

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 2010. Since the last report, the University added 353 courses to the curriculum and eliminated 258 courses, for a net increase of 95 courses.

The majority of the net increases occurred in the Colleges of Education, Medicine and Nursing. In the College of Education, a number of new courses pertain to board certification requirements; in the College of Medicine, a curriculum renewal process resulted in improving curricular integration, individualization, and innovation; and in the College of Nursing, the curriculum changes support the new Bachelor of Science in Nursing (BSN) curriculum upper division model. The University's 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*** has a continuous review of the Doctor of Dental Science (D.D.S.) curriculum as outlined in the Curriculum Management Plan to eliminate unwarranted repetition and redundancies and specify the proper sequencing of courses. During the past year, the College made no changes in the D.D.S. curriculum. The departments regularly review their certificate and Master's degree programs. One course in Operative Dentistry was added. In the Oral Science Program, one course was added and one course was dropped. There was a title change for one course in the Oral Pathology, Radiology and Medicine Program.
- ◆ The ***Carver College of Medicine*** focused on integrating the core content through horizontal (interdisciplinary) and vertical 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.

The College underwent a curriculum renewal process that resulted in improving curricular integration, individualization, and innovation. To increase curricular individualization, there will be a decrease in the specified required clinical clerkships, although the number of required weeks will remain the same. To improve vertical curricular integration, the College will pilot a two-day intersession in March 2012. Faculty directors of 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 shown by research and theory to aid doctor-patient communication. The Medical Education Council approved a new requirement for student note writing on the clinical clerkships.

The Ambulatory Practice Module works with students on overarching topics, such as Geriatrics, Diabetes, community health issues, and the critical analysis of scientific literature. Global Programs provides opportunities for students to address inequities in health through academic, research, clinical, and service activities. The Humanities Distinction Track will begin in July 2011 and is designed to encourage, support, and recognize medical students pursuing scholarship in ethics, writing or the humanities. The Global Health Distinction Track is expected to begin in Fall 2011 and will offer greater involvement in global health to medical students.

The Teaching Distinction Track provides students an opportunity to expand their skills and experience as educators. The Service Distinction Track encourages and recognizes students who work extensively with medically underserved, marginalized, and rural populations. The Medical Student Summer Research Program offers students the opportunity to receive early experience with the health sciences research community.

The Iowa Medical Innovation Group was established in 2010-2011 to advance patient care through the innovation of medical technologies that address significant unmet clinical needs. The College's Writing and Humanities Program supports students in their professional and personal writing and provides a venue for arts and humanities related activities. 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.

- ◆ The **College of Nursing** responded to its institutional mission to prepare nurse leaders, state priorities to prepare nurses for care delivery, and fiscal/human resources to maximize efficiencies by focusing on selective programs of excellence and workforce demands. To address the changes in competencies outlined in the Essentials for Baccalaureate Nursing Education of the American Association of Colleges of Nursing, a new BSN curriculum upper division model was implemented in Fall 2010. Twenty new courses were added during the year – eight will be shared between the pre-licensure BSN and RN-BSN curricula. Through the Master of Science in Nursing (MSN)-Clinical Nurse Leader (CNL) program, the College will transition from a pre-licensure second degree entry model to a post-BSN entry mode. The College developed coursework to transition the systems/nursing administration from MSN to Doctor of Nursing Practice (DNP). The new DNP curriculum will prepare leaders in executive management and will be implemented in Summer 2011. Efficiency is expected to increase because MSN-CNL students will share core courses with students in the early stages of DNP and Ph.D. preparation.

