

Contact: Rachel Boon

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 2016. Since the last report, the University added 380 courses to the curriculum and eliminated 235 courses, for a net increase of 75 courses.

The net increases occurred primarily in the Colleges of Pharmacy, Public Health, Business, Education, and Liberal Arts and Sciences. The net decrease occurred primarily in the Graduate College and the College of Law.

- ◆ The College of Pharmacy is in the second year of implementing a new Living and Learning curriculum, while third year students continue to use the previous curriculum.
- ◆ The College of Public Health is implementing curriculum associated with two new bachelor's degrees (approved by the Board in April 2015).
- ◆ The College of Liberal Arts and Sciences dropped 154 courses and added 196 (net change +42). Most of the changes were to support new majors approved by the Board, or to meet evolving professional markets in areas like Journalism, Computer Science and 3-D Design.
- ◆ In the College of Business, most changes were the result of converting graduate level economics courses into an 8-week format. Other additions were for Career Preparation or experiential learning course work in various majors.
- ◆ New courses in the College of Education were added to improve areas like STEM and Art education, as well as several courses serving extended campus and distance students.

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.

The Board Office reviewed the proposed course changes and recommends them for approval.

UNIVERSITY OF IOWA
SUMMARY OF PROPOSED COURSE CHANGES BY COLLEGE
MARCH 2016 TO MARCH 2017

	New	Drop	Net Result on Active Courses	Course Identity Changes	Title Changes	Sem. Hr. Changes
Health Colleges						
Dentistry	1	7	0	8	0	1
Medicine	13	17	-4	4	28	15
Nursing	3	4	-1	0	1	1
Pharmacy	30	8	+22	0	0	2
Public Health	23	7	+16	9	16	3
Total	70	37	+33	21	45	22
Other Colleges						
LAS	196	154	+42	59	78	63
Business	46	9	+37	0	6	4
Education	25	10	+15	0	13	6
Engineering	14	14	0	1	16	1
Graduate	1	16	-15	1	7	1
Law	1	11	-10	0	4	3
Univ. Coll.	27	21	+6	4	13	6
Total	310	235	+75	65	137	84
Grand Total	380	272	+108	86	182	106

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

- ❖ The **College of Dentistry** conducts a structured, peer-evaluation review process of the predoctoral (DDS) curriculum. The revised curriculum management plan, in accordance with the standards set forth by the Commission on Dental Accreditation, has received positive feedback from faculty involved. This is a continuous curriculum improvement process in order to provide a broad overview of the curriculum, provide an educational gap analysis, support initiatives to integrate education both horizontally and vertically, as well as emphasize collaborative efforts across disciplines and departments.
- ❖ The **Carver College of Medicine** initiated changes in the medical student curriculum that went into effect the 2016-2017 academic year. The Carver College of Medicine (CCOM) fully implemented a new curriculum starting with entering students in the fall of 2014 that

operates longitudinally along three strands: Clinical and 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, completed the new three-semester preclinical curriculum, then began clinical training in January 2016 with 44 weeks of required core clerkships. An important milestone for these students will be completing Step 1 of the United States Medical Licensing Examination by the end of January 2017. After finishing the clinical core, students will complete a minimum of 10 weeks of electives, 4 weeks of emergency or critical medicine, a 4-week subinternship, and 36 weeks of advanced electives. The new curriculum allows students more time to enroll in advanced clinical electives of interest.

- ◆ In Spring 2016, the **College of Nursing** faculty revised an existing elective and created two new electives for the BSN program in response to faculty input, student demand and employer considerations. The trends represent efforts to enable undergraduates to study nursing discipline in depth and more globally.

As noted in the 2015 curricular statement, the College of Nursing created two new tracks, Pediatric Acute Care Nurse Practitioner and Adult-Gero Acute Care Nurse Practitioner, in the established DNP program. As a part of bringing on new acute care nurse practitioner tracks, the faculty reviewed the coursework in existing nurse practitioner programs. The trends in the graduate practice programs represent a concerted effort to streamline and unburden overloaded curricula and remain current with accreditation standards.

