

**Report of the Committee on Educational Policy and the Curriculum**

**To be presented at the October 10, 2018 meeting of the Faculty of Arts and Sciences  
(Information is from the September 27, 2018 CEPC meeting)**

**Recommendations for approval to the Faculty of Arts and Sciences**

The full text of syllabi, program descriptions, Undergraduate Record, as well as other documentation for these recommendations, are available prior to the FAS meeting in the office of the College Registrar, 106 Monroe Hall. Changes approved by the FAS will appear and become effective in the Fall 2019-2020 Undergraduate Record, unless otherwise noted.

**The Committee recommends adoption of the following new courses.**

**NEW COURSE PROPOSALS**

***AFRICAN AMERICAN and AFRICAN STUDIES DEPARTMENT***

**To add to the Undergraduate Record**

**AAS 4725 Queer Africas**

***ECONOMICS DEPARTMENT***

**To add to the Undergraduate Record**

**ECON 4445 Policy Analysis**

***ENGLISH LANGUAGE & LITERATURE DEPARTMENT***

**To add to the Undergraduate Record**

**ENWR 1520 Writing and Critical Inquiry: Community Engagement**

***ENVIRONMENTAL SCIENCES DEPARTMENT***

**To add to the Undergraduate Record**

**EVSC 4066 Changing Global Carbon Cycle  
EVSC 4670 Drinking Water Quality**

***GLOBAL STUDIES***

**To add to the Undergraduate Record**

**GSGS 3676 Global Engagement at Home & Abroad**

***HISTORY DEPARTMENT***

**To add to the Undergraduate Record**

**HIME 2003 Economic History of the Islamic World  
HIAF 3031 History of the trans-Atlantic Slave Trade**

***MEDIA STUDIES DEPARTMENT***

**To add to the Undergraduate Record**

**MDST 3903 Media and Protest: The 1960s**

***PSYCHOLOGY DEPARTMENT***

**To add to the Undergraduate Record**

**PSYC 2160 Cognitive Neuroscience**

***RELIGIOUS STUDIES DEPARTMENT***

**To add to the Undergraduate Record**

**RELC 3115 Evangelicalism  
RELH 3745 The Hindu Epics  
RELB 3495 Early Buddhism in South Asia  
RELC 3665 Gender and Sexuality in the Bible  
RELJ 3665 Gender and Sexuality in the Bible**

***SPANISH, ITALIAN & PORTUGUESE DEPARTMENT***

**To add to the Undergraduate Record**

**ITTR 3670 Contemporary Italian Cinema: From Canon to the Fringe**

***WOMEN, GENDER AND SEXUALITY DEPARTMENT***

**To add to the Undergraduate Record**

**WGS 2898 Sexual Violence Prevention on Campus: Theory and Practice  
The Committee recommends adoption of the following program changes.**

## **PROGRAM CHANGE PROPOSALS**

### ***COLLEGE OF ARTS & SCIENCES***

**Proposal to allow First-Year Students in the Global Education Program to Study Abroad – London, Shanghai and Valencia**

**1. UVA London First**

**Establish as a permanent program beginning in fall 2019.**

**2. UVA Shanghai First**

**Pilot UVA Shanghai First in fall 2019 at Fudan University now that housing has been secured.**

**3. UVA Valencia First**

**Pilot two tracks of UVA Valencia First (a pre-health track and a language and literature track in fall 2019).**

### ***BATTEN SCHOOL***

**To allow College students in the AMPP (Accelerated BA/Master of Public Policy) program to count 12.0 hours of Batten courses (LPPA, LPPL, LPPP, and LPPS) as “inside” of the College (provided program is completed).**

Submitted by,  
Ed Murphy  
Chair, CEPC

## **PROPOSAL TO ALLOW FIRST-YEAR STUDENTS IN THE GLOBAL EDUCATION PROGRAMS TO STUDY ABROAD – LONDON, SHANGHAI AND VALENCIA**

### **Introduction**

This document includes three proposals for UVA Global First Programs:

1. UVA London First

Establish as a permanent program beginning in fall 2019.

