHEREAS, as part of a strategic education and research partnership among Rolls-Royce, the Commonwealth, the University of Virginia, Virginia Tech, Virginia State University, and the Virginia Community College System, the Commonwealth created nine endowed professorships distributed equally among the University’s School of Engineering and Applied Science and McIntire School of Commerce, and Virginia Tech’s College of Engineering; and

WHEREAS, the professorships in the McIntire School of Commerce and the School of Engineering serve to enhance the curriculum in areas of interest to Rolls-Royce and the Commonwealth;

RESOLVED, the Board of Visitors establishes three Commerce Commonwealth Professorships in the McIntire School of Commerce, and three Rolls-Royce Professorships in Engineering in the School of Engineering and Applied Science;

RESOLVED FURTHER, the Board thanks Rolls-Royce and the Commonwealth of Virginia for making these professorships possible.
BACKGROUND: William Stamps Farish II was a pioneer in East Texas oilfield development, president of Standard Oil, and a founding member and president of the American Petroleum Institute. He received a law degree from the University of Mississippi in 1900, practiced law for three months, and then moved to Texas when oil was discovered. Around 1917, he and others organized the Humble Oil and Refining Company, and he became its president in 1922. Humble Oil built one of the world’s largest refineries in Baytown, Texas. Standard Oil of New Jersey (later Exxon) became the controlling shareholder of the company in 1919.

Mr. Farish II was one of the founders, and he served as president, of the American Petroleum Institute. In 1933, he assumed the position of chairman of the board of Standard Oil, and in 1937, its president. He passed away in 1942.

William Stamps Farish III, Mr. Farish’s grandson, and a 1962 graduate of the College of Arts & Sciences, has had a passion for entrepreneurship and business throughout his life. He is the owner of W.S. Farish & Co., an investment management company in Houston, Texas, and has bred champion thoroughbred racehorses out of Lane’s End Farm in Kentucky. He has served as chairman of Churchill Downs race course, the home of the Kentucky Derby. Mr. Farish was appointed United States Ambassador to the United Kingdom by President George W. Bush and served from 2001 to 2004.

In 1982, Mr. Farish III created with the McIntire School of Commerce the William Stamps Farish Professorship in Free Enterprise. Funding supports a faculty member who specializes in the fields of free enterprise and business studies. In 1989, Mr. Farish III created the Farish Entrepreneurship Endowment Fund, which was added to the University’s Eminent Scholars Endowment Fund, for the purpose of funding a professorship to attract and retain an eminent scholar in the
field of entrepreneurial studies at the School of Commerce; this professorship comes to the Board now for formal establishment.

ACTION REQUIRED: Approval by the Educational Policy Committee and by the Board of Visitors

APPROVAL TO ESTABLISH THE WILLIAM STAMPS FARISH ENTREPRENEURIAL RESEARCH PROFESSORSHIP IN THE SCHOOL OF COMMERCE

WHEREAS, William Stamps Farish II received a law degree from the University of Mississippi in 1900; and

WHEREAS, William Stamps Farish II was a pioneer in east Texas oilfield development, president of Standard Oil, and a founding member and president of the American Petroleum Institute; and

WHEREAS, his grandson, William Stamps Farish III, a businessman and entrepreneur in his own right, took a degree in 1962 from the College of Arts & Sciences; and

WHEREAS, in 1982, William Stamps Farish III created the William Stamps Farish Professorship in Free Enterprise in the McIntire School of Commerce; and

WHEREAS, in 1989, Mr. Farish III created the William Stamps Farish Entrepreneurial Research Professorship in the School of Commerce; and

WHEREAS, the entrepreneurial research professorship comes now to the Board of Visitors for formal establishment;

RESOLVED, the Board of Visitors establishes the William Stamps Farish Entrepreneurial Research Professorship to attract and retain an eminent scholar in entrepreneurial studies in the McIntire School of Commerce;

RESOLVED FURTHER, the Board thanks William Stamps Farish III for his generosity to the University and the McIntire School of Commerce.
UNIVERSITY OF VIRGINIA
BOARD OF VISITORS AGENDA ITEM SUMMARY

BOARD MEETING: May 20, 2013

COMMITTEE: Educational Policy

AGENDA ITEM: I.D. New Degree Program: Bachelor of Science (B.S.) in Astronomy in the College of Arts and Sciences

BACKGROUND: The University of Virginia proposes to establish a new degree program, a Bachelor of Science (B.S.) in Astronomy, to be offered by the College of Arts and Sciences. The College, through the Department of Astronomy, currently offers a Bachelor of Arts (B.A.) in Astronomy and a B.A. in Astronomy-Physics. The B.S. in Astronomy will replace the B.A. in Astronomy-Physics, which will be retired upon initiation of the new degree program.

