

MEMORANDUM

To: Board of Regents
From: Board Office
Subject: University of Iowa Proposed Course Changes
Date: June 9, 2003

Recommended Action: Refer the University of Iowa's proposed course changes to the Board Office and the Interinstitutional Committee on Educational Coordination (ICEC) for review and recommendation.

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 responses of the University to the changing educational needs of students, changing disciplinary emphases, and vitality of University faculty.

According to the University, 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; as such, course changes occur 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.

Proposed Course Changes The proposed course changes include:

- ◆ 235 new courses;
- ◆ 17 department number changes;
- ◆ 21 course number changes;
- ◆ 121 title changes;
- ◆ 31 semester-hour changes; and
- ◆ 327 course eliminations.

The net result on active courses is a decrease of 92 courses. 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.

Link to Strategic Plan:

The following Key Result Area (KRA) and objective in the Board's current Strategic Plan are addressed in this report:

KRA 1.0.0.0 Become the best public education enterprise in the United States.

Objective 1.1.0.0 Improve the quality of existing and newly created educational programs.

Background:

Each year, the University of Iowa submits a request to add and eliminate courses; and change department numbers, course numbers, course titles, and course 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 college is provided below and on the following pages.

College of Dentistry

For the past year, courses in the College of Dentistry have required only minor editing updates including removing courses that have not been taught for the past four years and changing the titles of the predoctoral Fixed Prosthodontics courses to reflect course content more appropriately.

Course Changes

The College of Dentistry is proposing four title changes and five course eliminations. The net result on active courses is a decrease of five courses.

College of Medicine

The goal of the medical curriculum is to educate students in the knowledge, skills, and professional attributes needed to enter any field of advanced training in medicine and to be excellent physicians who meet the needs of society. The curriculum integrates its core content both horizontally (interdisciplinary integration) and vertically (integration of the basic biomedical sciences and clinical practice) throughout all four years, and assists students to become self-directed, life-long learners. All of the new courses are associated with the conversion of the Master of Physical Therapy degree to a Doctor of Physical Therapy Degree.

Licensing Examination Results The Class of 2004 was very successful in Step 1 of the U.S. Medical Licensing Examination in Summer 2002. The exam mean score for SUI students rose from last year and is now seven points above the national average; performance is above the national mean in all 20 disciplines and organ systems. The Class of 2002 did well on Step 2, with a mean score five points above the national average and performance above the national mean in 21 of 22 subject areas, and at the mean in one.

Course Changes The College of Medicine is proposing 26 new courses, 37 title changes, two semester-hour changes, and 12 course eliminations. The net result on active courses is an increase of 14 courses.

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 socio-economic factors and professional issues unique to nursing are also driving transformations in nursing and nursing education. Furthermore, the current nursing shortage is creating pressure to produce nurses at a faster rate.

Trends in Nursing Education The course changes proposed by the College of Nursing are in response to several trends in health care and nursing education:

- ◆ increasing demand for flexibility in undergraduate education;
- ◆ increasing demand for an international nursing focus whereby knowledge transfer between cultures and health care systems can occur;
- ◆ increasing demand for distance education;
- ◆ increasing emphasis on nursing informatics;
- ◆ continual assessment of educational programs; and
- ◆ development of innovative approaches to nursing education.

Course Changes The College of Nursing is proposing 1 title change and four course eliminations. The net result on active courses is a decrease of four courses.

College of Pharmacy Instruction with simulated patient situations is an active component in the Pharmacy Practice Lab sequence and Clinical Professional Skills courses. Introductory practice experiences have been implemented earlier in the curriculum and have provided more patient care experience, understanding of public health and community service needs, and enhanced communication skills among students. Seven new professional electives were added to provide more curricular flexibility through elective options.

Course Changes The College of Pharmacy is proposing eight new courses, five title changes, five semester-hour changes, and 23 course eliminations. The net result on active courses is a decrease of 15 courses.

College of Public Health Curricular activities during 2002-2003 included further development of the Master of Public Health, delivery of the first College of Public Health/College of Medicine Summer Institute, initiation of a certificate in public health, increased volume in the number of courses offered through various modes of distance education, and approval of new academic programs, including an M.S. and Ph.D. in Community and Behavioral Health and a Ph.D. subtrack in Addiction Studies. Many of the courses added this year resulted from the adoption of these new programs.

Course Changes The College of Public Health is proposing five new courses, one course number change, one title change, and two semester-hour changes. The net result on active courses is an increase of 5 courses.

College of Liberal Arts and Sciences The College of Liberal Arts and Sciences continues to look closely at its curriculum, balancing departments' desires to expand their offerings with the realities of resource constraints. Several programs have been eliminated, including Russian, East European, and Eurasian Studies. A number of new courses have been created to reflect international and national changes.

Course Changes The College of Liberal Arts and Sciences is proposing 122 new courses, 17 department number changes, 11 course number changes, 52 title changes, 12 semester-hour changes, and 201 course eliminations. The net result on active courses is a decrease of 79 courses.

