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**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 2014. Since the last report, the University added 368 courses to the curriculum and eliminated 216 courses, for a net increase of 152 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 Dentistry and Liberal Arts and Sciences.

- ◆ The College of Dentistry implemented a revised Curriculum Management Plan for the D.D.S. program which resulted in a net change of 48 new courses.
- ◆ The College of Liberal Arts and Sciences added course offerings in response to student demand which resulted in a net change of 128 new 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**

- 📁 Bachelor of Science Program in Sport and Recreation Management (March 2014, ESAC 5)
- 📁 Bachelor of Arts Program in Enterprise Leadership (August 2014, ESAC 2)
- 📁 Bachelor of Science Program in Biomedical Science (August 2014, ESAC 3)
- 📁 Master of Science Program in Health Policy (October 2014, ESAC 6)
- 📁 Master of Studies in Law Program (December 2014, ESAC 7)
- 📁 Master of Science Program in Business Analytics (February 2015, ESAC 4a)

UNIVERSITY OF IOWA  
SUMMARY OF PROPOSED COURSE CHANGES BY COLLEGE  
MARCH 2014 TO MARCH 2015

|                            | New        | Drop       | Net Result<br>on Active<br>Courses | Course<br>Identity<br>Changes | Title<br>Changes | Sem. Hr.<br>Changes |
|----------------------------|------------|------------|------------------------------------|-------------------------------|------------------|---------------------|
| <b>Health<br/>Colleges</b> |            |            |                                    |                               |                  |                     |
| Dentistry                  | 60         | 12         | 48                                 | 0                             | 8                | 79                  |
| Medicine                   | 8          | 15         | (7)                                | 2                             | 14               | 5                   |
| Nursing                    | 6          | 17         | (11)                               | 2                             | 14               | 5                   |
| Pharmacy                   | 9          | 0          | 9                                  | 0                             | 2                | 0                   |
| Public Health              | 7          | 9          | (2)                                | 2                             | 9                | 1                   |
| <b>Total</b>               | <b>90</b>  | <b>53</b>  | <b>37</b>                          | <b>4</b>                      | <b>33</b>        | <b>85</b>           |
| <b>Other<br/>Colleges</b>  |            |            |                                    |                               |                  |                     |
| LAS                        | 210        | 82         | 128                                | 107                           | 131              | 13                  |
| Business                   | 13         | 8          | 5                                  | 0                             | 8                | 11                  |
| Education                  | 9          | 10         | (1)                                | 0                             | 8                | 9                   |
| Engineering                | 17         | 3          | 14                                 | 0                             | 2                | 1                   |
| Graduate                   | 8          | 21         | (13)                               | 1                             | 1                | 6                   |
| Law                        | 10         | 10         | 0                                  | 0                             | 6                | 2                   |
| Univ. Coll.                | 11         | 29         | (18)                               | 4                             | 6                | 29                  |
| <b>Total</b>               | <b>278</b> | <b>163</b> | <b>115</b>                         | <b>112</b>                    | <b>162</b>       | <b>71</b>           |
| <b>Grand Total</b>         | <b>368</b> | <b>216</b> | <b>152</b>                         | <b>116</b>                    | <b>195</b>       | <b>156</b>          |

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

- ◆ The **College of Dentistry** implemented a revised Curriculum Management Plan (CMP) in the D.D.S. program. The initial department moved from a major credit-hour laden course into course modules as a result of the revised CMP. The outcomes will be evaluated after the initial D.D.S. class rotates through all modules to understand the impact – both the benefits and challenges that may have resulted from the change. All other areas are undergoing evaluation as each department proceeds with a broader perspective in the review process, to highlight opportunities to enhance their curriculum and target both vertical and horizontal integration possibilities.

Each department reviews its certificate and Master's degree programs to coordinate instruction among the programs. The Advanced Education Committee includes all program directors to encourage an environment for collaboration. As the accreditation standards and other national guidelines evolve for the advanced education programs, the faculty are encouraged to work across programs to enhance the education and learning environments for residents and fellows.

During the past academic year, all collegiate courses related to the advanced education programs offering a certificate were moved to the student information system. Changes made to other graduate courses to allow the option as courses included in the certificate programs, were added using "0" semester hours to those courses. This will ensure that students in these programs can obtain an official university transcript, tracking transcribed coursework, completion of courses, and use as an official university record in support of their professional advancement and official state/local credentialing process upon graduation.