- ◇ The **College of Pharmacy** completed the 2009-2010 and 2010-2011 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 second-year activities included an assessment of curriculum coverage of competencies and indicators, survey of students and preceptors to determine frequency of drug information activities, evaluation of drug information patient interventions, and evaluation of data, concluding recommendations and presentation of report to the Curriculum Committee. Five new elective courses were added to the Pharm.D. offerings – *Introduction to Pharmaceutical Projects; Current Topics in Health Policy; Peds Therapeutics; Health Coaching and Wellness; and Contemporary Issues and Leadership*.
- ◇ The **College of Public Health** experienced a decrease in the number of certificate seeking students from 54 in Fall 2009 to 24 in Fall 2010 due to the departure of the College’s senior Infectious Disease Epidemiology faculty member who directed the Certificate in Emerging Infectious Disease Epidemiology. One of the new courses is an online course targeted at upper level undergraduates. *Fundamentals of Public Health* offers a broad overview of public health which is intended to raise the awareness of public health and its importance in everyday life.
- ◇ The **College of Liberal Arts and Sciences** changes reflect the consolidation or closure of programs and reorganizations of departments. The College, in collaboration with the other undergraduate colleges, will begin offering a Certificate in Writing in Fall 2011 to help students extend their ability to write well in multiple genres. Other curriculum updates reflect the latest discoveries and concerns. The Department of Art and Art History refocused courses in a 3 three-dimensional design area while adding digital design and fabrication which provides the training required for graduates who seek a career in design technologies. The College added a special course for students to explore the programs offered by the College and to challenge them to be active participants in the design of their education and future careers.
- ◇ The **Tippie College of Business** changes reflected efforts along several dimensions – (1) enrich the experience of first-year students; (2) enrich undergraduate business and economics majors; and (3) enhance the full-time MBA program. The management major added new tracks – Human Resources Management; Entrepreneurial Management; and Leadership and Management. All three tracks provide a solid background in general management principles with a specialty orientation in each track. The College adopted a selective admission process effective for students applying to the college for Spring 2013. The Entrepreneurial Management Institute was created during the 2010-2011 academic year to enhance professional development for top students pursuing either a Bachelor of Business Administration in Management, Entrepreneurial Management Track, or the Certificate in Entrepreneurial Management. Employer feedback suggested that MBA students need to understand that a long-term competitive advantage requires not only having the right strategy and functional skills but also the appropriate alignment of those skills to the strategy so that employees prioritize their activities toward a common organizational goal. The new course, *Lean Enterprise*, was implemented during the past year and was designed to bridge the knowledge gap.

- ◇ The **College of Education** reviewed and revised course offerings to effectively address the certification, licensure, and accreditation requirements of various constituents. In the Department of Educational Policy and Leadership Study, 11 new courses were added – three are required courses for the Higher Education and Student Affairs Program; seven are required courses for the superintendent preparation program and reflect content required by Chapter 79 of the Iowa Code; and one course aligns with the Iowa Department of Education’s “Characteristics of Effective Instruction.” In the Department of Psychological and Quantitative Foundations, nine courses were added – six courses will enhance curricular offerings and three will meet board certification requirements. In the Department of Rehabilitation and Counselor Education, five courses were added to meet program and collegiate qualitative research requirements and to enhance curricular offerings; one course was designed for veterans of recent military operations. In the Department of Teaching and Learning, five courses were added – two will enhance the learning and assessment theories in science classrooms; one will enhance understanding of child development; and two will expand the curricular offerings of the REACH 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 (EFAs) 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 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, including creating new courses and eliminating existing courses, to reflect student and faculty interest, eliminate redundancy, and reflect new faculty expertise.

- ◇ The **College of Law** responded to opportunities related to student needs and capitalizing on the strengths and interests of the faculty. Consistent with the College’s long-standing emphasis on international and comparative law, there are new courses in *International Tax*, *International and Comparative Family Law*, and *International Humanitarian Law*. The College also enhanced study abroad opportunities. Other recent additions are the result of student requests, opportunities created by recent faculty hires, expanding fields of study and engagement by full-time faculty, and expertise available from well-qualified adjuncts.

- ◇ **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 is responsible for a number of pre-college courses and programs; it provides a home for courses that do not fit into more traditional departments and courses that cross collegiate boundaries. The five new courses in the Honors Program support the opportunities for talented students to engage with each other and with faculty in academically-challenging classes. Six new courses in Study Abroad reflect the changing global interests of students. The new course under College Success Initiatives, *Managing Your Money*, provides financial literacy education for all interested students in an online format. The new course in Career Center Programs expands student internship opportunities.

University of Iowa
Summary of Proposed Course Changes by College
March 2010 to March 2011

	New	Dept. Number Changes	Course Number Changes	Title Changes	Sem. Hr. Changes	Drop	Net Result on Active Courses
Health Colleges							
Dentistry	2	0	0	1	0	1	+1
Medicine	37	0	0	7	5	18	+19
Nursing	41	0	0	2	4	20	+21
Pharmacy	5	0	0	2	1	7	-2
Public Health	6	0	0	0	3	1	+5
Total	91	0	0	12	13	47	+44
Other Colleges							
LAS	154	46	5	90	46	142	+12
Business	4	0	0	4	4	0	+4
Education	30	1	0	14	7	8	+22
Engineering	23	0	2	1	3	15	+8
Graduate	13	1	1	3	3	12	+1
Law	20	0	0	4	0	19	+1
Univ. Coll.	18	0	0	5	1	15	+3
Total	262	48	8	121	64	211	+51
Grand Total	353	48	8	133	77	258	+95