Henry B. Tippie College of Business In the undergraduate program, increased admission standards took effect and slowed both the increased growth in majors as well as the number of pre-business students to less than 1% in the fall. The full-time MBA program continued to increase selectivity measures for new first-year students. In the evening MBA program, there was a 9% decrease in the number of students due to economic conditions. In the executive MBA program, the first cohort of students in the dual degree program (with the College of Engineering at ISU) graduated in December 2002.

Course Changes The College is proposing ten new courses, six course number changes, four title changes, one semester-hour change, and 24 course eliminations. The net result on active courses is a decrease of 14 courses.

College of Education

The major change in the College's course offerings for 2002-2003 reflects the redesign of a Master's program in the Division of Psychological and Quantitative Foundations. Primary changes in the Division of Curriculum and Instruction resulted in two new courses to meet new state requirements in the teacher education program. In the Division of Counseling, Rehabilitation, and Student Development, one new course provides an interdisciplinary link between two programs in the division.

Course Changes

The College of Education is proposing seven new courses, two course number changes, 12 title changes, three semester-hour changes, and 12 course eliminations. The net result on active courses is a decrease of 5 courses.

College of Engineering

The College of Engineering continued to modify its course offerings as the new curriculum completed its first year of implementation. Entering students in Fall 2002 were the first to follow the new curriculum, including the completely revised introductory engineering course. Engineering continues to expand involvement of regional industrial partners in the Practical Engineering Design Experience (PEDE) and to encourage students to take engineering courses abroad. The Colleges of Engineering and Business offered a collaborative course on infrastructure in London during the Winter break.

Course Changes

The College of Engineering is proposing 16 new courses, one title change, and 16 course eliminations. The net result on active courses is zero.

Graduate College

Courses in Urban and Regional Planning were dropped because there are no faculty in that unit to teach the courses. The discontinued courses in Molecular Biology and Immunology were eliminated because the course numbers were seldom used. The new courses are designed to meet students' needs.

Course Changes

The Graduate College is proposing six new courses, one title change, and six course eliminations. The net result on active courses is zero.

College of Law

Three major curricular trends represent the most recent changes in the College's list of approved courses – (1) greater use of short courses and intersessions to broaden the curriculum; (2) expanding opportunities for study in the International and Comparative Law fields; and (3) increased emphasis on practical skills training, especially legal writing, in essential lawyer skills and related ethics and professionalism issues.

Course Changes The College of Law is proposing 15 new courses, one course number change, two title changes, six semester-hour changes, and 23 course eliminations. The net result on active courses is a decrease of eight courses.

**Provost's Office
(Known as
"University
College")** The "University College," under the auspices of the Office of the Provost, manages special programs that do not fit standard collegiate designations. Many of these programs are interdisciplinary, available to students in multiple colleges, or offered to special populations, such as high school students.

"University College"
Programs The "University College" includes the following programs:

- ◆ Lakeside Laboratory;
- ◆ Lifetime Leisure Skills;
- ◆ Honors Program;
- ◆ Study Abroad;
- ◆ Belin Blank Gifted Education Center;
- ◆ Howard Hughes Outreach Program;
- ◆ Upward Bound Project;
- ◆ Secondary Student Training Program;
- ◆ Undergraduate Research Fellow Program;
- ◆ Summer Undergraduate Medical Scientist Training Program (MSTP) Research;
- ◆ Iowa Young Writers Studio;
- ◆ Undergraduate Initiatives;
- ◆ Intercollegiate Athletic Participation; and
- ◆ Washington Center Program.

Course Changes The "University College" is proposing 20 new courses, most of which are in the Lifetime Leisure Skills program which is expanding to meet students' needs; one title change, and one course elimination. The net result on active courses is an increase of 19 courses.

Table Summary The following table provides an analysis of the college totals.

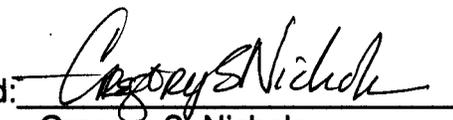
**TABLE 1
SUMMARY OF COURSE CHANGES
SPRING 2003**

College	New Courses	Department Number Changes	Course Number Changes	Title Changes	Semester Hour Changes	Dropped Courses	Net Result on Active Courses
Health							
Dentistry	0	0	0	4	0	5	-5
Medicine	26	0	0	37	2	12	+14
Nursing	0	0	0	1	0	4	-4
Pharmacy	8	0	0	5	5	23	-15
Public Health	5	0	1	1	2	0	+5
Total	39	0	1	48	9	44	-5
Others							
Liberal Arts & Sciences	122	17	11	52	12	201	-79
Business	10	0	6	4	1	24	-14
Education	7	0	2	12	3	12	-5
Engineering	16	0	0	1	0	16	0
Graduate	6	0	0	1	0	6	0
Law	15	0	1	2	6	23	-8
Provost's Office	20	0	0	1	0	1	+19
Total	196	17	20	73	22	283	-87
Grand Total	235	17	21	121	31	327	-92

Regent Exhibit Book

Details about the course changes at the University of Iowa are available in the Regent Exhibit Book.


Diana Gonzalez

Approved: 
Gregory S. Nichols