2. UVA Shanghai First

Pilot UVA Shanghai First in fall 2019 at Fudan University now that housing has been secured.

3. UVA Valencia First

Pilot two tracks of UVA Valencia First (a pre-health track and a language and literature track in fall 2019).

Rachel Most Asu  
rmsf  
9-20-18

## UVA London First

In fall 2016, the College submitted a proposal to CEPC to allow new first-year students to study abroad in a new global education program in their first term. The program was approved and last fall 24 first-year students began their academic career at Regent's University in London. A follow up proposal to offer UVA London First again in fall 2018 and introduce UVA Shanghai First in fall 2018 was approved by CEPC in fall 2017. Twenty-three first-year students will begin their studies in London in September, 2018. The Shanghai program was cancelled because the housing fell through in the late spring of 2018.

This proposal has three components:

1. Make the UVA London First program permanent beginning in fall 2019.
2. Attempt the UVA Shanghai First program again in fall 2019.
3. Develop the first phase of the UVA Valencia First program in fall 2019.

As noted in fall 2016, we are expanding to additional venues with the same program title

The current policy, created in 2003, and posted on the College of Arts (Sciences web site (<http://college.as.virginia.edu/studyabroad>) states:

*Students must enroll for their first semester and at least one additional semester in Charlottesville. A minimum of thirty credits must be earned in Charlottesville.*

The exception we request would allow students in the Shanghai, Valencia, and London programs to study abroad in the first (and/or perhaps second) semester; the exception applies only to students in these programs. All three programs are direct credit programs.

### Background

In fall 2017, the College of Arts & Sciences and the International Studies office launched a new pilot study abroad program which sent 24 first-year students to Regent's University to begin their undergraduate experience abroad. The program proposal was reviewed and strongly endorsed by Jeff Legro, then Vice Provost for Global Affairs and Professor of Politics, and Ian Baucom, Dean of the College and Graduate School of Arts & Sciences. Rachel Most and Dudley Doane visited Regent's in fall 2016 to review classes and meet with various supporting agencies (e.g., our versions of ODOS, SDAC, Student Council, Counseling Center, etc.).

### Program Development

In spring 2017 the College invited the 5,000 students admitted via early action to apply to UVA London First. It was made clear that to participate they must accept their offer of admission to UVA by May 1. Just over 100 applications were opened with approximately 50 completed. Of those 50 students, 20 were accepted about 10-15 were placed on a wait list.

On May 5, a few days after the deadline to accept the offer of admission, we had 14 students in the program. Six students made the decision to attend a University other than UVA. We therefore sent an invitation to apply to the entire entering first-year class and offered admission to the students on the wait list (many of whom had also decided to attend another university).

At the conclusion of the process we had 24 students enrolled in the program (we planned for "summer melt" – when students decide to go elsewhere) and 16 placed on a wait list. There was no melt, and 24 students participated in the inaugural program.

The recruitment and application processes described above were repeated in 2018. Twenty-three students will join the second UVA London First program in fall 2018. All students participate in the new curriculum.

London First is directed by Michael Levenson. Professor Levenson has developed and delivered curriculum to fulfill two engagements course requirements. The students also enrolled in an ENWR 1510 class (taught by a UVA graduate student). All syllabi and faculty credentials for the 12 Regent's classes available to the UVA students were reviewed and approved for UVA direct credit by the relevant department at UVA.

Three Orientation programs were delivered to students and their families.

1. A pre-departure Orientation delivered by Michael Levenson and Kathleen McLaren-Hawking using Facebook live.
2. An online parent orientation (using zoom) with a panel consisting of Rachel Most (College), Allen Groves (Dean of Students), Gay Perez (Housing), Nicole Ruzek (CAPS), Dreama Johnson (UCC) and Scott Miller (SFS). The meeting was facilitated by Dudley Doane (ISO).
3. An extensive UVA orientation in London overseen by Dudley Doane (Director of ISO), Rachel Most (Associate Dean) and Alexandra Hall (Assistant Dean of Students).

In addition, four upper class UVA exchange students were at Regent's with the first-year students serving as student mentors. In 2018, that number will be reduced to two; four were not needed.

