

MEMORANDUM

To: Board of Regents
From: Board Office
Subject: University of Iowa Proposed Course Changes
Date: July 7, 2000

Recommended Action:

Approve the University of Iowa's request for course changes effective immediately.

Executive Summary:

The University of Iowa has submitted its list of proposed course changes for the approval of the Board of Regents. The proposed course offerings represent the continuing response of the University to the changing educational needs of students, changing disciplinary emphases, and vitality of University faculty. The course changes do not include any new programs of study.

Whereas programs contain an entire field of study, courses are specific units within a program; therefore, they change frequently to reflect changes in the occupation, changes in faculty specialties, developments in the field of study or discipline, changes in demand by students, or other needs determined by the University.

For example, in the College of Dentistry, the course Restorative Dentistry I was developed to reflect a better integration of course content. In the College of Medicine, the course Diagnostic Cardiac Sonography was moved from a nondepartmental designation to its own department number to reflect the course content more clearly. In the College of Engineering, the course title of Magnetic Resonance Imaging Systems was changed from Tomographic Image Reconstruction to reflect the current course content. In the College of Law, the course Criminal Trial Practice was dropped because there are no faculty on staff to teach the course.

The proposed course changes include 408 new courses, 246 department number changes, 18 course number changes, 140 course title changes, 92 semester hour changes, and 384 course eliminations. The net result on active courses is +24. The course changes are consistent with the need for on-going

curricular review in order to provide the most relevant and logical educational experiences to students.

The University of Iowa has analyzed the new courses in light of the Board's concerns about duplication and off-campus offerings. Rather than leading to increased duplication among the Regent universities, the new courses tend to reflect the unique strengths of the institution because classes are often added to suit the individual expertise of new faculty or the newly-acquired expertise of existing faculty who are expanding their range of instructional capabilities. In some cases, a course that appears to be "new" may actually represent a reorganization of how students register for an existing course or a redistribution of the existing curriculum.

The off-campus programs that are offered by the University are generally mainstream programs (e.g., Master of Social Work) that are built upon the same core courses as those offered on-campus. There may be a few unique courses but the vast majority of distance education courses are also part of the on-campus curricula.

The Interinstitutional Committee on Educational Coordination (ICEC) and the Board Office have reviewed this request and both are recommending approval.

This report addresses the following objectives in the Board's Strategic Plan:

- 1.1.1.0 Improve the quality of existing and newly created educational programs.
- 4.2.0.0 Improve the operational effectiveness and efficiency of the institutions.
- 4.4.0.0 Strengthen public understanding and confidence in the Board of Regents, its governance authority, and the programs and services of the institutions under its jurisdiction by measurable indicators of legislative outcomes and public support to be annually reported to the Board.

Background:

Each year, the University of Iowa submits a request to add courses, eliminate courses, and change department numbers, course numbers, course titles, and semester hours. The analysis that the University undergoes to determine these changes is essential to the on-going health and vitality of programs, departments, and the University.

Analysis:

A summary of the proposed course changes by collegiate unit is provided below and on the following pages.

*** College of Dentistry**

During the past academic year, course changes in the College of Dentistry were initiated in two major areas:

1. Departments dropped graduate level courses as the courses were incorporated into the Master in Oral Science degree program. Although the courses were dropped from the University list, many are still taught as part of the collegiate certificate program.
2. The structure of the first-year D.D.S. curriculum was revised to allow for more integration of course content, which changed from a discipline-based focus to a content/theme-based focus. The changes to the 112 non-departmental course numbers reflect this integration.

The College of Dentistry is proposing seven new courses, one course title change, two semester hour changes, and 17 course eliminations. The net result on active courses is -10.

*** College of Medicine**

The medical curriculum has been undergoing revisions since 1995. The major goals of the revised curriculum are to improve the horizontal and vertical integration of material; to define core content and its clinical relevance; to provide earlier patient contact; and to assist students in assuming a greater role in their education by promoting the transition to adult learning styles.

Extramural clinical experiences continue to be an important dimension of the clinical curriculum. Another important source of enrichment continues to be the Barry Freeman Memorial Fellowship, which enables students to participate in clinical experiences in underdeveloped countries.

The College of Medicine is proposing 25 new courses, 10 department number changes, 14 course title changes, 12 semester hour changes, and 17 course eliminations. The net result on active courses is +8.

