

Contact: Diana Gonzalez

PROPOSED COURSE CHANGES AT THE UNIVERSITY OF IOWA

Action Requested: Consider approval of the request by the University of Iowa to implement the proposed course changes.

Executive Summary: The Regent universities submit an annual report of course changes, including the addition and elimination of courses, and changes in department numbers, course numbers, course titles, and semester hours. This information is critical for updating the universities' General Catalogs. The University of Iowa's report covers changes made in course offerings since Spring 2015. Since the last report, the University added 244 courses to the curriculum and eliminated 256 courses, for a net decrease of 12 courses. The University's proposed course changes do not include requests for new programs of study.

The net increases occurred primarily in the Colleges of Medicine, Nursing, and Liberal Arts and Sciences. The net decrease occurred primarily in University College.

- ◆ The College of Medicine responded to the changing needs of medical professionals which resulted in a net change of 17 new courses.
- ◆ The College of Nursing implemented new tracks and electives which resulted in a net change of 13 new courses.
- ◆ The College of Liberal Arts and Sciences added course offerings in response to disciplinary content and staff changes which resulted in a net change of 14 new courses.
- ◆ University College eliminated course listings for internships in specific academic departments because students may still register their internships through course listings for collegiate-level internships which resulted in a net decrease of 41 courses.

The proposed course changes have been reviewed by the Board Office and are recommended for approval. This report addresses the Board of Regents Strategic Plan priority to provide "educational excellence and impact" and Goal #8 "Iowa's public universities and special schools shall be increasingly efficient and productive."

Background:

Course changes are an ongoing function of the University to reflect changes in occupational fields, changes in faculty specialties, developments in fields of study or disciplines, scholarly vitality of the faculty, changes in educational needs of students, or other needs determined by the University.

PROGRAMS ADDED BY PRIOR BOARD ACTION SINCE SPRING 2015

- 📁 Bachelor of Arts and Bachelor of Science Programs in Public Health (April 2015, ESAC 7)

UNIVERSITY OF IOWA
SUMMARY OF PROPOSED COURSE CHANGES BY COLLEGE
MARCH 2015 TO MARCH 2016

	New	Drop	Net Result on Active Courses	Course Identity Changes	Title Changes	Sem. Hr. Changes
Health Colleges						
Dentistry	6	2	+4	1	19	2
Medicine	22	5	+17	0	9	5
Nursing	16	3	+13	0	2	9
Pharmacy	12	9	+3	0	0	0
Public Health	2	4	-2	0	5	2
Total	58	23	+35	1	35	18
Other Colleges						
LAS	115	101	+14	20	42	22
Business	10	4	+6	2	3	20
Education	7	18	-11	0	2	2
Engineering	8	8	0	3	3	5
Graduate	5	17	-12	0	9	3
Law	8	11	-3	0	1	0
Univ. Coll.	33	74	-41	2	2	7
Total	186	233	-47	27	62	59
Grand Total	244	256	-12	28	97	77

The following summary describes trends that underscored the proposed course changes in the colleges:

- ◆ The **College of Dentistry** continues to conduct a structured peer-evaluated review process of the D.D.S. curriculum. The revised continuous curriculum improvement process provides a broad overview of the curriculum and an educational gap analysis, supports initiatives to integrate education both horizontally and vertically, and emphasizes collaborative efforts across disciplines and departments. A key education initiative – critical thinking – was reviewed. The faculty suggested reorganization to better address faculty commitment, support, and appropriate recognition for faculty's work and time. Each department reviews its certificate and master's degree programs to coordinate instruction among the programs.

- ◆ The **Carver College of Medicine** fully implemented the new curriculum for the entering class of Fall 2014. The new curriculum includes three strands – Clinical Professional Skills (CAPS); Medicine and Society (MAS); and Mechanisms of Health and Disease (MOHD). These strands improve the integration of basic sciences with clinical application and experience to maximize learning and skill building. The entering class of 2014, which included physician assistant students, began its third and final semester of the preclinical curriculum in Fall 2015 and will begin the clinical clerkships in Spring 2016.

The College added a sixth distinction track for students pursuing substantive work outside the core curriculum. Completion of these tracks does not result in a separate degree but does distinguish graduates having special interests and experiences. The Health Care Delivery Science and Management Track offered in collaboration with the Tippie College of Business will be available in Spring 2016 and will enhance students' knowledge, skills, and experiences in business, healthcare administration, healthcare delivery, and policy development.

New courses that will be implemented in the 2016-2017 academic year include Leadership for Future Physicians and Physician Assistant Transitions to Clinical Rotations. The College has added two new clerkships – Pediatric Palliative Care – will allow students to work in an interdisciplinary team to enhance quality of life and reduce suffering for patients with serious illness; and Pediatric Endocrinology will increase students' knowledge and proficiency in the diagnosis, management and treatment of pediatric endocrine diseases.