**We propose that London become a permanent site for a Global First program.**

## UVA Shanghai First: A Program in the Global Culture of a World City

### Program Description from Proposal Submitted to and Approved by CEPC in 2017

UVA Shanghai First offers first-year students a new program of international study as a way to begin university life through an intensive experience of global citizenship, small-classroom learning, and inter-disciplinary education. This unique opportunity will provide well-qualified and ambitious students with a carefully crafted plan of first-year study and the transformative experience of living abroad.

Students selected for the program will immediately begin a process of global learning relevant to any academic path they ultimately follow. At the same time, they will be making rapid progress toward meeting their initial requirements for general education. Those participating will establish an academic foundation for subsequent semesters; they will get to know the faculty well; and they will establish themselves as a valuable community of committed young global scholars.

This program will be housed at Fudan University (<http://www.fudan.edu.cn/en/>) and directed by a senior UVA professor and highly experienced leader of UVA education abroad programs, Mark Thomas. Fudan is one of the most distinguished universities in China and has been collaborating with UVA on study abroad for several years. It is an exchange partner that has successfully hosted UVA undergraduate students during the academic year and has been hosting our summer China program for three years. President Sullivan and Dean Baucom have visited with senior administrators, and the university has a smoothly running international study office with a staff that is committed to supporting our Shanghai First program.

Like the London Program, it would also facilitate entrance into our new curriculum for first-year students. Two of the four engagement courses will be offered as will three hours of the writing requirement. In addition, a range of vetted courses taught as direct credit by the faculty of Fudan University will be available for additional electives. A significant portion of the undergraduate curriculum has been offered in English for several years now. All students will be encouraged to enroll in a Chinese language course though doing so will not be required. Fudan will select a group of 10-12 of their students who will take some classes with the UVA Shanghai First students, engage with them outside of the classroom, and then come to UVA in the following fall semester (fall 2019) as exchange students.

UVA Shanghai is a strong sign of our commitment to preparing students for global awareness in the 21st century. We believe that this new option may attract student applicants who would not ordinarily apply to UVA—students with a strong interest in China and East Asian Studies. Upon return all students would live in the International Residential College (or a similar residence hall) and be supported by one Association Dean.

We propose that Shanghai be attempted again as a pilot in fall 2019 now that housing has been secured. Note that Fudan students would now attend UVA in fall 2020.

**UVA Valencia First**

Program Description

UVA Valencia First will offer first-year students a new program of international study through our longest-standing study abroad program. This unique opportunity will provide well-qualified and ambitious students with a carefully crafted plan of first-year study and the transformative experience of living abroad. Valencia First will provide two new tracks for students not available through London or Shanghai.

*Pre-health track*

This track will give students the option to take their first semester, pre-health classes in English. Class choices will include direct credit options for biology, chemistry, math and statistics. Students will also study Spanish and enroll in the College engagement classes (4 credits). Associate Dean Rachel Most and ISO Director Dudley Doane met with the Chair and DUP of Biology, Chemistry, Math, and Statistics during summer 2018 and secured their support for the proposed course offerings that would require oversight from their respective departments.

*Language and Culture Track*

Students who place out of SPAN 2020 will have the opportunity to take three upper-level Spanish classes and 4 credits of engagements (in English). The fifth class can also come from the pre-health track or PSYC 1010, offered in English at Valencia.

These two tracks open up new opportunities not available in London and Shanghai. Students selected for the program will immediately begin a process of global learning relevant to the academic path they ultimately follow. At the same time, they will be making rapid progress toward meeting their initial requirements for general education. They will take ENWR 1510 in the spring 2020 semester. Those participating will establish an academic foundation for subsequent semesters; they will get to know the faculty well; and they will establish themselves as a valuable community of committed young global scholars.

Like all students who participate in the Valencia program, students will stay with a local family – vetted and approved by the Valencia staff. All are within easy reach of both the Center and the *Valencia Politecnica* (see <https://www.upv.es/index-en.html>).

