

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 2007. Since the last report, the University added 321 courses to the curriculum and eliminated 218 courses, for a net increase of 103 courses.

The majority of the net increases occurred in two colleges – Education and Liberal Arts and Sciences. In the College of Education, a significant number of new courses pertain to the new REACH Program, while in the College of Liberal Arts and Sciences, a significant number of courses pertain to specialties of new faculty. 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 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 Prosthodontics Department completed a three-year cycle to update material, with more emphasis on teaching implants and on instructional efficiency and 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 changes to the clinical curriculum with a focus on the integrated development of medical and professional competencies. In addition to the extracurricular components of service and research, an increasing number of students are pursuing experiences that develop their teaching skills and abilities. 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 from the first year through the fourth.
- ◇ 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 curriculum and institutional assessment. The College also developed three new courses to broaden the College's service mission and to include stronger partnerships with public constituencies described in the University's Strategic Plan: Student Pharmacist Professionalism (Introductory Practice Experience 4); Introduction to Hospital Pharmacy Practice; and Pharmacy Practice Underserved Populations Rotations.
- ◇ The *College of Public Health* added courses for the new Certificate in Emerging Infectious Disease Epidemiology, Applied Infectious Disease Epidemiology, and Public Health Laboratory Techniques. Two new courses in nutrition, Food Safety and Evidence-Based Nutrition Policy, reflect growing interest by students. Other new courses include Conducting Literature Syntheses which responds to students' desire for formal training in this aspect of the research process; Statistics for Experimenters; Veterinary Public Health: The Profession, which is a requirement for the joint MPH degree with Iowa State University for practicing veterinarians; and a course in Lean Six Sigma which responds to input from students and the healthcare practice community.
- ◇ The *College of Liberal Arts and Sciences* focused on responses to new scholarship and research and changes in faculty disciplines. The College created two courses to meet the needs of students in the new Informatics program; developed interdisciplinary courses to help students understand the complexity of world events; approved advanced courses in the Arabic language; and added courses to enhance cultural diversity.
- ◇ The *Tippie College of Business* added courses to serve its largest undergraduate major (Finance) with a new offering in financial statement analysis from the Accounting Department; to recognize internationalization through the creation of a course associated with undergraduate internships in London and Madrid and to bring the material to the MBA-PM students; to promote professionalism in Marketing and Economics; to make the Entrepreneurship offerings more efficient and to promote one of the College's new goals, experiential learning. Courses were dropped due to redundancy or obsolescence.

- ◇ The *College of Education* responded to changing external accreditation requirements, updating program requirements that meet local, state, and national needs, and making the curriculum more current. The new REACH program added 46 new courses to meet its specific program needs.
- ◇ The *College of Engineering* is completing the sixth year of its revised and updated curriculum, and the departments are continuing to make modifications of their course offerings. Approximately half of the new courses support graduate programs in the departments. The courses are advanced topics important to the research and professional development of graduate students.
- ◇ The *Graduate College* responded to student interest and advanced training opportunities. Applied Statistics for Cognitive Neuroscience was created to meet student demand to learn statistical approaches applicable to the design and analysis of behavioral experiments. The Third World Development Support Program was terminated and related courses dropped. Courses were added to the curriculum in Urban and Regional Planning to expand international coursework options, to cover new material in spatial econometrics, to cover design of geodatabases, and to cover city management topics.
- ◇ The *College of Law* responded to opportunities to enrich curricular offerings with adjunct and visiting faculty. Some new courses provide opportunities for full-time faculty to offer advanced courses and seminars in their areas of expertise. A number of these courses have international or comparative dimensions.
- ◇ 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 providing new options in lifetime leisure skills; providing specific international opportunities to students; and providing an environment for experimental courses, such as the new offerings in Student Information Technical Skills and Library Services that respond quickly to student needs and interests.

The University of Iowa  
Summary of Proposed Course Changes by College  
March 2007 to March 2008

	New	Dept Number Changes	Course Number Changes	Title Changes	Sem Hr Changes	Drop	Net Result on Active Courses
<b>Health Colleges</b>							
Dentistry	1	0	0	0	0	1	0
Medicine	17	0	1	7	7	28	-11
Nursing	1	0	0	1	3	0	+1
Pharmacy	3	0	0	5	4	3	0
Public Health	8	1	0	2	3	3	+5
<b>Total</b>	30	1	1	15	17	35	-5
<b>Other Colleges</b>							
LAS	162	0	13	52	30	121	+41
Bus. Admin.	12	0	0	6	1	16	-4
Education	59	0	0	7	3	14	+45
Engineering	6	0	1	5	1	5	+1
Graduate	18	0	0	2	6	7	+11
Law	13	0	0	6	1	11	+2
Univ Coll	21	0	0	5	2	9	+12
<b>Total</b>	291	0	14	83	44	183	+108
<b>Grand Total</b>	<b>321</b>	<b>1</b>	<b>15</b>	<b>98</b>	<b>61</b>	<b>218</b>	<b>+103</b>