- ◆ The **College of Pharmacy** faculty members continue to implement the Learning and Living Curriculum. First- and second-year students are currently receiving the new curriculum. Third-year students continue in the current curriculum. New courses were added to accommodate the Learning and Living Curriculum. Pharm.D. and graduate courses were dropped because they have not been offered in a number of years.
- ◆ The **College of Public Health's** Bachelor of Science (BS) and Bachelor of Arts (BA) degrees were approved in April 2015. Twenty-two of the 23 new courses created this past year are either required or elective courses for these new degree programs. Both the BS and the BA degrees require students to complete 30 semester hours of a public health core, which has identical content areas for both degrees. In addition to the public health core, each degree will require 7-12 semester hours of public health electives. Students pursuing the BS degree are required to take an additional 25-26 semester hours of content with a focus on the natural sciences and mathematics. Of these hours three are within public health. Students pursuing the BA are required to take an additional 21 semester hours with a focus on the social sciences and humanities. Of these hours fifteen are within public health.

As departments and existing graduate programs within the College continue to define their mission and vision, their curricula continue to evolve accordingly. The Department of Health Management and Policy added the class Interprofessional Health Care Administration II, which is required for the Executive Masters of Health Administration program. That department also renamed several of its courses to better reflect competencies and content addressed and to align with the Commission on Accreditation of Healthcare Management Education (CAHME) accreditation criteria. The Department of Community and Behavioral Health dropped courses as a result of changes in department faculty as well as the fact that content in these courses is being covered in other departmental and collegiate courses. The

Departments of Biostatistics and Occupational and Environmental Health dropped courses due to low student enrollment and changes in degree requirements.

- ◇ The **College of Liberal Arts and Sciences** (CLAS) dropped 154 courses, replacing them with 196 new course offerings from October 2015 through September 2016.

During this year, courses were added to support the new majors approved by the Board of Regents. The Department of English and its Nonfiction Writing Program, for example, began offering the new English and Creative Writing major, adding *Foundations of Creative Writing* and courses in publication to help students prepare for careers in writing. At the same time, English has created a series of courses that focus on strategies for reading and writing, essential areas of study for student success. The new Criminology, Law and Justice major opened this fall, with the Department of Sociology adding courses to support this program; at the same time, a number of courses moved from Sociology to Criminology to make them easier to find by students in the new major.

The School of Journalism and Mass Communication continues to make substantial changes to its curriculum in order to keep pace with this rapidly transforming profession. Courses have been added related to digital communication and to the business and marketing side of media and entertainment. Additionally, strategic communication has grown in the last decade, replacing public relations, while requiring from students a broader array of skills, as reflected in the courses added this year by the School of Journalism and Mass Communication.

Computer Science is another fast growing area, attracting undergraduates and graduate students alike, with the curriculum updated to reflect important areas of scholarship and trends in the business, such as “machine learning” or “cloud computing.” The School of Art and Art History’s 3-D Design Program continues to thrive, offering an expanded course sequence on design meant to bring students’ skills to the highest level needed for changing technologies and for emerging new materials. Students in the program have won awards for their work.

Faculty have continued to update course titles to reflect disciplinary findings and to encourage better understanding of a course’s topics.

- ◇ In the **Tippie College of Business** most of the curricular changes are related to a reorganization of courses in the Economics PhD program into half-semester, 2-credit-hour blocks. Other semester hour changes are primarily due to graduate-level courses that are taught in both 8-week, 2-credit-hour and 12/15-week, 3-credit-hour formats. Additional changes are related to enhancements of the undergraduate curriculum to provide specialization tracks, professional preparation and experiential courses.

The undergraduate Marketing major is implementing a track structure to provide specialization for its majors. Each track has a 1-credit-hour Career Preparation course. Additional new electives are added to complete the program of study in the Analytics, Management and Sales tracks. Two new undergraduate courses in Entrepreneurship provide experiential learning opportunities in new venture/product development, with one course having a focus on sustainability. Another new course adds strategic management of innovation to the MBA curriculum. Four new graduate courses in Management Sciences provide additional electives for the MS Business Analytics degree program, which is expanding in both Cedar Rapids and Des Moines. Two new upper level undergraduate courses provide additional electives for the undergraduate Business Analytics major, which is the fastest growing major in the college. In addition to the Career Preparation courses in

Marketing, the Finance and Management departments are adding one-credit-hour professional development courses for their undergraduate majors. A new Advanced Business Preparation Workshop provides intensive coaching for undergraduate students in case competitions.

- ◆ The **College of Education** added 25 new courses and dropped 10 other outdated courses, reflecting a much greater positive net change than the last report. Sixteen new courses were added in the Department of Teaching and Learning: one course to attract first and second year students interested in education and hopefully to increase applications; four courses to bolster the curricular offerings in Art Education and four other courses add to the STEM Education sub-track. One course is required for a new certificate program and one course completes the course offerings needed for a cognate; two science methods courses blend content of three former courses; one course prepares students in China for a certification exam; one dedicated course on classroom management was added rather than relying on incorporation across all courses; and another course was added in content methods in response to a RAPIL program evaluation.