* **College of Nursing**

Nurse educators face a rapidly changing health care setting, shifting student and patient demographics, an explosion of technology, and the globalization of health care. Major socioeconomic factors and professional issues unique to nursing are also driving transformations that are taking place in nursing and nursing education.

The changes proposed by the College of Nursing are in response to several trends in health care and nursing education: (1) increasing demand for flexibility in undergraduate education and demands for a curriculum that can be completed in four years; (2) increasing demand for an international nursing focus whereby knowledge transfer between cultures and health care systems can occur; and (3) increasing demand for nurses prepared to engage in advanced specialty practice.

The College of Nursing is proposing 30 new courses, two department number changes, 13 title changes, eight semester hour changes, and 13 course eliminations. The net result on active courses is +17.

* **College of Pharmacy**

Three semesters of a new six-semester sequence of courses have now been taught at least once in the recently remodeled pharmacy practice laboratory. These courses continue to use a variety of course delivery methods including small group exercises and lectures to enhance practice skills such as communication and interviewing, searching computer-based sources for drug information, analysis of prescriptions, elements of pharmacy law, extemporaneous compounding of prescriptions, preparation of injectable products, and measurements of drug product quality. Subsequent semesters of this sequence will build on the student's increasing knowledge base through the use of more complicated cases pertinent to didactic material from that semester as well as material from earlier courses.

The College of Pharmacy is also converting its 1-5 program (one year in pre-Pharmacy and five years in the College of Pharmacy) to conform to the national norm configuration of a 2-4 program (two years in pre-Pharmacy and four years in the College of Pharmacy). It will enable the College to have more college work on which to base admission decisions and will encourage students with prior degrees to seek admission to the College in greater numbers. Curricular changes for initiation of a revised Pharm.D. program are planned for the 2001-2002 academic year. These changes will make the College of Pharmacy compliant with the new accreditation standards of the American Council for Pharmaceutical Education, especially in the areas of early clinical experiences, outcomes assessment, and program evaluation.

The College of Pharmacy is proposing five new courses, two semester hour changes, and nine course eliminations. The net result on active courses is -4.

* **College of Public Health**

The College of Public Health (CPH), which was inaugurated in July 1999, is comprised of five departments - Biostatistics, Community and Behavioral Health, Epidemiology, Health Management and Policy, and Occupational and Environmental Health. The new course designations reflect the curricular needs for the Master of Public Health; they represent independent study, preceptorship, problems/special topics, research, and thesis/dissertation courses with new CPH department designations.

The College of Public Health is proposing 36 new courses, 90 department number changes, two semester hour changes, and seven course eliminations. The net result on active courses is +29.

* **College of Liberal Arts**

A number of new initiatives are reflected in the course changes. The new Ph.D. program in Second Language Acquisition includes 14 new courses. The Women's Studies Ph.D. program added four new courses to the curriculum. In preparation for the name change of the Comparative Literature Program to the Department of Cinema and Comparative Literature, the unit added 15 new courses. In addition, the Department of English developed clearer course designations for existing courses, which will allow students to identify courses more easily and to improve record keeping and course management. Departmental designators were also developed.

The College of Liberal Arts is proposing 254 new courses, 142 department number changes, 13 course number changes, 94 course title changes, 50 semester hour changes, and 214 course eliminations. The net result on active courses is +40.

* **Henry B. Tippie College of Business**

The College's enrollment of approximately 1,500 undergraduate business majors represents an increase of 10% from last year. The number of pre-business students has risen by almost 8% to 2,053. Due to these increases, the enrollment target has been raised from 1,200 to 1,300 students. The criterion for automatic admission to the College has also been raised. As in prior years, the major growth areas in the undergraduate program are in

Management Information Systems (MIS) and Management. Majors in these departments increased by 14% and 20%, respectively. A faculty mentorship program was introduced as part of the College's early admission program. Entering freshmen who wish to become involved with a faculty member's research are given the opportunity to do so.

The full-time MBA program offered a Paris/London-based course during winter break with an enrollment of 20 students. The evening MBA program was expanded from Newton into Des Moines where six courses were offered. As part of this program, the first web-based course was delivered. The second year of the tuition supplement was implemented which provided the necessary revenues to cover program costs. Beginning next year, the Executive MBA program will be offered in Cedar Rapids where a 29-month program will be offered with Iowa State University's College of Engineering and will lead to a dual master's degree. The Managers' MBA program completed its second year in Muscatine.

The College of Business is proposing 10 new courses, three course number changes, four title changes, seven semester hour changes, and 38 course eliminations. The net result on active courses is -28.