- ◆ The **Carver College of Medicine** will fully implement a 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 begins its third and final semester of the preclinical curriculum in Fall 2015 and begins the clinical clerkships in Spring 2016.

New courses that will be implemented in the 2015-2016 academic year include Mechanisms of Health and Disease IV; Mechanisms of Health and Disease Keystone; and Transitions to Clerkships.

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. Beginning, in July 2015, the Clinical Ophthalmology clerkship will be reduced from four weeks to two weeks.

- ◆ The **College of Nursing** separated the combined practicum sections into specialty practicum sections; implemented the new practicum sections into the BSN pre-licensure program of study; and re-tooled the curriculum by deleting 12 courses from the old "3+1" curriculum. The faculty found the combined practicum format difficult to manage and it hurt students who were struggling in one practice experience while excelling in the other and having to repeat both practicum sections. This limited their ability to take another course or pursue employment opportunities. The separation of clinical specialties did not change the total number of credit hours, schedule for clinical experiences, tuition for the students, or placement of these courses in the curriculum. Adult/Gerontology Nursing Practicum became Adult Medical/Surgical Nursing Practicum and Gerontological Nursing Practicum. Mental Health Parent Child Nursing Practicum became Parent Child Nursing Practicum and Mental Health Nursing Practicum. Last year, the didactic content of Leadership and Role Engagement was combined with a project in the RN-BSN program. The last step of course revision was to delete the old Leadership and Role practicum course because students will no longer need to take it separately.

In the graduate curriculum, there were changes in the curriculum for nurse practitioners (NPs). In addition to the advanced clinical skills, NPs need advanced knowledge of healthcare systems and the role nurses play as problem-solvers and leaders in public and private healthcare settings. The didactic and practicum sections of the Doctor of Nursing Practice (DNP) Advanced Role Development I and II were merged into two courses. The project portion of the curriculum was placed into a separate stand-alone course – Clinical Leadership Project. The old sequence of courses related to advanced role development was deleted.

Another effort to develop a nursing curriculum for the 21<sup>st</sup> century was to create a graduate level nurse educator course. After completing the baccalaureate program and entering the work force, many nurses obtain additional education to advance their careers to prepare them for advanced practice and teaching or research roles. This course prepares nurses to become educators on curriculum development process and creating a learner-centered environment. The College of Nursing played an instrumental role, in conjunction with the Iowa Action Coalition, to implement the online nurse residency curriculum. The self-paced modules of the program were programmed into separate online courses to facilitate the enrolled of qualified students.

- ◆ The **College of Pharmacy** developed a plan for significant revisions to the existing curriculum. The plan, Curriculum 2015, was approved in Summer 2014 and implementation has begun. All courses are being revised, integrated, and aligned with the expectation for greater emphasis on active learning andragogy. Eventually, all Curriculum 2015 courses will be approved as new courses. A new Advanced Pharmacy Practice Experience was added because a new faculty member with a teaching/research concentration in palliative care was recruited and will begin teaching in 2015-2016. An Elective International Pharmacy Rotation was added to differentiate the elective international rotations from those sited in the U.S. Introduction to Pharmaceutical Sciences is a new course for undergraduate students interested in expanding their knowledge of the pharmaceutical sciences. High Throughput Screening for Biomedical Sciences was added because the College now has an in-house high throughput screening instrument. The course is available to graduate students and PharmD students. Three courses – Principal Mechanisms of Chemical Toxicology, Toxic Agents and Concepts in Toxicology, and Target-Organ Toxicity – are now available in a modular format to allow greater flexibility to meet students' individual needs.
- ◆ The **College of Public Health** added seven new courses – Introduction to Biostatistics; Epidemiology Journal Club; Lean Sigma Principles: Applications in Healthcare; Corporate Financial Reporting; Primary Data and Mixed Methods; Global Water and Health; and Global Road Safety.

The Department of Health Management and Policy's new Executive Master of Health Administration Program enrolled its first cohort of 11 students and is planning to establish an additional cohort in Des Moines in Fall 2016. The Department of Health Management and Policy established a new academic degree, the Master of Science in Health Policy. The College continues to look for opportunities to provide public health education to undergraduates. An undergraduate to graduate degree program (BA/MPH) with Grinnell College was approved and 27 Grinnell students are enrolled in the online Fundamentals of Public Health course in Spring 2015. An undergraduate to graduate degree program (BA/MPH) with Coe College was approved.

