

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 2011. Since the last report, the University added 302 courses to the curriculum and eliminated 237 courses, for a net increase of 65 courses. The University's proposed course changes do not include requests for new programs of study.

The majority of the net increases occurred in the Colleges of Medicine, Liberal Arts and Sciences, Engineering, and Education.

- ◆ In the College of Medicine, a curriculum renewal process resulted in improving curricular integration, individualization, and innovation.
- ◆ In the College of Liberal Arts and Sciences, the changes reflect an effort for students to have meaningful, practical experiences in their field before graduation, with a corresponding increase in service learning courses, practica, field placements, and internships.
- ◆ In the College of Engineering, new courses resulted from changes to support the elective focus areas and graduate programs.
- ◆ In the College of Education, the curriculum changes support freshman seminar offerings as well as certification, licensure, and accreditation requirements.

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" 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.

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

- ◆ The ***College of Dentistry*** undertakes 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 course title and semester hour changes. In the graduate programs, the departments regularly review their certificate and Master's degree programs to coordinate instruction among the programs. Two periodontic courses were added and two preventive and community dentistry statistics courses were dropped. Four course titles were changed – one in oral pathology and four in periodontics.

- ◆ 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. The Curriculum Renewal Steering Committee is developing an innovative, comprehensive curricular model that will be implemented in Fall 2013. Three central “helices” will run through all four years of the curriculum – Mechanisms of Health and Disease; Clinical and Professional Skills; and Medicine and Society. One significant change will be to concentrate the preclinical curriculum into three semesters rather than four to provide students earlier exposure to clerkships and patient care.

A new program to increase student interest in primary care practice in rural Iowa will become available in Fall 2012. The Carver College of Medicine Rural Iowa Scholars Program (CRISP) will provide students an opportunity to work directly with a physician mentor practicing in a rural community; gain on the ground experience in rural settings through field practice, summer community health outreach programs and clerkships; contribute to resolving rural health care issues through a research project; and appreciate and understand the complexities of rural health care. Financial incentives for loan repayment up to \$100,000 will be provided to graduates who complete CRISP and commit to practice in an eligible Iowa community after completion of their graduate medical education. There are plans to accept four M1 students into the program each year.

Global Programs offers students opportunities to address inequities in health through academic, research, clinical, and service opportunities. Two new weekly seminar courses were implemented in FY 2012 to allow students to interact with faculty members and visitors involved in global health research and clinical work. This led to the development of the Global Health Distinction Track, a structured approach to four-year involvement in global health with faculty mentorship.

The Carver College of Medicine has five tracks for students pursuing substantive work outside the core curriculum. A new Humanities Distinction Track was begun in FY 2012 to encourage and recognize students pursuing scholarship in ethics, writing, or the humanities. The Teaching Distinction Track continues to provide students an opportunity to expand their skills and experience as educators. The Service Distinction Track, which is in its fifth year, encourages and recognizes students who work extensively with medically underserved, marginalized, and rural populations.

The Medical Student Summer Research Program, partially supported by a training grant from the National Institutes of Health, offers students an opportunity to receive early experience with the health sciences research community. Students who seek to continue in research throughout their medical school program have the option to join the Research Distinction Track and the Medical Scientist Training Program (MD-Ph.D.).

The Iowa Medical Innovation Group (IMIG) expanded its support from one to four interdisciplinary student teams. IMIG was begun by medical students whose mission was to “advance patient care through the innovation of medical technologies that address significant unmet clinical needs.” Participants from the Colleges of Business, Engineering, Law, and Medicine develop knowledge of the medical innovation process, and research and develop a new medical device, therapy, or model of care that could lead to creation of a new company or licensing agreement with an existing company.

The Writing and Humanities Program supports students in their professional and personal writing and provides a venue for arts and humanities related activities. This year, the program coordinated its sixth annual “Examined Life: Writing, Humanities, and the Art of Medicine” conference, headlined by U.S. Poet Laureate and Pulitzer-Prize winning author Philip Levine. The Medical Education and Research Facility (MERF) provides resources to support the didactic and clinical education of students and houses four Learning Communities that integrate all medical and physician assistant students.