DISCUSSION: Currently, the College offers the B.S. in four science, technology, engineering, and mathematics (STEM) disciplines - biology, chemistry, environmental sciences, and physics. Three College-based STEM disciplines - astronomy, mathematics, and psychology - offer only the B.A. (The Board recently approved a B.S. in Psychology, which is pending submission to the State Council of Higher Education for Virginia.)

The purpose of initiating a B.S. in Astronomy is to better reflect the more rigorous STEM-oriented curriculum associated with the current B.A. in Astronomy-Physics. In recent years, exit interviews with students completing the B.A. in Astronomy-Physics have indicated a strong desire for a B.S. degree. Students earning a B.S. degree are more competitive in graduate school admissions and the employment market. Because the B.S. in Astronomy will simply replace the B.A. in Astronomy-Physics, the Department of Astronomy anticipates no significant impact on faculty workload or course demand.

The degree program has been approved by the faculty of the Department of Astronomy, the Committee on Educational Policy and Curriculum (CEPC), the Faculty of Arts and Sciences, the dean of the College of Arts and Sciences, the Faculty Senate, the provost, and the president. All degree programs must be approved by the Board of Visitors before they can be forwarded.
to the State Council of Higher Education for Virginia (SCHEV) for review and approval.

ACTION REQUIRED: Approval by the Educational Policy Committee and by the Board of Visitors

APPROVAL OF NEW DEGREE PROGRAM: BACHELOR OF SCIENCE IN ASTRONOMY

RESOLVED, subject to approval by the State Council of Higher Education for Virginia, the Bachelor of Science in Astronomy is established in the College of Arts and Sciences.
BACKGROUND: The University of Virginia proposes to establish a new degree program, a Bachelor of Professional Studies (B.P.S.) in Health Sciences, to be offered by the School of Continuing and Professional Studies (SCPS).

DISCUSSION: At present, the Commonwealth of Virginia is challenged to meet the demand for health care professionals. This challenge is not limited to physicians and nurses, but also includes technically-proficient professionals, with bachelor’s level preparation, who have the capacity to assume managerial and leadership roles in the health care industry. In response, SCPS has worked closely with the Medical Center and the Virginia Community College System (VCCS) to develop a B.P.S. in Health Sciences, to be delivered primarily online to part-time degree-seeking students. Specified courses will include an on-Grounds component.

In 2011, Gov. Robert F. McDonnell signed the Virginia Higher Education Opportunity Act (HEOA), also known as the “Top Jobs Act” or “TJ21.” The University included the B.P.S. on its 2011 and 2012 Six-Year Plans. The B.P.S. meets a number of the goals articulated by HEOA, including:

- Enhanced community college transfer programs and grants and other enhanced degree path programs;
- Increased degree production in the areas of science, technology, engineering, and mathematics and other high-need areas such as the health care-related professions; and
- Technology-enhanced instruction, including course redesign, online instruction, and resource sharing among institutions.

The B.P.S. also responds to recommendations of the State Council of Higher Education for Virginia (SCHEV) in its report,
Assessment of Opportunities and Models for Adults to Complete the Baccalaureate Degree at Virginia Four-Year Institutions. The report and its recommendations are "part of a broader effort by stakeholders in Virginia’s higher education system to increase degree and credential attainment by working-age adults (age 25-64), and to tailor programs to more effectively serve these non-traditional students."

During the developmental phase, support for the B.P.S. has been provided by multiple sources. The Medical Center provided conceptual impetus and financial support, including funding for the recruitment of an individual to assist with program development. The Office of the Executive Vice President and Provost allocated HEOA funding, in support of the SCPS strategic plan, which facilitated development of two new online courses, increased support for instructional design, and funded the recruitment of a University professor of medicine to serve as an advisor during program development. The American Council on Education (ACE), through its Demonstration Grant Program, provided funding for the conversion of four existing SCPS courses, which will be incorporated into the B.P.S. curriculum, to an online format. VCCS provided consultative support, including the identification of "feeder" programs for the B.P.S.

The target population for the B.P.S. includes current employees of health care organizations in the Commonwealth and VCCS graduates who hold an Associate of Applied Science and national certification in one of four health sciences fields—physical therapy assistant, radiography, respiratory therapy, and sonography.