The Department of Psychological and Quantitative Foundations added six new courses: one to better support student work online; one at the request of undergraduate students for content on Asian American experiences; one to provide graduate students a better understanding of research synthesis and meta-analysis; and three counseling psychology courses for the Hong Kong M.A. program. The Department of Rehabilitation and Counselor Education added three courses: one course enhances the Human Relations minor and two other courses prepare students going into professions serving populations affected by the topic areas.

The College of Education continues to make progress reviewing and revising course offerings to effectively address the certification, licensure, and accreditation requirements of various constituents in keeping with our vision to prepare world-class leaders, scholars, innovators, 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 have made modifications of their course offerings to enhance their undergraduate curricula. Some new courses support the graduate programs. These courses are generally advanced topics important to the graduate students' research and professional development. The College has created new Project Lead the Way courses to align with the STEM initiative.

In 2015 the College of Engineering implemented a new General Education Component (GEC) to enhance the education and training of future engineers. The College has continued collaboration with the College of Liberal Arts and Sciences to define new courses to combine engineering and arts to meet the general education "Be Creative" requirement, aligning with the STEAM initiative. The College also implemented a new major, Computer Science and Engineering, and is in the process of developing a new major, Environmental Engineering.

- ◆ In the **Graduate College** a course was added in Library and Information Science. Biomedical Sciences made a course identity change for one class. Title changes were made in the Graduate College (1), Library and Information Science (1), Center for the Book (3), and Urban and Regional Planning (2). Urban and Regional Planning changed semester

hours for one course. In general, dropped courses result when topics are incorporated into other courses, the restructuring of programs (Biosciences), and predominately because the Registrar's Office streamlined the process for closing inactive courses.

- ◆ In developing its curriculum, the **College of Law** takes account of the needs of an evolving student body as well as the number and strengths of its faculty. The College is also mindful of the opportunity to share faculty expertise with students in other units of the University. For example, this year a new offering, Corporate Compliance Overview, was designed with the understanding that it could benefit graduate-level students in business as well as law students. The titles of other offerings have changed to reflect a shift in the areas of emphasis. For example, Unincorporated Business Associations enriches the interdisciplinary curricular offerings available to our law students, and invites graduate-level students from business, medicine, dentistry, and public health to learn relevant law pertaining to the business entities they may form in their areas of expertise. These opportunities are possible by faculty members expanding their teaching interests and fields of study, as well as through the expertise of well-qualified adjunct faculty.

This year the College also dropped courses for regular, recurring reasons. For example, some were taught by faculty who have left the law school by attrition to other positions, and some were taught by adjuncts or lecturers not available to teach in the foreseeable future. Others attract a relatively low enrollment and, while desirable, are not essential to the curriculum. Depending on future enrollment levels and faculty numbers, some of the dropped courses might be revived later.

- ◆ **University College** is an administrative unit housing courses intended for undergraduate students at the University, irrespective of their college of enrollment. In addition, University College includes academic units tied to summer secondary education programming. Academic units within University College include: College Success Initiatives, Career Center Programs, Military Science, Lifetime and Leisure Skills, Biomedical and Health Sciences, Honors Program, Iowa Lakeside Laboratory, and Upward Bound. University College also offers two online degree completion programs, the Bachelor of Applied Studies and the Bachelor of Liberal Studies, and four undergraduate certificate programs in clinical and translational science, leadership studies, nonprofit management, and sustainability.

College Success Initiatives added three courses to the TRIO series, which allows students to complete a sequence of four courses designed to provide information as it becomes relevant to their academic needs. New this year, all new first year and transfer international students enrolled in *Success at Iowa*, along with domestic students. Previously, international students completed *College Expectations* and *International at Iowa* instead of a single, comprehensive course. Several courses were added to the College Success Initiatives unit as part of the Board of Regents Pilot Course Sharing Project.

The University of Iowa Honors Program added two new courses, The Green Room and Honors Seminar for Presidential Scholars, designed to help new students get to know themselves and one another and engage in meaningful dialogue as they transition to college.

For clarification, the Project Lead The Way academic unit was renamed Biomedical and Health Sciences. Lifetime and Leisure Skills dropped several classes that had historically low enrollment, and added more options for students in more popular courses.