

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. The University of Iowa's report covers changes made in course offerings since Spring 2009. Since the last report, the University added 360 courses to the curriculum and eliminated 297 courses, for a net increase of 63 courses.

The majority of the net increases occurred in two colleges – Education and Liberal Arts and Sciences. In the College of Education, a significant number of new courses pertain to the new Regent collaborative Iowa Teacher License Pathway Program, while in the College of Liberal Arts and Sciences, a significant number of courses pertain to the university-wide plan to implement additional first-year seminars. The proposed course changes do not include requests for new programs of study.

The proposed course changes have been reviewed by the Board Office and the Council of Provosts and are recommended for approval. This report addresses the Board of Regents Strategic Plan priority to provide “educational excellence and impact.”

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.

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

- ◆ The *College of Dentistry* focused on eliminating unnecessary repetition and redundancies and specifying proper sequencing of courses in the D.D.S. program. The College dropped one clinical rotation course for dental students based on lack of available faculty. In the graduate programs, one course in dental public health was added and one course in endodontics was dropped.
- ◆ The *Carver College of Medicine* focused on integrating the core content through interdisciplinary integration and integration of the basic biomedical sciences and clinical practices throughout all four years; assisting students to become self-directed, lifelong learners who can share their knowledge and provide leadership throughout their medical careers; and promoting patient-centered, humanistic professional values in medical care.

Faculty directors for the Foundations of Clinical Practice courses and the Performance Based Assessment program completed adoption of the Calgary-Cambridge model of communication that delineates and integrates skills that help doctor-patient communication. This model affects how communication skills are taught and assessed across the preclinical and clinical curriculum.

Global Programs continues to provide students unique and innovative opportunities to participate in courses and community health experiences in global settings. The Service Distinction Track encourages and recognizes students who work extensively with medically underserved, marginalized, and rural populations. New topics covered in the Ambulatory Practice Model included discussion of the Goals of Care to help patients best understand their priorities when difficult healthcare decisions must be made. The Medical Education and Research Facility provides resources to support the didactic and clinical education of students, and houses four learning communities that integrate all medical and physician assistant students. In April 2010, the College began a process of curriculum renewal to identify the essential attitudes, knowledge, and skills needed by current and future graduates entering practice.

- ◆ The *College of Nursing* responded to new standards for accreditation in baccalaureate nursing education and Iowa Code of nursing education to offer students a nursing informatics course and practicum experiences in four clinical nursing areas – parent-child, psychiatric-mental health, community public health, and gerontological. Curricula for the Master of Science of Nursing and Doctor of Nursing Practice continue to be re-tooled to prepare nurse specialists for direct and indirect care.
- ◆ The *College of Pharmacy* focused on the first year of a new three-year curriculum monitoring plan – *Interpretation/Application of Drug Literature in the Pharm.D. Curriculum*. First-year activities included approval of “Competencies and Indicators on Drug Information Access, Interpretation and Application” and mapping the competencies to courses. The required Pharm.D. curriculum was mapped to the Center for the Advancement of Pharmaceutical Education Educational Outcomes. All competencies and required content were covered in the curriculum. Two elective courses were added to the Pharm.D. offerings – Seminars in Ambulatory Care Pharmacy and Special Topics in Acute Care. Elective Community Management Rotation was added for P4 students.
- ◆ The *College of Public Health* continued to look for opportunities to provide public health education to undergraduates. In Fall 2009, a First-Year Seminar, “What is Public Health and How Does it Impact Me?” was taught. Other new courses include a specific public health topic, research methods, Social Epidemiology, and Quantitative Exposure Methods.
- ◆ The *College of Liberal Arts and Sciences* responded to the university-wide plan to implement additional first-year seminars. These small courses taken by entering students are taught by tenured faculty on subjects related to research activities as well as students’ interests. The seminars help entering freshmen make the transition to the complex expectations of the University while giving students contact with mentors and scholars. Some of the seminar courses include Statistics and Actuarial Science, Performing Arts Entrepreneurship, Philosophy, Integrative Physiology and Psychology. Many departments have restructured their curricula to serve students more efficiently and effectively.