The B.P.S. curriculum is designed to complete the general education requirements (15 credits) of admitted students, as well as to provide the major core (30 credits) and advanced major electives (15 credits) at the University. The major core and advanced major electives are focused in areas of communication, relationship management, professionalism, knowledge of health care and business skills, and business principles and leadership. A sampling of major course titles include: Introduction to Health Care Management, Decision-Making and Health Care Ethics, Current Issues in Health Care, The Economics of Medical Care, and Applications of Health Informatics.

The University anticipates that limited new resources will be required to initiate and maintain the program. Such resources include two full-time faculty (including a program
director), as well as part-time faculty and support staff. Financial resources available to support the program include tuition revenue, shared resources with the Bachelor of Interdisciplinary Studies (BIS) and business/professional programs, and reallocated resources from programs that no longer serve the strategic plan of SCPS.

The degree program has been approved by the SCPS Course Review and Curriculum Committee (CCRC), the dean of the School of Continuing and Professional Studies, the Faculty Senate, the provost, and the president. All degree programs must be approved by the Board of Visitors before they can be forwarded to the State Council of Higher Education for Virginia (SCHEV) for review and approval.

ACTION REQUIRED: Approval by the Educational Policy Committee and by the Board of Visitors

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<th>APPROVAL OF NEW DEGREE PROGRAM: BACHELOR OF PROFESSIONAL STUDIES IN HEALTH SCIENCES</th>
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<td>RESOLVED, subject to approval by the State Council of Higher Education for Virginia, the Bachelor of Professional Studies in Health Sciences is established in the School of Continuing and Professional Studies.</td>
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BACKGROUND: The University of Virginia proposes to establish a new department, the Department of Kinesiology, in the Curry School of Education.

DISCUSSION: In 2011, Gov. Robert F. McDonnell signed the Virginia Higher Education Opportunity Act (HEOA), also known as the "Top Jobs Act" or "TJ21." To support the goals of this legislation, the University, as approved by the Board, proposed to increase undergraduate enrollment by 1,673 students through the 2018-19 academic year.

A portion of enrollment growth is focused in the undergraduate kinesiology program in the Curry School of Education. Growth in this program supports the TJ21 goal of "increased degree production in the areas of science, technology, engineering, and mathematics and other high-need areas such as the health care-related professions." According to the American Kinesiology Association, kinesiology is one of the fastest growing majors in the United States.

To reflect the increased strategic importance of the discipline, the University proposes to elevate kinesiology, currently a program area in the Department of Human Services, to a standalone department. In addition to the B.S.Ed. in Kinesiology, the Curry School offers a M.Ed. in Kinesiology and a Ph.D. in Education-Kinesiology. Current enrollment within these programs totals more than 250 students.

The new department has been approved by the Curry Faculty Council, the dean of the Curry School of Education, the provost, and the president. New departments must be approved by the Board of Visitors before they can be forwarded to the State Council of Higher Education for Virginia (SCHEV) for review and approval.

ACTION REQUIRED: Approval by the Educational Policy Committee and by the Board of Visitors
APPROVAL OF NEW DEPARTMENT: DEPARTMENT OF KINESIOLOGY

RESOLVED, subject to approval by the State Council of Higher Education for Virginia, the Department of Kinesiology is established in the Curry School of Education.
background: the university of virginia proposes to establish guidelines on priority course enrollment for military-related students.

discussion: in 2012, the general assembly established virginia code § 23-9.2:3.7 c, which requires that "governing boards of each public institution of higher education shall, in accordance with guidelines established by the state council of higher education for virginia, implement policies that recognize the scheduling difficulties and obligations encountered by active duty members of the united states armed forces."

on march 19, 2013, the state council of higher education for virginia, after consultation with its military education advisory committee, approved guidelines on course registration policies for military-related students at virginia public higher education institutions.

in response, representatives of various university schools and administrative units have developed guidelines on priority course enrollment for military-related students, incorporating the requirements promulgated by the state council of higher education for virginia.

action required: approval by the educational policy committee and by the board of visitors

approval of guidelines on priority course enrollment for military-related students

resolved, the board of visitors affirms the guidelines on priority course enrollment for military-related students; and

resolved further, the guidelines shall be communicated to the state council of higher education for virginia and published in future editions of the undergraduate record and graduate record.
DISCUSSION: Mr. George M. Cohen, Chair of the Faculty Senate, will report on the Faculty Senate's activities over the recent months and its plans for the coming year.
UNIVERSITY OF VIRGINIA
BOARD OF VISITORS AGENDA ITEM SUMMARY

