

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. This information is critical for updating the University's General Catalog. The University of Iowa's report covers changes made in course offerings since Spring 2012. Since the last report, the University added 403 courses to the curriculum and eliminated 378 courses, for a net increase of 25 courses. The University's proposed course changes do not include requests for new programs of study.

The net increases occurred in the Colleges of Medicine and Education, and University College.

- ◆ The College of Medicine will fully implement a new curriculum for entering students in Fall 2014. The new curriculum will include three strands; two of the three major strands begin for students entering in Fall 2013.
- ◆ The College of Education includes changes to the curriculum design of the Elementary Education subtrack in response to changes in the State's requirements for licensure.
- ◆ University College includes course changes which align the Study Abroad offerings with best practices.

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 semester hour changes for the Operative Dentistry II Clinic. In the graduate programs, the departments regularly review their certificate and Master's degree programs to coordinate instruction among the programs. A new fellowship in Advanced Geriatric and Special Needs Dentistry was approved. The Advanced Program in Operative Dentistry transitioned from the two-year Masters in Operative Dentistry to the three-year Masters in Oral Science which resulted in course changes. The Dental Public Health Certificate was deleted and the Oral Science Program dropped one Independent Study course.

- ◇ The **Carver College of Medicine** will fully implement a new curriculum for the entering class of Fall 2014. The new curriculum will include three strands – Clinical Professional Skills (CAPS); Medicine and Society (MAS); and Mechanisms of Health and Disease (MOHD). These strands will integrate the learning process, weaving together classroom and clinical experiences to maximize learning and skill building. Two of the three strands will begin for the entering class of Fall 2013.

CAPS will contain three semester-long courses during the first three semesters of medical school and continue as an integrated strand throughout the curriculum. CAPS will address interpersonal skills, lifelong learning, interviewing skills, physical examination skills, ethical issues in patient care, and the basic approach to patients in terms of prevention, treatment, and follow-up care.

MAS will also contain three semester-long courses during the first three semesters of medical school and continue as an integrated strand throughout the curriculum. MAS will cover knowledge and skills related to Health Promotion and Disease Prevention from a medicine and society perspective, including the impact of behavior, environment, culture and socioeconomics; it will identify major public health problems associated with the Mechanisms of Health and Disease.

MOHD will be implemented in Fall 2014 and will facilitate the integration of basic science and clinical relevance. The four courses will integrate the MOHD concepts across the curriculum. Each MOHD course will be co-directed by a basic scientist and a clinician. The MOHD strands will be woven through the four years of the curriculum and will span the basic science courses in the first 18 months and the clinical sciences in the clerkships and will cover the mechanisms of health and disease. It is anticipated that MOHD 1 and 3 will cover Genetics, Metabolism, and Oxygenation while MOHD 2 and 4 will cover Immunology, Musculoskeletal, Dermatologic, Trauma, and Neuropsychiatric topics.

The newly appointed Strand Directors oversee the sequencing of concepts and the integration of basic science and clinical material across the four years of the curriculum. They work closely with Course Directors who are charged with designing, developing, and implementing content and courses within curricular blocks. Course Directors sharing course responsibilities during the same semester will coordinate the timing and integration of content within that semester.

- ◇ The **College of Nursing** focused on implementing the final phases of the new curriculum which resulted in eliminating 19 undergraduate and 30 graduate courses. In the undergraduate curriculum, efforts were made to enhance the dual advisement program. Students in the pre-licensure program were assigned faculty members who serve as mentors to students to discuss academic and career issues and provide counsel and support for career exploration. Each student was also required to meet with the program associate to plan academic progression.

In the graduate curriculum, the College is pursuing a practice partners for the post-licensure [MSN:CNL](#) program. The last two students of the pre-licensure [MSN:CNL](#) programs graduated in Spring 2013. During the last phase of the updated curricular implementation of the Doctor of Nursing Practice (DNP) Program, a new approach to the capstone project is being piloted. The transition to the new Ph.D. curriculum, which requires a minimum of 72 semester hours, occurred in Fall 2012. The new curriculum will prepare students to respond critically to changes presented by the Institute of Medicine's initiative on the Future of Nursing.