Another feature of the new curriculum is that students begin clinical clerkships after only three semesters of preclinical instruction, rather than the previous four-semester format. This period of training begins in January of the second year with 48 weeks of required core clerkships. After completing the core, students complete a minimum of 14 weeks of selectives, four weeks of emergency or critical medicine, a four-week sub-internship, and 18 weeks of advanced electives. The curriculum allows students additional time to enroll in advanced clinical electives.

- ◆ The **College of Nursing** began offering the Baccalaureate Seminar, a one semester hour competency-based course in the RN-BSN program, in Fall 2015. This course provides content equivalent to the BSN senior seminar offered to non-licensed students in the BSN curriculum; course objectives include giving RN-BSN students the opportunity to review program outcomes and plan personal career development with Nursing faculty during their last semester of study.

The College will offer two new tracks – Pediatric Acute Care Nurse Practitioner and Adult-Gero Acute Care Nurse Practitioner – in the Doctor of Nursing Practice (DNP) program. The College will offer the new tracks as BSN to DNP, MSN to DNP, and Post-DNP Certificate in Spring 2016. The changes in the direct care nurse practitioner programs included adding new courses in all direct care nurse practitioner tracks, revising the DNP Role Integration I and II courses, and updating the Health Care Infrastructure and Informatics and Health Promotion Assessment for Advanced Clinical Practice courses.

A review of the Nurse Anesthesia curriculum resulted in seven course revisions to better align course objectives with accreditation standards. Two overview courses were developed for the Master's Clinical Nurse Leader Program (CNL) to provide the content of physiology, pathophysiology, and pharmacology. Two new electives were added to the graduate curriculum – Application of Educator Role Competencies which will provide students with individually designed activities to strengthen their performance as an educator in a practice setting; and Care Coordination across Professional and Organizational Boundaries which will prepare DNPs to lead effective coordination of patient care, case management and population health management.

The Ph.D. program continues to support current areas of scholarship strength (gerontology, healthcare systems/implementation science, pain/system management, and genetics) and developed a new course – Biological Markers in Health Research – to encourage student interest in an emerging area of science.

- ◆ The **College of Pharmacy** developed a plan for significant revisions to the Pharm.D. curriculum. The plan, Learning and Living Curriculum, was implemented in Fall 2015 for first-year students. The new courses include Foundations of Pharmacy Practice, Professional Engagement, Professional Development, Introductory Pharmacy Practice Experience Shadowing, Foundations of Health Services, Health Information Retrieval and Informatics, Foundations of Pharmaceutical Sciences I and II, Foundations of Pharmacy Practice II, Introduction to Professional Discovery, and Foundations of Health Wellness and Disease. A new elective – Spanish for the Pharmacy Professional – will also be added. A number of courses, including Drug Delivery II, Product Development, Selected Topics in Pharmaceutical Sciences, and Introduction to Pharmaceutics Projects, were dropped in the graduate curriculum because they had not been offered in a number of years. Advanced Pharmacokinetics and Pharmacodynamics was dropped because it duplicated an existing course.
- ◆ The **College of Public Health** added two new courses in the Department of Health Management and Policy. Interprofessional Health Care Administration I is required for the new Executive Master of Health Administration Program. This course focuses on the skills needed to work with and lead interprofessional teams, and is based on the core competencies for interprofessional collaborative practice developed by the Interprofessional Education Collaborative. Managerial Epidemiology is required for all Master of Health Administration students. This course provides a basic level of epidemiological knowledge with a focus on concepts that support health care delivery and program planning to meet the health care needs of the community.

The Bachelor of Arts and Bachelor of Science Programs in Public Health were approved in Spring 2015 as a result of increased interest in undergraduate courses; the first cohort will be admitted in Fall 2016.

- ◆ The **College of Liberal Arts and Sciences** (CLAS) dropped 101 courses and added 115 as a result of changes in disciplinary content, the curriculum, program reviews, and/or faculty changes. Increased student interest in language study resulted in a minor in translation and new courses in Korean, Spanish, and Japanese. The new certificate in Event Planning resulted in two new courses to help students gain career-related skills.

Undergraduates pursuing majors in the STEM areas are also interested in careers in healthcare. Departments outside of the sciences offer courses that help students examine healthcare professions and prepare for the new medical school entrance exam that requires more reflective training. The Department of Classics added a new course called Doctors and Patients: A Global History; the Spanish Department added a new course called Medical Spanish in Contemporary Spanish.

Faculty have continued to update course titles to reflect disciplinary findings and to encourage better understanding of a course's topics. Changes of catalog course descriptions and credit hours led the School of Music to refocus its graduate performance courses to simplify record keeping without making a change to instructional practices or to the program's requirements.