BOARD MEETING: May 20, 2013

COMMITTEE: Educational Policy

AGENDA ITEM: II.B. UVA’s Engagement with Coursera

ACTION REQUIRED: None

DISCUSSION: Mr. James Hilton, Vice President and Chief Information Officer, will present on the University’s engagement with Coursera. He will provide background on the University’s motivations for the initial discussions with Coursera, which include the desire to experiment with massive open online courses (MOOCs) and the institution’s alignment with Coursera’s goals of access and innovation in teaching. Mr. Hilton will discuss the positive potential of this work, which includes opportunities for global branding, and the potential for re-imagining face-to-face teaching through the use of MOOCs and collaborative experimentation on the Coursera platform. Mr. Hilton will provide a summary of the work to date, including statistics on classes offered, enrollments, and completion dates.
UNIVERSITY OF VIRGINIA
BOARD OF VISITORS AGENDA ITEM SUMMARY

BOARD MEETING: May 20, 2013
COMMITTEE: Educational Policy
AGENDA ITEM: II.C. Coursera Presentation (via video)
ACTION REQUIRED: None

BACKGROUND: Mr. Long will introduce Daphne Koller, Professor of Computer Science at Stanford University and the co-founder of Coursera, a social entrepreneurship company that works with top universities to make the best education freely accessible to everyone. In her research life, Ms. Koller works in the area of machine learning. She has received the Presidential Early Career Award for Scientists and Engineers, the MacArthur Foundation Fellowship, the ACM/Infosys award, and membership in the National Academy of Engineering. She is an award winning teacher, who pioneered many of the ideas that underlie the Coursera user experience. She received her BSc and MSc from Hebrew University of Jerusalem, and her PhD from Stanford in 1994.

DISCUSSION: Coursera is a social entrepreneurship company that partners with the top universities in the world to offer courses online for anyone to take, for free. They envision a future where the top universities are educating not only thousands of students, but millions. Their technology enables the best professors to teach tens or hundreds of thousands of students. Through this, they hope to give everyone access to the world-class education that has so far been available only to a select few.

Coursera courses are designed based on sound pedagogical foundations, to help students master new concepts quickly and effectively. They offer courses in a wide range of topics, spanning the Humanities, Medicine, Biology, Social Sciences, Mathematics, Business, Computer Science, and many others.

Benefits to Partner Universities:

Outward facing: Global footprint & visibility
• Bringing high-quality education to millions of people around the world
• Increased impact and visibility for the institution and the professors
• Outreach to alumni, donors, and potential students
• Inter-institutional collaboration

Inward facing: Improving learning for on-campus students
• Supporting mastery-based learning & personalization in online format
• Increased interaction between faculty & students via active learning
• Detailed analytics on the course, allowing improvement in instruction
• Reduced effort on grading via auto- and peer-graded assessments
• Inspiration from global classroom

The student experience
• Lectures
• Auto-graded assessments and mastery learning
• Peer assessments
• Community forums
• Signature track: verified credentials

Platform authoring tools for instructors
• Quiz admin interface (randomization, rich formatting)
• Customizable class interfaces
• Detailed analytics for instructors to gauge student learning and motivation
• The Coursera app platform (soon to come)

UVA courses
• Seven courses (How Things Work, Know Thyself, New Models of Business in Society, The Modern World, Foundations of Business Strategy, Grow to Greatness, Design Thinking for Business Innovation)
• Course enrollments and highlights

Improving learning outcomes
• The guided course model for on-campus students

The guided course: a high-touch online or blended learning format, where a regular faculty member wraps additional interactions, classroom sessions, and possibly additional content around the MOOC format. The content may be produced internally or adopted from another Coursera content provider.

Guided courses are provided to the Academic Institution within a protected, private site, open only to enrolled
students. Instructor has administrative privileges on the site, including (but not limited to):

- Setting due dates
- Posting announcements
- Viewing the gradebook
- Moderating the forum
- Adding extra content (videos, readings & quizzes)

Benefits of the guided course model:

- Individualized tailoring of flow and pace
- Immediate feedback and mastery
- Less threatening environment for students
- Increased engagement between faculty & students
- Increasing on-campus capacity
- Detailed analytics to personalize instruction
- Improved learning outcomes, higher completion
- Data supporting the efficacy of the guided course model
- Further opportunities for this model
- Different populations and the benefits that accrue to them
BACKGROUND: Mr. Kist is a 2012 graduate of the University, with a B.A. in Government and a minor in History. Since October 2012, he has worked directly for the Associate Dean for the Graduate Academic Programs, Philip Zelikow, in the Graduate School of Arts and Sciences, as the course developer and project manager for The Modern World: Global History since 1760, a MOOC on the Coursera platform.