- ◇ The **College of Pharmacy** added no new courses to the Pharm.D. curriculum. Several courses were either changed or eliminated. The Curriculum Committee is developing a new course syllabus template for use in 2013-14. The new template will encourage direct linking of course objectives with Pharm.D. learning outcomes and content topics required by the Accreditation Council for Pharmacy Education. Information in the syllabus will allow direct mapping of the curriculum. The Curriculum Transformation Committee appointed in 2009 is designing an innovative curriculum with associated assessment strategies to document achievement of learning outcomes. The graduate curriculum includes one new graduate level course which will likely be required for pharmaceuticals graduate students. It will be offered as an elective for chemical engineering, medicine, and dentistry students.
- ◇ The **College of Public Health** added four new courses – Public Health Nutrition; Community-Based Participatory Research; Biostatistics Methods Laboratory; and Essentials of Public Health. The following courses were eliminated – Conducting Literature Syntheses, Behavioral Epidemiology; Decision Modeling; Project Management; Statistical Genetics Seminar; and Research in Statistical Genetics. Changes in the Biostatistics subtrack of the Master of Public Health included expanding the requirements for coursework in database management; changing several courses in mathematical sciences from required to elective; and changing the name of the subtrack from MPH in Biostatistics to MPH in Quantitative Methods to reflect the revised curriculum. During the past year, the College created two undergraduate to graduate combined degree programs – BS in Biomedical Engineering (Musculoskeletal Biomechanics Track) to MS in Occupational and Environmental Health, Industrial Hygiene; and BS in Mathematical Statistics to MPH in Quantitative Methods.
- ◇ The **College of Liberal Arts and Sciences** continues to implement courses that ensure student engagement and success, such as the political science Des Moines internship. In the new course “Reimagining Downtown,” students propose and implement revitalization strategies for downtown Las Vegas, visiting the town during spring break and summer. The Department of Statistics and Actuarial Science created a first-semester seminar to help freshmen succeed in the difficult actuarial science major. Many new courses reflect revised or new curricular programs inspired by student interest, new technology, or societal issues. The Certificate in Wind Energy offers courses such as “Spatial Analyses of Wind Energy” for undergraduates. The Department of Sociology created a track in criminology to meet the need for more informed graduates in the field. New courses include “Law and Society,” “Comparative Criminal Justice Systems,” and “Sociology of White Collar Crime.”

To respond to the demand for career options within the health sciences, the College added courses in the departments of Anthropology, Biology, Chemistry, Health and Human Physiology, Leisure Studies, and Psychology with courses ranging from cultural studies to wellness and nutrition. This includes a course on obesity stemming from the university’s Obesity Initiative; faculty members from the Carver College of Medicine work with faculty from the colleges of Public Health, Nursing, Pharmacy, Business, and Liberal Arts and Sciences.

The new Master of Arts Program in Strategic Communication in the School of Journalism and Mass Communication includes courses that reflect the rapidly changing field of communication, including “Strategic Communication Campaigns,” “Strategic Web Video Communication,” and “Strategic Health Care Communication.” College faculty members continue to respond to the advancement of knowledge in their research fields. Many new courses allow student access to new technology or technology crucial for employment. The offerings of animation by Art and Art History are a necessary tool for web design or online marketing; Physics now offers a course in nanofabrication.

- ◆ The **Tippie College of Business** changes reflect the addition of a new undergraduate major in Business Analytics and Information Systems. The program provides two tracks – Information Systems and Business Analytics – and includes six new courses. A number of courses were eliminated in the MBA program primarily because the course content is covered elsewhere. Other added courses include “Tippie Admission Writing Workshop,” a zero-credit course to support the new resume requirement for admission to the College; “Accounting Measurement: Research and Analysis” will offer complex topics in financial reporting and measurement and will satisfy specific criteria required by some states for CPA licensing; and “Individual Study in International Economics” will facilitate degree completion for certain advanced undergraduate students.

- ◆ The **College of Education** changes to the Elementary Education subtrack curriculum design respond to new State requirements for licensure of elementary teachers. Some curricular changes were due to clinical specialization requirements and the name change of the newly reactivated Couple and Family Therapy. Other changes are directed at reaching upper level undergraduates as well as providing a foundation for more intensive graduate work or to introduce undergraduates to fields offered in the graduate program.