Medical students continue to outperform the national average on the National Board of Medical Examiners U.S. Medical Licensing step exams. CCOM students who took Step 1 for the first time in 2011 had a pass rate of 99% with an average score of 228 compared to a 94% national pass rate with an average score of 224. CCOM students who took Step 2 (Clinical Knowledge) for the first time in 2010-2011 had a pass rate of 99% with an average score of 236 compared to a national pass rate of 97% with an average score of 233. CCOM students who took Step 2 (Clinical Skills) in 2010-11 had a pass rate of 100% compared to a national pass rate of 98%.

- ◆ The **College of Nursing** responded quickly to national accreditation standards to ensure that students are prepared for nursing practice. The curriculum was guided by the Institute of Medicine’s (IOM) report on the *Future of Nursing* (October 2010) and its implications on the strategic mission of the College. The pre-licensure Bachelor of Science in Nursing (BSN) program strengthened its requirements in the natural sciences and mathematics. In 2010, the College redesigned the RN-BSN curriculum with a renewed focus on *The Essentials*. In addition to implementing the new curriculum, the undergraduate nursing programs raised admission standards. The College reevaluated the admission standards for RN-BSN students with a focus on increasing student success and timely program completion.

Recent developments in the graduate programs centered on implementing efficient pathways for nurses to obtain additional education. The College streamlined the graduate curriculum to foster a clear pathway to advanced nursing degrees and to help students progress seamlessly from baccalaureate to doctoral preparation. The Master of Science in Nursing-Clinical Nurse Leader (MSN-CNL) program transitioned from a pre-licensure to a post-licensure model. Curriculum updates in the program included the addition of four distance education courses. The Doctor of Nursing Practice (DNP) program changes reflected national trends of accountability and performance. During the past year, the Ph.D. program was evaluated and revised to reflect national research trends. Applied research courses in qualitative and quantitative methodologies were redefined to prepare students as researchers.

- ◇ The **College of Pharmacy** completed the third (final) year of the 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 with recommendations and presentation of report to the Curriculum Committee. During 2011-2012, the recommendations from the report were implemented, all major courses and course sequences in the Pharm.D. curriculum were reviewed for drug information concept inclusion with the course coordinators and specific changes to the course content and/or assignments were implemented. The dean appointed a Curriculum Transformation Committee in May 2009 to design an innovative curriculum with associated assessment strategies to document achievement of learning outcomes. The ad hoc committee wrote new competencies approved by the Curriculum Committee and the Executive Committee; a preliminary plan for the revision will be presented to the full faculty in the near future.

- ◇ The **College of Public Health** continued to explore opportunities to provide public health education to undergraduates. The College implemented three combined degree programs – BA (Biology)/MS (Epidemiology); BA (Biology)/MPH (Epidemiology); and BA (Psychology)/MPH (Community and Behavioral Health). The College also implemented a new certificate program offered by the Department of Biostatistics – Certificate in Biostatistics. Enrollment of degree seeking students in the College remained steady during the 2011-2012 academic year.

- ◇ The **College of Liberal Arts and Sciences** changes reflect an ongoing renewal of the curriculum and an increasing student population in the College. Increased student interest in stable careers together with a growing need for students to have meaningful, practical experiences in their chosen field before graduation was accompanied by an increase in service-learning courses, practica, field placements, and internships in such areas as Aging Studies, Health and Human Physiology, Journalism and Mass Communication, Geoscience, and Political Science. The Division of World Languages, Literatures, and Cultures relates the study of languages to activities in students’ lives, helping students appreciate the importance of language studies. The School of Journalism and Mass Communication revised the curriculum by adding or renaming courses to reflect innovations in the field, with an emphasis on digital media, internet, and social media to make the curriculum relevant to the needs of students and the industry. The Department of Art and Art History added courses in the area of graphic design and three-dimensional modeling to reflect employment opportunities and advancements in design technologies. New courses in the criminal justice system, aging studies, environmental issues, biology, and writing provide opportunities for students across all disciplines.