DISCUSSION: “The Modern World” is the first MOOC offered by the University under its partnership with Coursera. It debuted on January 14, 2013. The course is set to conclude on April 30, 2013.

The Modern World is unique both for its long duration and the fact that it is part of Professor Zelikow’s experiment in “flipping” his on-Grounds classroom. Under this “flipped classroom” model, the on-Grounds students watch the online video lectures as homework, thus freeing Professor Zelikow to use his class periods to lead in-depth discussions of the material presented in the video lectures. There is also an added research component, led by Graduate Teaching Assistants (GTAs), which is made possible by hosting video lectures on Coursera.

The College and Graduate School of Arts and Sciences is also hosting two other MOOCs this semester, Lou Bloomfield’s “How Things Work” and Mitch Green’s “Know Thyself.”
UNIVERSITY OF VIRGINIA
BOARD OF VISITORS AGENDA ITEM SUMMARY

BOARD MEETING: May 20, 2013

COMMITTEE: Educational Policy

AGENDA ITEM: II.E. A Student Perspective on Massive Open Online Courses

ACTION REQUIRED: None

DISCUSSION: Mr. Matthew Hamilton, is a rising 4th year student in the School of Engineering, a Mechanical Engineering and Economics double major, a cadet of Air Force ROTC, a brother of St. Elmo Hall, and a future Lawn resident 2013-2014 from Charlotte, North Carolina. Mr. Hamilton will share a student’s perspective of the relative advantages and disadvantages of online learning and other technology associated with learning, such as lectures online.
ATTACHMENTS
University of Virginia
Guidelines on Priority Course Enrollment for Military-Related Students

In accordance with §23-9.2:3.7 C of the Code of Virginia, the University establishes the following guidelines on priority course enrollment for military-related students.

Eligible Students
For the purposes of these guidelines, the following are defined as military-related students:

- Active-duty members of the uniformed services;
- Reservists;
- Members of the Virginia National Guard;
- Veterans of the uniformed services, with the exception of those separated through bad conduct discharge or dishonorable discharged; and
- Reserve Officer Training Corps (ROTC) cadets.

Demonstrating Eligibility
To demonstrate eligibility for priority course enrollment, a student must submit both the Military Priority Enrollment Request Form and proof of military-related status. Materials may be submitted in person, via e-mail, via fax, or via postal mail to the Office of the University Registrar (UREG). Students will be notified via e-mail as to the status of their eligibility.

Any of the following are sufficient to document proof of military-related status:

- DD Form 214 – Certificate of Release or Discharge from Active Duty
- DD Form 256 – Honorable Discharge Certificate
- WD AGO – Enlistment Record
- Military orders
- Military identification card
- Veteran identification card (Virginia)
- ROTC documentation

To demonstrate eligibility for the ensuing Summer Session or fall semester, documentation must be received by March 1. To demonstrate eligibility for the ensuing January Term or spring semester, documentation must be received by October 1. These deadlines apply to students in the undergraduate, graduate, and law careers within the Student Information System (SIS).

For students in the graduate business career, to demonstrate eligibility for the ensuing academic year, documentation must be received by June 30.

Priority Course Enrollment
For the purposes of these guidelines, the following constitutes priority course enrollment, for the fall and spring semesters, for each career within the Student Information System (SIS):

- For the undergraduate career, second-, third-, and fourth-year students are assigned priority enrollment appointment dates within their class year.
• For the graduate career, students are assigned enrollment appointment dates one day prior to other students within the graduate career.
• For the graduate business career, eligible students may request priority enrollment for elective courses.
• For the law career, eligible third-year law students may request priority enrollment for “graduation requirement courses.”
• For the medicine career, because enrollment is processed by the School of Medicine, on behalf of students, priority course enrollment is not necessary.

For January Term and Summer Session, military-related students are assigned enrollment appointment dates in the first enrollment group.

Communicating Eligibility
To ensure eligible students are aware of these guidelines, the University will communicate the availability of priority course enrollment through the following mechanisms:

• The Undergraduate Record;
• The Graduate Record;
• The Web site of the Office of the University Registrar (UREG);
• The Web site of the Office of the Dean of Students (ODOS); and
• E-mail communication to students who have self-reported veteran status in the Student Information System (SIS).