**We propose that Valencia be offered as a pilot program in fall 2019.**

Submitted by:

Rachel Most

Associate Dean for Undergraduate Academic Programs, College of Arts & Sciences

Dudley Doane

Director, International, Summer, and Special Academic Programs

## Executive Summary

At the University of Virginia, *College* (College of Arts and Sciences) students enrolled in courses at the Batten School have been able to count these as "in the College" credits, due to a directive by Gordon Stewart (who was Interim Associate Dean for Undergraduate Programs). A review of the *College's* section of the Record in Spring 2017 has brought this practice into question.

As of Fall 2018, Batten School courses have four different course mnemonic categories: LPPA (Leadership and Public Policy, Analysis); LPPL (Leadership and Public Policy, Leadership); LPPP (Leadership and Public Policy, Politics/Policy); and LPPS (Leadership and Public Policy, Substantive).

The Batten School has a two-part proposal for the CEPC (Committee on Educational Policy and Curriculum), with part one focusing on *College* students in the AMPP (Accelerated BA/Master of Public Policy) program, and part two focusing on *College* students.

## Proposal Part I

We propose to the CEPC that AMPP students be allowed to continue counting the 19 credits of their graduate coursework as *College* equivalent courses. Students in the first year of the AMPP program are simultaneously 4<sup>th</sup> year students in the *College* and take 19 credits of graduate-level Batten courses. Historically, these courses have counted as *College* equivalent credits for these students, allowing them to complete their Bachelor degrees while beginning coursework toward their Master of Public Policy degrees. The standard 1<sup>st</sup> year AMPP curriculum is outlined below.

### 1<sup>st</sup> Year Fall AMPP Curriculum (10 credits)

**LPPP 6001: Foundational Skills Workshop:** The purpose of this course is to introduce Batten students to STATA, a widely-used statistical software package used for data management and data analysis. (1 credit) \*

**LPPA 6100: Economics of Public Policy I:** This course presents the simplest economic models explaining how individuals and organizations respond to changes in their circumstances and how they interact in markets, and it applies these models to predict the effects of a wide range of government programs. It also analyzes justifications that have been offered for government actions. (3 credits) \*

**LPPA 6150: Research Methods and Data Analysis I:** The first part of a two-semester sequence in research methods and tools used to evaluate public policies. This course reviews basic mathematics and statistics used by policy analysts, and introduces regression methods for empirical implementation and testing of relations among variables. The purpose of this course is to develop skills that can be used throughout your profession and civic life. (3 credits) \*

**LPPL 7410: Psychology for Leadership:** Leading requires an understanding of one's own and others' thoughts, feelings, attitudes, motivations, and determinants of behavior. This course will use lectures, discussions, demonstrations, and group interactions to provide an introduction to theory and research in behavioral science. The goals of the course are to provide conceptual knowledge that helps students understand and manage their own unique and complicated leadership interactions. (3 credits)

### 1<sup>st</sup> Year Spring AMPP Curriculum (9 credits)

9-17-18

Amanda Cranick  
Batten am 3de.

**LPPA 7110: Economics of Public Policy II:** Prepares students to apply economic analysis to public policy problems. Topics include externalities, industry regulation, and policy problems of allocating resources over time. Examples will show a broad range of substantive applications to domestic and international policymaking. (3 credits)

**LPPA 7160: Research Methods and Data Analysis II:** Builds on the methods and concepts introduced into Research Methods and Data Analysis I to prepare students to gather, analyze, criticize, and interpret complex data in public policy settings. Tools stressed may include multiple regression and experimentation. (3 credits)

**LPPP 6250: Introduction to Policy Analysis:** The purpose of this course is to develop the student's ability to define and solve public problems. Subsidiary objectives of the course are to help the student to integrate the analytical, political, and leadership skills they have learned in their other MPP courses and improve their ability to work in teams; and hone their written and oral presentation skills. (3 credits)

**\* A large number of AMPP students have completed significant Econ coursework and/or have placed out of LPPA courses, thus allowing them to take additional graduate elective courses in place of the seven LPPA and LPPP credits. Due to this fact, the request is that 19 credits a *College* student takes in the first year of the AMPP program be counted as *College* equivalent, not simply the courses noted in this standard curriculum.**