- ◇ The **Tippie College of Business** changes reflect efforts along several dimensions – (1) enrich undergraduate business and economics majors; and (2) enhance the full-time MBA program. New courses in undergraduate programs were added to (1) allow for separate enrollment of off-campus students; (2) expand the International Perspective Program; (3) provide a permanent course number for an offering in the CIMBA curriculum (Italy program); (4) emphasize modern statistical methods and software applied to quantitative forecasting programs with business applications; (5) address analysis and treatment of

pure and financial risks faced by business organizations; (6) update curriculum in sustainability by teaching concepts for developing and implementing sustainable marketing strategies; and (7) address complex issues of business operations in a global economy. The MBA Program continues to develop and shape curricular offerings to align with a learn-by-doing approach and an emphasis on strategic thinking and execution and an integrated, cross-functional perspective.

- ◆ 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, one new course will accommodate freshman seminars; another course is required for the Certificate in College Teaching. In the Department of Psychological and Quantitative Foundations, one of the two new courses is an independent study course and the other will meet accreditation requirements. In the Department of Rehabilitation and Counselor Education, one course was added for freshman seminars and an internship course was added to meet states' licensure requirements. In the Department of Teaching and Learning, the new courses will accommodate freshman seminars; introduce the fundamentals of using assessment data in instructional planning; enhance understanding of the needs of gifted students; align course offerings in science; expand reading interventions for students at risk; or expand the curricular offerings of the REACH program for third-year students.
- ◆ 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. New courses were developed for a variety of reasons - familiarize new students to faculty research projects (Library and Information Science); accommodate a new initiative connecting public engagement, research, and teaching (Graduate College); enhance quantitative training (Genetics); increase the variety of distance learning classes in creative non-fiction, contemporary writing in the United Kingdom, and independent writing projects (International Writing Program); and provide surface exposure to artist books and letterpress printing, enhance the MFA curriculum, and present an exclusive focus on the Western tradition of papermaking (Center for the Book).
- ◆ 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 Taxation, Mergers and Acquisitions, and International Transacting Skills. 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 qualified adjunct faculty.

- ◇ **University College** is an administrative unit that houses courses intended for all undergraduate students at the University, such as Honors Program, Study Abroad, and Pomerantz Career Center, and provides a home for courses that do not fit into more traditional departments and courses that cross collegiate boundaries. University College also offers a distance education degree, Bachelor of Applied Studies, and is responsible for a number of pre-college courses and programs. New courses reflect changing global interests of students; new student internship opportunities; increased promotion of student health and wellness; and information about alcohol safety, sexual harassment and misconduct and the Code of Student Life; as well as career-readiness skills.

**University of Iowa
Summary of Proposed Course Changes by College
March 2011 to March 2012**

	New	Drop	Net Result on Active Courses	Dept. Number Changes	Course Number Changes	Title Changes	Sem. Hr. Changes
Health Colleges							
Dentistry	2	5	-3	0	0	9	0
Medicine	38	8	+30	0	0	8	10
Nursing	11	17	-6	0	0	11	10
Pharmacy	0	3	-3	0	0	0	2
Public Health	1	8	-7	0	0	1	3
Total	52	41	+11	0	0	29	25
Other Colleges							
LAS	148	119	+29	2	3	85	49
Business	10	7	+3	0	0	9	2
Education	25	12	+13	0	0	6	5
Engineering	23	4	+19	2	1	1	7
Graduate	18	15	+3	1	0	3	13
Law	10	11	-1	0	0	4	4
Univ. Coll.	16	28	-12	8	1	6	4
Total	250	196	+54	13	5	114	84
Grand Total	302	237	+65	13	5	143	109