

Contact: Diana Gonzalez

**PROPOSED COURSE CHANGES AT THE UNIVERSITY OF IOWA**

**Action Requested:** Consider recommending approval to the Board of the request by the University of Iowa to implement the proposed course changes.

**Executive Summary:** The Regent universities annually submit a 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 2005. During the period since the last report, the University added 288 courses to the curriculum and eliminated 315 courses, for a net decrease of 27 courses. The proposed course changes do not include any new programs of study.

**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 demand by students, or other needs determined by the University.

The following summary describes trends that underscored 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; and reflecting the continued separation of the certificate programs from the master's programs.
- ◆ 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.
- ◆ The College of Nursing responded to increased demand for accelerated programs in nursing education; increased demand for an international nursing focus where knowledge transfer between cultures and health care systems can occur; increased demand for e-learning; increased emphasis on nursing informatics and nursing genetics; continuous assessment of educational programs; and development of innovative approaches to nursing education.
- ◆ The College of Pharmacy responded to assessment processes required by the Accreditation Council on Pharmacy Education (ACPE); established criteria for curriculum mapping; aligned PharmD courses; began planning for the new ACPE curriculum guidelines; and adopted a new course management software.

- ◆ The College of Public Health reflected the faculty's work in cutting edge areas of public health, including zoonotic diseases, public health law, and health data mining.
- ◆ The College of Liberal Arts and Sciences focused on assessing course offerings, which resulted in elimination of courses, alignment of administrative responsibility, proper course sequencing, and aligning semester hour value to fit the learning achieved.
- ◆ The Tippie College of Business focused on developing a leadership institute for business majors to provide coordination of leadership activities within the college; leadership and communication modules in the MBA core curriculum; and expanding class formats in the MBA for professionals and managers in response to scheduling needs.
- ◆ The College of Education responded to changing external accreditation requirements and updating program requirements to meet local, state, and national needs that enhance the employability of graduates; changes also reflect the University's course renumbering project.
- ◆ The College of Engineering reflected changes needed to support the revised and updated curriculum, which includes a three-semester common core for all programs in the college and a flexible structure that allows students to tailor elective courses to their specific career goals.
- ◆ The Graduate College responded to student interest and both individual and advanced training opportunities.
- ◆ The College of Law improved the first-year curriculum by increasing instruction in legal research, analysis and writing and adding an elective option; giving a more comprehensive and organized treatment of debtor-creditor law; and offering a program that integrates antitrust, corporate and securities law, and intellectual property.
- ◆ The University College focused on enhancing the Study Abroad program; improving student retention, satisfaction, and academic success; and providing new options in lifetime leisure skills.

Reviewing and updating course offerings is consistent with the Board of Regents' Strategic Plan, which states (Objective 1.1) the Board's expectation that the institutions "offer high-quality programs through on-going program improvement for undergraduate, graduate, professional, and non-degree students and special school students."

Details about the course changes are on file in the Board Office.

The University of Iowa  
Summary of Proposed Course Changes by College  
March 2005 to March 2006

	New	Dept Number Changes	Course Number Changes	Title Changes	Sem Hr Changes	Drop	Net Result on Active Courses
<b>Health Colleges</b>							
Dentistry	5	0	0	4	2	8	-3
Medicine	22	11	4	15	14	25	-3
Nursing	7	0	0	0	1	5	2
Pharmacy	5	0	0	5	1	4	1
Public Health	8	0	0	5	5	4	4
<b>Total</b>	47	11	4	29	23	46	1
<b>Other Colleges</b>							
LAS	148	6	24	70	28	168	-20
Bus. Admin.	19	0	0	11	0	12	7
Education	13	1	1	17	5	35	-22
Engineering	11	0	1	4	0	12	-1
Graduate	8	0	0	6	3	3	5
Law	20	0	1	8	7	32	-12
Univ Coll	22	1	1	10	1	7	15
<b>Total</b>	241	8	28	126	44	269	-28
<b>Grand Total</b>	288	19	32	155	67	315	-27