Students are responsible for demonstrating eligibility for priority course enrollment.

Responsible University Office
The Office of the University Registrar (UREG) is responsible for the oversight, maintenance, and application of these guidelines. For students in the undergraduate and graduate careers, UREG maintains the relevant student group in the Student Information System (SIS). For students in the graduate business, law, and medicine careers, UREG maintains communication with the relevant school officials to ensure proper application of the guidelines. Students who believe these guidelines are not properly applied should contact the UREG veterans’ affairs coordinator.
State Council of Higher Education for Virginia

Guidelines on Course Registration Policies for Military-Related Students at Virginia Public Higher Education Institutions

The State Council of Higher Education for Virginia has found the following, through consultation with its Military Education Advisory Committee (MEAC):

- Active-duty military members have current responsibilities for national defense that affect the educational pursuit of the individual.

- Reservists and Virginia National Guard members are subject to short-notice military assignments affecting their ability to plan and pace their educational pursuits.

- In order to receive the full range of educational benefits, veterans must be enrolled full-time in courses applicable to their degree program and benefits are limited to just 36 months.

- Students in the above circumstances may be adversely affected by the incompatibility between their military service and/or education benefit restrictions and the course registration schedule or policy of the institution in which they are enrolled.

- Institutions should have policies and procedures in place that provide students with sufficient flexibility and accommodation to ensure that they are able to complete their educational plans in a timely manner and manage dual responsibilities as students and members of the military.

The 2012 General Assembly established Virginia Code § 23-9.2:3.7 C, which states:

The governing boards of each public institution of higher education shall, in accordance with guidelines developed by the State Council of Higher Education for Virginia, implement policies that recognize the scheduling difficulties and obligations encountered by active duty members of the United States armed forces.

Accordingly, the guidelines promulgated herein require institutions to establish course registration policies that provide reasonable accommodation to students who are active duty military, reservists, veterans (as defined by Virginia Code § 23-7.4 i), and members of the Virginia National Guard. Such policies may include strategies such as, but are not limited to, priority registration, priority wait-listing, and waiver of course enrollment caps.

1 "Veteran" means an individual who has served at least one day of service in the active military, naval or air service and who was discharged or released therefrom under conditions other than dishonorable.
Elements of Institutional Policies

Each institution of public higher education shall implement a policy or policies addressing the scheduling difficulties and obligations encountered by military-related students, to be approved by its governing board. Such policies shall incorporate the following elements, as well as any other provisions deemed necessary to promote the welfare of military-related students and the effective management of the institution:

1. Must be effective and provide reasonable accommodations.
2. Must describe how the availability of accommodation will be communicated and made transparent to students who may benefit from the policy.
3. Must describe how responsible staff will be trained in the application of the policy.
4. Must have explicit timeframes and deadlines by which a student must act so as to benefit from the policy.
5. Must set reasonable conditions on how a student may demonstrate eligibility to benefit from the policy.
6. May have broad application to an established class of students and/or be narrowly based for case-by-case basis utilization. If an institution intends to use a case-by-case approach, it must provide for a clear communication of the availability of the process to students.
7. May extend to other circumstances not indicated above.
8. May include spouses and dependents of active-duty military students or veterans. Such spouses and dependents may be subject to additional eligibility requirements in order to demonstrate that scheduling difficulties are caused by military- or benefit-related circumstances.

Implementation

A. These guidelines become effective immediately upon approval by the State Council of Higher Education for Virginia (SHEV).
B. As provided in Virginia Code § 23-9.2:3.7 C, policies in accordance with these guidelines shall be passed by the governing boards of all public institutions of higher education. Institutional policies shall take effect with the beginning of the 2013-14 academic year or as soon thereafter as feasible.
C. Each institution shall submit a copy of its policy or policies to SHEV staff for review within 30 days after approval by its governing board. Upon request, SHEV staff will review draft policies prior to institutional board approval.
D. Each institution shall designate a staff member or office to serve as the responsible party in matters regarding requests for course registration accommodations by military-related students. Contact information for this function shall be made available to students, preferably through posting on an appropriate page on the institution’s website.
E. Institutions shall promptly notify SHEV staff of any future amendments to the policy or policies governed by these guidelines.
F. SHEV staff will perform periodic reviews of these guidelines and of institutional implementation with the assistance of the Military Education Advisory Committee.

Approved by Council, March 19, 2013.