* **College of Education**

Four of the new courses reflect changes in the Counselor Education program. Six courses reflect program offerings that were needed, particularly in the area of diversity, and were made possible by two new hires. Two courses were added in response to the growing need for expanded offerings in technology. Two courses were added to increase curricular course offerings in gifted education, reflecting the on-going success of the Belin-Blank International Center for the Gifted and Talented. A needed practicum in college teaching was also added.

The number of semester hours was changed for five courses to allow more flexibility within program areas. One course in special education was changed to reflect staffing patterns and to meet State Department program approval requirements. There were title changes for two courses, one in Counseling Education and one in Planning, Policy, and Leadership Studies to represent revised and updated course content. Thirty courses were dropped due to programmatic changes or for non-use or low enrollments.

The College of Education is proposing 15 new courses, two course title changes, five semester hour changes, and 30 course eliminations. The net result on active courses is -15.

* **College of Engineering**

The most important trends in the curriculum changes for the College of Engineering involve increasing the offering of courses for engineering practitioners in the State through the ICN; movement toward an Industrial Engineering subtrack in e-commerce; continued growth and expansion of the Practical Engineering Design Experience (PEDE) program in close collaboration with and support of local industries; expansion of courses involving international travel and exposure to overseas engineering practice; and expanded offerings of first-year departmental experiences for new engineering students.

The faculty of the College of Engineering is continuing to work on major curriculum revisions that will increase first-year contact with faculty, expand writing across the curriculum, and offer expanded elective options responding to individual student career objectives.

The College of Engineering is proposing 11 new courses, one department number change, seven course title changes, and 10 course eliminations. The net result on active courses is +1.

* **College of Law**

There are three major curricular trends which are represented in the course changes proposed by the College:

1. Expanding opportunities for study in the international and comparative law fields. A recent survey of American law schools identified international and comparative law as the field in which the greatest curricular growth had occurred in the past ten years.
2. Increased emphasis on practical skills training in essential lawyer skills and related ethics issues. A report from the American Bar Association urged the nation's law schools to increase the curricular attention given to ten practical skills deemed essential to competent legal practice. Meeting these educational expectations of the practicing bar entails adding several practical skills courses and rethinking the organization of the whole curriculum with respect to giving greater emphasis to classroom and clinical instruction in practical professional skills and their ethical implications. New courses in alternative dispute resolution, negotiation skills, negotiation research, mediation skills, and mediation advocacy are the vanguard of further refinements of the curriculum to provide training in these practical professional skills, as is a new seminar in selected problems in legal ethics.

- Greater student opportunities for specialization and advanced training. This level of training gives Iowa graduates a competitive edge for employment.

The College of Law is proposing 15 new courses, one department number change, two course number changes, five course title changes, four semester hour changes, and 29 course eliminations. The net result on active courses is -14.

Below is a summary table that provides an analysis of the collegiate totals.

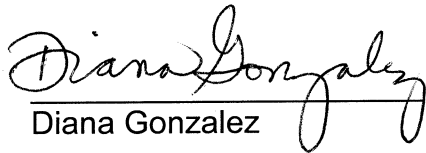
TABLE 1
Summary of Course Changes
1999 - 2000

College	New Courses	Department Number Changes	Course Number Changes	Course Title Changes	Semester Hour Changes	Dropped Courses	Net Result on Active Courses
Health Colleges							
Dentistry	7	0	0	1	2	17	-10
Medicine	25	10	0	14	12	17	+8
Nursing	30	2	0	13	8	13	+17
Pharmacy	5	0	0	0	2	9	-4
Public Health	36	90	0	0	2	7	+29
Total	103	102	0	28	26	63	+40
Other Colleges							
Liberal Arts	254	142	13	94	50	214	+40
Business	10	0	3	4	7	38	-28
Education	15	0	0	2	5	30	-15
Engineering	11	1	0	7	0	10	+1
Law	15	1	2	5	4	29	-14
Total	305	144	18	112	66	321	-16
Grand Total	408	246	18	140	92	384	+24

A five-year analysis of course changes is presented on page 10. A graph depicting five-years of net course changes is presented on page 11.

Complete details of the course changes are available in the Regent Exhibit Book.

The Interinstitutional Committee on Educational Coordination and the Board Office have reviewed this request for course changes and both are recommending approval.


Diana Gonzalez

Approved: 
Frank J. Stork

July2000 GD 3a