

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 2008. Since the last report, the University added 321 courses to the curriculum and eliminated 272 courses, for a net increase of 49 courses. The proposed course changes do not include requests for new programs of study.

The largest increases occurred in the Tippie College of Business which repackaged existing offerings to improve the honors program and modified offerings for the new full-time MBA program; and University College which added courses in the honors and study abroad programs.

The proposed course changes were 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 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* focused on eliminating unnecessary repetition and redundancies and specifying proper sequencing of courses in the D.D.S. program. The Department of Oral Pathology, Radiology, and Medicine revised the sequence of the radiology and treatment planning content to prepare students more effectively to provide clinical care to patients in the third year. The changes have been transitioned into the curriculum over a three-year period.

- ◇ The *Carver College of Medicine* focused on providing the knowledge, skills, and professional attributes needed to be excellent physicians capable of meeting the needs of society. The curriculum strives to integrate its core content horizontally (interdisciplinary integration) and vertically (integration of the basic biomedical sciences and clinical practice) throughout all four years to assist students to become self-directed, lifelong learners who are able to share their knowledge and provide leadership throughout their medical careers, and to promote patient-centered, humanistic professional values in medical care. 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 increased demand for accelerated programs in nursing education; increased demand for graduate education in nursing specialization areas; increased demand for e-learning; and continuous assessment of educational programs.
- ◇ The *College of Pharmacy* completed the first three-year cycle of the Doctor of Pharmacy Program Curriculum Monitoring Plan. The three-year review evaluated student competency in hypertension and developed recommendations and a follow-up plan. To meet the goals of the professional program, the College adopted the educational outcomes of the Center for the Advancement of Pharmaceutical Education. Course offerings were developed to accomplish the restructuring of the Pharmacy Socioeconomic sequence, including the addition of the following courses – Social Aspects of Pharmacy Care; Pharmaceutical Economics and Insurance; Pharmacy Management and Marketing; and Career Pathways in Pharmacy.
- ◇ The *College of Public Health* introduced a new Certificate in Emerging Infectious Disease Epidemiology in May 2008. The program combines a two-week campus summer session with distance learning coursework. New courses were added in specific health topics, including Principles of Public Health Informatics; Exotic and Emerging Diseases of Animals; Applied Veterinary Epidemiology/Biostatistics; Behavioral Epidemiology, Epidemiology of Maternal and Infant Health, Public Health Emergency Preparedness, Public Health Issues in Overweight Management, and Prevention and Intervention of Mental Health Disorders.
- ◇ The *College of Liberal Arts and Sciences* focused on assuring a balance between the exploration of new knowledge within the classroom and the expenditure of resources. The College trimmed courses with lower enrollments by removing the Polish language sequence offered by the Department of Asian and Slavic Languages and Literature and the botany track in Biology. On the other hand, there has been a strong interest in Arabic which resulted in five new courses for the Iowa Regents Program in Morocco. Other areas of strength have been refocused, including the addition of the Writing Seminar courses and introductory art courses for non-majors. The College proposed courses for the new Sustainability Certificate. Additional new courses focusing on global and international issues resulted from the completion of a revision of the College's General Education Program in Fall 2008.

- ◆ The *Tippie College of Business* focused on repackaging existing offerings which resulted in improvements to the honors program and modifications associated with the new full-time MBA program which will begin in Fall 2009. Other changes were directed at improving the quality of undergraduate business or economics offerings, including the Tippie Scholars Direct Admit Seminar; International Perspectives Seminar; Topics in Finance; Management Sciences topics; Supply Chain Management; American Economic History; Sports Economics; Federal Reserve Challenge; Academic Internship; Practicum in Entrepreneurship; Introduction to Entrepreneurial Management; Evaluating Entrepreneurship Opportunities; Basics of Entrepreneurial Marketing; and Basics of Entrepreneurial Finance.
- ◆ The *College of Education* changes made the curriculum more current, enhance existing curricular programs, and address the certification, licensure, and accreditation requirements of various constituents.
- ◆ The *College of Engineering* undergraduate programs made small modifications of their course offerings to enhance their curricula. Each department adopted a set of Elective Focus Areas to provide students with depth in their areas of interest and many of the course additions, deletions, and number changes were made in support of the electives and student needs for part-time co-op registration. New courses were also created to support the graduate programs in the departments and the research and professional development of graduate students.
- ◆ The *Graduate College* responded to student interest and advanced training opportunities. Courses were added to the Library and Information Science curriculum to reflect a new work experience for undergraduates and the specialty offering of a new faculty member. The Project on Rhetoric of Inquiry added an interdisciplinary course. Courses added to the Urban and Regional Planning curriculum including Planning for Sustainability, Freight Transportation Planning, and Community Outreach Practicum.
- ◆ The *College of Law* continued to implement curricular changes. New courses resulted from opportunities to enrich curricular offerings with adjuncts and visiting faculty; provide opportunities for full-time faculty to offer advanced courses and seminars in their areas of expertise; provide an international or comparative dimension; and offer an opportunity for law students working with a faculty member and supervising attorneys to provide services to women prisoners at Mitchellville Prison.
- ◆ 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 added courses at the Iowa Lakeside Lab, Museum Studies, Honors Program, Study Abroad, College Success Initiatives, and Lifetime Leisure Skills. Although University College is not a traditional college, its purpose is to provide a home for courses that do not fit into more traditional departments. It also provides a welcoming environment for experimental courses, such as the new offerings in Archive Skills and Global Climate Change, that attempt to respond quickly to student needs and interests.

University of Iowa
Summary of Proposed Course Changes by College
March 2008 to March 2009

	New	Dept Number Changes	Course Number Changes	Title Changes	Sem Hr Changes	Drop	Net Result on Active Courses
Health Colleges							
Dentistry	2	0	0	0	0	0	+2
Medicine	12	0	2	4	1	6	+6
Nursing	1	0	0	1	1	3	-2
Pharmacy	18	0	0	3	2	6	+12
Public Health	12	0	0	3	1	6	+6
Total	45	0	2	11	5	21	+24
Other Colleges							
LAS	151	10	2	34	84	154	-3
Bus. Admin.	28	1	0	3	14	10	+18
Education	10	0	0	13	7	18	-8
Engineering	26	0	0	1	1	26	0
Graduate	11	0	0	4	2	8	3
Law	15	0	0	1	1	23	-8
Univ College	35	0	0	7	4	12	+23
Total	276	11	2	63	113	251	+25
Grand Total	321	11	4	74	118	272	+49