

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 2006. During the period since the last report, the University added 316 courses to the curriculum and eliminated 241 courses, for a net increase of 75 courses. The majority of the net increases occurred in three colleges – Medicine, Liberal Arts and Sciences, and University College. 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 objective (1.1) to "offer high-quality programs through on-going program improvement for undergraduate, graduate, professional, and non-degree students and special school students."

**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 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 Prosthodontic Department completed a three-year cycle to update material, with more emphasis on teaching implants and on instructional effectiveness.
- ◆ 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. New courses include (1) changes to the clinical curriculum with a focus on the integrated development of medical and professional competencies and (2) enhancements to the Carver College of Medicine Writing Program which supports students in their professional and personal writing.

- ◆ The College of Nursing responded to increased demand for accelerated programs in nursing education; increased demand for graduate education; increased demand for e-learning; and continuous assessment of educational programs.
- ◆ The College of Pharmacy focused on curriculum monitoring, curriculum mapping, and advances in assessment activities. The College also developed four new courses to broaden the College's service mission and to include stronger partnerships with public constituencies described in the University's Strategic Plan – International Perspectives (Xicoteppec, Mexico); Pharmaceutical Management for Underserved Populations; Topics in Community Pharmacy Management; and Survey Basic Pharmaceutical Sciences.
- ◆ The College of Public Health reflected expanded student populations – the MPH program will be offered to practicing veterinarians through a combination of distance education and on-campus courses; a combined MPH/JD program will be provided with the College of Law; and a subtrack will be available to students in agricultural safety and health.
- ◆ The College of Liberal Arts and Sciences focused on responses to new scholarship and research and changes in faculty disciplines. The College also established the revitalized African American Studies curriculum.
- ◆ The Tippie College of Business focused on enriching the undergraduate experience, describing offerings more accurately, and providing greater flexibility to students.
- ◆ The College of Education responded to changing external accreditation requirements and updating program requirements that meet local, state, and national needs.
- ◆ 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. New courses were also created to support the Project Lead the Way Program, which allows high school students to earn college credit for engineering coursework.
- ◆ The Graduate College responded to student interest and advanced training opportunities.
- ◆ The College of Law implemented the first-year curriculum by increasing instruction in legal research, analysis and writing for first-year students and adding an elective option; and offered a program (Innovation, Business, and Law) that integrates antitrust, corporate and securities law, and intellectual property.
- ◆ 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. The College focused on supporting students' development as leaders; providing new options in lifetime leisure skills; and providing specific international opportunities to 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 2006 to March 2007

	New	Dept Number Changes	Course Number Changes	Title Changes	Sem Hr Changes	Drop	Net Result on Active Courses
<b>Health Colleges</b>							
Dentistry	0	0	0	2	7	3	-3
Medicine	36	0	0	3	3	21	+15
Nursing	11	0	0	2	5	2	+9
Pharmacy	4	0	0	1	0	0	+4
Public Health	7	1	0	1	0	3	+4
<b>Total</b>	<b>58</b>	<b>1</b>	<b>0</b>	<b>9</b>	<b>15</b>	<b>29</b>	<b>+29</b>
<b>Other Colleges</b>							
LAS	174	0	11	62	21	157	+17
Bus. Admin.	3	1	1	5	5	5	-2
Education	8	0	0	5	2	6	+2
Engineering	18	0	3	11	4	9	+9
Graduate	13	0	1	5	7	7	+6
Law	18	0	1	2	3	20	-2
Univ Coll	24	0	0	3	0	8	+16
<b>Total</b>	<b>258</b>	<b>1</b>	<b>17</b>	<b>93</b>	<b>42</b>	<b>212</b>	<b>+46</b>
<b>Grand Total</b>	<b>316</b>	<b>2</b>	<b>17</b>	<b>102</b>	<b>57</b>	<b>241</b>	<b>+75</b>