The REACH transition certificate program serves students with multiple intellectual, cognitive, and learning disabilities. The program continues to expand its course offerings to provide more individualized learning experiences aimed at improving student skills. The addition of two other courses in Teaching and Learning enhances teacher preparation by providing hands on experience in working with young adults with cognitive and learning disabilities.

The need for additional courses to meet the collegiate qualitative research methods requirements led to the development of a qualitative research course in a multicultural context and another to support graduate level students learning to use a computer-aided qualitative data analysis software program. The College continues to make progress in reviewing and revising course offerings to effectively address the certification, licensure, and accreditation requirements of constituents in keeping with its vision to prepare world-class leaders, scholars, inventors, educators, psychologists, and counselors.

- ◆ The **College of Engineering** offers six undergraduate programs in five academic departments. During the past year, the undergraduate programs made one modification in their course offering to enhance their undergraduate curricular, 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 12 courses. One course in Immunology responds to student interest to gain experience in writing scientific papers and grant writing. Two courses in the International Writing Program enhance creative writing student preparation to become qualified editors and publishers of literary web content; and create a space where craft practices can be examined and discussed among writers of various backgrounds. One course in Molecular and Cellular Biology responds to faculty interest. One course in Translational Biomedicine covers common content between clinical investigation and translational biomedicine. The five courses in the Center for the Book support the new Master of Fine Arts Program in the Book Arts. The two courses in Urban and Regional Planning were previously offered under study abroad but have now been shifted to Urban and Regional Planning.
- ◇ 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 reflect the College's continued emphasis on international and comparative law. Other recent additions resulted from student requests, opportunities created by recent faculty hires and visitors, expanding fields of study and engagement by the full-time faculty, and expertise available from well-qualified students; these included Advanced Immigration Law and Policy, Iowa Medical Innovation Group seminar, Food and Drug Law, State and Local Taxation, and the National Arbitration Competition Team. Recently revised standards by the American Bar Association, has led the College to limit the entries on the Active Course list to those offered in the last four years or those that the College is definitely planning to offer in the coming year. This has resulted in a one-time, larger than usual reduction in the number of courses on the Active Course list.
- ◇ **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 a distance education degree, Bachelor of Applied Studies, and is responsible for a number of pre-college courses and programs. Most of the changes in University College occurred in the Study Abroad program. In order to align its offerings with best practices, the Office for Study Abroad created a course for each study abroad program instead of offering one general class that encompassed all programs under one course number. Students will now enroll in a course specific to their chosen program whereas in the past students enrolled in a general course that did not indicate the program in which they were participating. Therefore, Study Abroad created 104 courses and dropped 17; however, none of the courses are truly new.

The Center for Human Rights created three new courses, reflecting its changing mission at the university. College Success Initiatives added one course which gives students the opportunity to participate in supplemental instruction in one of their courses. The Center for Diversity and Enrichment added a training course for its peer leaders. First-Year Programs added two courses – one was developed as part of a student success proposal and the other encourages students to attend events on campus. Leadership Studies added five new courses to help students develop career-readiness skills. Although University College is not a traditional college, it serves a useful purpose by providing a home for courses that do not fit into more traditional departments or cross collegiate boundaries.

UNIVERSITY OF IOWA
SUMMARY OF PROPOSED COURSE CHANGES BY COLLEGE
MARCH 2012 TO MARCH 2013

	New	Drop	Net Result on Active Courses	Course Identity Changes	Title Changes	Sem. Hr. Changes
Health Colleges						
Dentistry	2	13	-11	0	4	1
Medicine	23	12	+11	0	0	9
Nursing	0	49	-49	0	0	0
Pharmacy	1	4	-3	0	3	1
Public Health	4	6	-2	0	4	1
Total	30	84	-54	0	11	12
Other Colleges						
LAS	166	167	-1	25	58	44
Business	9	12	-3	0	12	4
Education	31	13	+18	2	11	3
Engineering	14	20	-6	0	1	2
Graduate	12	12	0	0	2	1
Law	22	45	-23	3	5	0
Univ. Coll.	119	25	+94	0	2	3
Total	373	294	+79	30	91	57
Grand Total	403	378	+25	30	102	69