- ◇ The *Tippie College of Business* reflected efforts along several dimensions – (1) enrich the experience of first-year students; (2) enrich undergraduate business and economics majors; (3) complete the transition to the new full-time MBA program; and (4) modernize course titles and standardize credit hour designations. The enrichment of undergraduate majors includes the Marketing Institute Program which prepares selected students (Marketing Scholars) for challenging entry-level positions in the field of marketing; advanced computer analysis course to serve students with more advanced computer skills; and new tracks in the economics major – business, policy, and analytical. The full-time MBA program curriculum focuses on career-path skill development, comprehensive set of professional and leadership development experiences, and project-based coursework for students to consult in real-time corporate projects.
- ◇ The *College of Education* reviewed and revised course offerings to address the certification, licensure, and accreditation requirements of various constituents effectively. Some of the course additions address enhancement of curricular offerings, Iowa Code requirements, student retention efforts, collegiate research courses, and curriculum requirements for the Regent Collaborative Iowa Teacher License Pathway Program.
- ◇ The *College of Engineering* focused on modifications of course offerings to enhance the undergraduate curricula. Each department adopted a set of Elective Focus Areas (EFA) to provide students with depth in their areas of interest; many of the course additions were made in support of the EFA electives. New courses were also created to support the fast track graduate programs. These courses are generally advanced topics important to the graduate students' research and professional development.
- ◇ The *Graduate College* focused on revamping course offerings (Molecular and Cellular Biology), addressing growing areas of significance in the discipline (Library and Information Science), allowing students to do directed study in a genetics laboratory (Genetics), enabling wider use of language resources (Second Language Acquisition), addressing the Provost's direction to create freshmen seminars (Urban and Regional Planning), providing undergraduate students an opportunity to conduct research in a neuroscience laboratory (Neuroscience), and enabling students to tailor their registrations to their interest areas (Biosciences).
- ◇ The *College of Law* responded to opportunities to capitalize on the strengths and interests of the faculty as they consider 21st century challenges, such as aging and the intersection of intellectual property and antitrust law. Globalization is an increasing trend in the law and the College is expanding opportunities for students with study abroad programs in Portugal and the Netherlands and new comparative and international law courses and seminars.
- ◇ The *University College* is an administrative unit that houses courses intended for all students at the University, such as Honors Program, Study Abroad, and Career Services, and provides a home for courses that do not fit into more traditional departments or that cross collegiate boundaries. The College added new courses at Iowa Lakeside Lab, Honors Program, Study Abroad, Career Center, Lifetime Leisure Skills, and Student Services. First-year programs added one course to accommodate first-year seminars offered in University College.

University of Iowa
Summary of Proposed Course Changes by College
March 2009 to March 2010

	New	Dept. Number Changes	Course Number Changes	Title Changes	Sem. Hr. Changes	Drop	Net Result on Active Courses
Health Colleges							
Dentistry	1	0	0	0	1	2	-1
Medicine	33	0	7	7	2	23	+10
Nursing	5	0	0	4	4	20	-15
Pharmacy	9	0	1	12	31	6	+3
Public Health	2	0	0	0	0	6	-4
Total	50	0	8	23	38	57	-7
Other Colleges							
LAS	169	17	22	96	70	154	+15
Bus. Admin.	19	0	0	21	9	9	+10
Education	43	9	2	21	9	9	+34
Engineering	10	0	0	10	3	27	-17
Graduate	25	0	0	8	2	4	+21
Law	14	0	0	6	3	23	-9
Univ. Coll.	30	4	1	2	3	14	+16
Total	310	30	25	164	99	240	+70
Grand Total	360	30	33	187	137	297	+63