- ◇ The **College of Liberal Arts and Sciences** (CLAS) created 210 new courses and removed 82 out-of-date offerings. Many of the added courses focus on readying students for a first career. For example, the Department of Rhetoric created a suite of courses focused on applied learning. The criminology track within the sociology major is now offering an applied statistics course and an internship. The Department of Health and Human Physiology developed new courses in sales, finance, event management, communication, and analytics.

The departments of Mathematics, Computer Science, and Statistics and Actuarial Science created a new certificate for students in the area of large data analysis; the social sciences partnered to develop courses about the uses and analysis of data in areas related to the social sciences. The College responded to a request for additional courses in Latino studies. The Department of Communication Studies added a course on Latino culture and communication. Substantial work was done in the area of world languages, especially in Japanese and Korean, areas of interest to international students.

Changes in the General Education Program have the outcome of helping students to learn “how to learn.” The College is committed to student success, to a four-year graduation date for every students, and to creating life-long learners able to discover viable solutions to complex problems.

- ◇ 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 are now offered in a half-semester (eight week) format. The full-time MBA section of courses are reduced to two credit hours to be in compliance with university credit-hour/contact-hour standards and to reduce the total number of credit-hours in the program to 60. Other new and dropped courses are the result of changing requirements in the undergraduate BBA program. The Department of Accounting is now giving course credit for the experiential volunteer tax assistance (VITA) program. In the Departments of Management and Marketing, new courses are the result of changes in the departments’ MBA elective offerings. In Management Sciences, new and dropped courses are related to the new undergraduate and graduate Business Analytics programs.
- ◇ The **College of Education** added courses to reflect an emphasis on online teaching – two were added for the Certificate in Online Teaching; four are offered online. Two new courses are K-12 focused; one was added for an accreditation sought by the Couple and Family Therapy program. Two new courses reflect program expansion and one enhances the Human Relations minor. Eight titles were changed to clarify course content or to align with accreditation standards. The College of Education continues to make progress in reviewing and revising course offerings to address the certification, licensure, and accreditation requirements of constituents and to address 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 their course offerings to enhance their undergraduate curriculum, and provide preparation for juniors who will enter their senior year capstone projects. New courses, which are generally advanced topics significant to the graduate students’ research and professional development, were created to support the graduate programs.

- ◇ The **Graduate College** added 20 courses in Translational Biomedicine (replacement for discontinued course), Center for the Book (new MFA requirement), Graduate College (new certificate in Digital Public Humanities), Library and Information Science (new certificate in Digital Public Humanities), and Urban and Regional Planning (new faculty hire).
- ◇ The **College of Law** continues to develop its curriculum to reflect the needs of students and the strengths of faculty. Some of the new courses include Public Health Law, Advanced Problems in International Law and Policy, International Intellectual Property Law, and American Legal Experience. New courses have resulted from expansion of teaching interests and fields of study by faculty, contributions of visiting faculty, and expertise of well-qualified adjunct faculty.
- ◇ **University College** is an administrative unit that houses courses intended for all undergraduate students at the University independent of their college of enrollment. These include courses offered by the Honors Program, Study Abroad, and Pomerantz Career Center. University College also offers two distance education degrees, Bachelor of Applied Studies and Bachelor of Liberal Studies, and is responsible for a number of pre-college courses and programs as well as on-line certificate programs. The purpose of University College is to provide a home for courses that do not fit into more traditional departments or cross collegiate boundaries.

In order to better represent the course study hours associated with the study abroad programs, the Office of Study Abroad changed the listed semester hours of a number of courses (which align with other study abroad programs) from set credit hours to “arranged.” The Office also dropped course listings that correspond to study abroad programs that are no longer available to University of Iowa students.

The Pomerantz Career Center continues to add courses to address the needs of specific student populations, including veterans, and is adding courses to support students searching for internships and jobs after graduation.

Career Success Initiatives added courses which help prepare first-year students for the transition to university life and classroom expectations. It added a course (Passport Project Colloquium) which introduces first-year students to cultural opportunities on campus and in the Iowa City community, as well as a course associated with the Well Beings Living Learning Community.