- ◆ The **Tippie College of Business** curricular changes are due primarily to changes in the structure of the full-time MBA program. Almost all courses in the full-time MBA program (core and elective) are now offered in an eight week, two credit hour format. Many of the same courses are offered in the part-time PMBA program in a 12-week, three credit hour format. Most of the other changes are related to ongoing development of the Business Analytics undergraduate program, the MBA concentration, and graduate certificate/master's programs.

A number of changes are related to implementing the new Research, Internship, Study Abroad, Experiential Learning (RISE) requirement for undergraduates. A new research course – Introduction to Research in Business – will assist in recruiting students to the university and college honors program. Several new entrepreneurship courses were added – Exploring Entrepreneurship; Business Innovation, and International Entrepreneurship and Culture.

- ◆ The **College of Education** added seven courses to enhance its curricular offerings. In the Department of Teaching and Learning, one new course is a core course in the Regents Alternative Pathway to Iowa Licensure Program; one course resulted from combining two music courses to facilitate offerings; an online course was added as part of the global education cognate in Social Studies. One course in Psychological and Quantitative Foundations is part of the Master's in Learning Sciences Program. The Department of Rehabilitation and Counselor Education added a research methods course required for master's degree counseling students; an internship required for Couple and Family Therapy students; and a topics course relevant to the Human Relations minor. The College continues to make progress in reviewing and revising course offerings to address its certification, licensure, and accreditation requirements and the College's vision to prepare world-class leaders, scholars, inventors, educators, psychologists, and counselors.

- ◆ The **College of Engineering** offers six undergraduate programs (Biomedical Engineering, Chemical Engineering, Civil Engineering, Electrical Engineering, Industrial Engineering, and Mechanical Engineering) in five academic departments. During the past year, the undergraduate programs made modifications in its course offerings to enhance the undergraduate curriculum. New courses, which are generally advanced topics significant to the graduate students' research and professional development, were created to support the graduate programs. The College created new Project Lead the Way courses to align with the STEM initiative.

The College implemented a new General Education Component (GE) to enhance the education and training of future engineers. The GEC consists of 15 semester hours of non-technical coursework. In the past, these courses were restricted to social sciences and humanities. The new policy allows students to take the 15 semester hours in any non-technical program outside of engineering, computer science, mathematics, chemistry, biology, and physics. Students must take three semester hours in a category called "Be Creative" which includes courses designed to develop creative thinking. Three semester hours are required from the list of general education courses defined by the College of Liberal Arts and Sciences. The remaining nine semester hours may now include courses offered by the Colleges of Business, Public Health, Law, and Nursing, including programs like Military Science and Leadership. It is now easier for engineering students to complete second majors, minors, and certificates. The new policy provides greater flexibility for engineering students and is consistent with the College's motto "Engineering and Something More."

During the past year, the College developed a new Naval Hydrodynamics Certificate and is in the process of developing two new majors – Environmental Engineering and Computer Science and Engineering.

- ◆ The **Graduate College** added one course in Translational Biomedicine and four courses in Library and Information Science. Five courses were dropped in the Center for the Book, eight in Library and Information Science, and four in Urban and Regional Planning because of changes in curriculum.
- ◆ The **College of Law** continues to develop its curriculum to reflect the needs of students and the strengths of faculty. One new course – Professional and Unincorporated Firms – was designed to benefit graduate students in the Health colleges. American Governance and Extended Legal Analysis and Research and Writing were developed to meet the needs of foreign-trained students. Other new courses – Policy Lab Seminar, Veterans Benefits Law, and Wrongful Convictions – enrich the curricular offerings available to upper-class law students. Dropped courses resulted from a variety of reasons, including faculty retirements and low enrollments.
- ◆ **University College** is an administrative unit that houses courses intended for all undergraduate students at the University independent of their college of enrollment. These academic units include the Honors Program, Leadership Studies, Undergraduate Research Experiences, Lifetime Leisure Skills, Iowa Biosciences Academy, Study Abroad, and Military Science. University College also offers two distance education degrees, Bachelor of Applied Studies and Bachelor of Liberal Studies, and four undergraduate certificate programs. University College also offers courses in several pre-college programs.

Career Success Initiatives added two courses associated with Living-Learning Communities (Green Adventures and Exploring Social Justice). It also added a blended learning course, Introduction to Health Care Professions, which will transition to a fully online course in Spring 2016. Other courses were added that address the needs of specific student populations, including a series of courses for students in TRiO programs. One new course, Success at Iowa, is a two semester hour, online course required of all new first-year and transfer undergraduate students.

University College partnered with the College of Engineering to offer a series of four Project Lead the Way courses in biomedical science. The Office of Study Abroad added 10 IES Internships that combine real world opportunities with professional skill building and cultural immersion. Study Abroad also continued to change listed semester hours for several courses from set credit hours to “arranged” to better represent the course study hours associated with its programs.

University College is not a traditional college but it serves a purpose by providing a home for courses that cross collegiate or departmental boundaries or are better suited to be offered outside of a traditional academic department.