

MEMORANDUM

To: Board of Regents
From: Board Office
Subject: University of Iowa Proposed Course Changes
Date: June 1, 2001

Recommended Action:

Refer the University of Iowa's proposed course changes to the Board Office and the Interinstitutional Committee on Educational Coordination 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 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; as such, 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.

The proposed course changes include 303 new courses, 151 department number changes, 13 course number changes, 93 title changes, 96 semester hour changes, and 294 course eliminations. The net result on active courses is +9. 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.

Background:

Each year, the University of Iowa submits a request to add courses, eliminate courses, and change department numbers, course numbers, 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**

An evaluation of the integrated courses for the past two years revealed a lack of identification of student progress in the D.D.S. program. The course numbers will now reflect the areas needing to be assigned specific grades according to course content.

The College of Dentistry is proposing seven new courses, two department number changes, three title changes, three semester hour changes, and five course eliminations. The net result on active courses is +2.

✱ **COLLEGE OF MEDICINE**

The major goals of the medical curriculum which was begun in 1995 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.

While the curriculum has attained maturity, it continues to receive on-going review and evaluation. The design of the third-year core clerkships is being reassessed in order to develop a longitudinal ambulatory curriculum. With the move of its student support functions and a major portion of its educational activities to the new Medical Education and Biomedical Research Facility in Fall 2001, the College will implement a comprehensive performance-based assessment of students' clinical skills by Summer 2002.

Extramural clinical experiences continue to be an important dimension of the clinical curriculum, including not only the Family Medicine Preceptorship and the Community-Based Primary Care Clerkship, but also the opportunity to take the required Internal Medicine, Pediatrics, and Obstetrics and Gynecology Clerkships at the Des Moines Medical Education Consortium. A number of other clerkships, including the required selectives in Emergency Medicine or Critical Care Medicine and a variety of specialty electives, are also being taken off-campus by many students. Another important source of enrichment continues to be the Barry Freeman Memorial Fellowship, which enables students to participate in clinical experiences in underdeveloped countries. A student-initiated elective course in Community Health Outreach, initially funded by a grant from the American Medical Student Association, is

providing valuable experience in collaboration between the health care professions and community organizations.

The Class of 2002 was very successful in Step 1 of the U.S. Medical Licensing Examination in Summer 2000. The mean score for SUI students rose from last year and is now five points above the national average, with performance above the national mean in 16 of the 19 disciplines and organ systems and at the mean in the others. The Class of 2000 did very well on Step 2, with a mean score seven points above the national average and performance above the national mean in 19 of 22 subject areas and at the mean in the other subject areas.

The College of Medicine is proposing 31 new courses, 16 title changes, three semester hour changes, and 23 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 current nursing shortage is also creating pressure to produce nurses at a faster rate.

The changes proposed by the College of Nursing are in response to several trends in health care and nursing education: (1) increasing demand for nurses with advanced certification prepared to engage in advanced specialty practice; (2) increasing demand for flexibility in undergraduate education and demands for a curriculum that can be completed in four years; (3) increasing demand for an international nursing focus where knowledge transfer between cultures and health care systems can occur; (4) increasing demand for nurses prepared to engage in advanced specialty practice; (5) increasing demand for distance education; and (6) increasing emphasis on informatics and computer technology.

The College of Nursing is proposing 11 new courses, five semester hour changes, and three course eliminations. The net result on active courses is +8.

* **COLLEGE OF PHARMACY**

The first major revision to the Doctor of Pharmacy program was approved in November 2000. One of the major thrusts of the revision was the addition of 18 hours of professional elective courses. In order to accomplish this,

existing courses were either moved into the pre-pharmacy second year or were reduced in credits. In addition, some courses were placed earlier in the professional program. While the Pharmacotherapy series was reduced from 21 credits to 16, a companion course, Clinical Practice Skills, was added to enhance the problem-solving ability of students in drug therapy at semester as well as material from earlier courses. These changes will be introduced on a cohort basis beginning in Fall 2001 and 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 has successfully completed its transition to years in pre-pharmacy and four years in the College of Pharmacy referred to as the 2-4 program.

The College of Pharmacy is proposing four new courses, two title changes, five semester hour changes, and six course eliminations. The net result on active courses is -2.

✱ **COLLEGE OF PUBLIC HEALTH**

Curricular activities during 2000-2001 included further development of the Master of Public Health, development of dual degree programs, development of cooperative degree programs with the University of Northern Iowa, development of an M.S. in Community and Behavioral Health, planning for an undergraduate Public Health Certificate, and planning for development and delivery of distance education coursework. Two new MPH focus areas have been under development – one in nutrition and exercise and the other in family, child, and maternal health.

The College of Public Health is proposing 16 new courses, four course number changes, two title changes, and one semester hour change. The net result on active courses is +16.

✱ **COLLEGE OF LIBERAL ARTS**

Course changes in the College include a revised undergraduate curriculum in the Department of Communication Studies, a revised numbering system in the Department of Classics, and elimination of duplicative courses or topics in English and Religion graduate programs.

The College of Liberal Arts is proposing 145 new courses, 144 department number changes, 8 course number changes, 44 title changes, 62 semester hour changes, and 197 course eliminations. The net result on active courses is -52.

✳ **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. The criterion for automatic admission to the College has been raised because the College's level of enrollment is 1,300 students. In Fall 2000, the College created a Communications Center and introduced a writing program for undergraduate students. A number of staff members work with students on writing assignments for different classes. The Undergraduate Program offered a course in London on International Business during the 2000-2001 winter intersession.

At the request of several key corporate partners, the Tippie School of Management developed an executive engineer dual master's program that leads to a University of Iowa MBA degree and a Master's of Engineering in Systems Engineering from Iowa State University. Classes began in October 2000 in Cedar Rapids. Students in the Muscatine Managers' MBA Program graduated in May 2001.

The College is proposing 19 new courses, four department number changes, two title changes, five semester hour changes, and seven course eliminations. The net result on active courses is +12.

✳ **COLLEGE OF EDUCATION**

There were two major areas of change during 2000-2001. The first occurred in the special education program. Five new courses were added as a result of the new specialization in elementary education that will lead to a K-6 licensure in Multi-categorical Resource Teaching. This new specialization is expected to increase the pool of teachers trained to work with special needs children. The second major area of change occurred in the science education program. A number of courses were consolidated to increase the breadth of the courses and to allow students more flexibility in designing their programs.

In addition to the new courses in special education, four other courses were added, including an advanced microcounseling course to meet the program needs of graduate students in Counseling, Rehabilitation, and Student Development; a course tied to gifted education licensure in educational administration; a course in multi-cultural counseling in Psychological and Quantitative Foundations; and a new orientation course for elementary education students.

The College of Education is proposing nine new courses, one department number change, one course number change, seven title changes, four

semester hour changes, and 21 course eliminations. The net result on active courses is -12.

✳ **COLLEGE OF ENGINEERING**

The College's interest continues in investigating course offerings that can extend its outreach through the ICN and through new web-based courses. The College has also continued to expand involvement of its regional industrial partners in the Practical Engineering Design Experience (PEDE) program and encouraging students to take engineering courses abroad.

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

The College of Engineering is proposing 12 new courses, one title change, one semester hour change, and five course eliminations. The net result on active courses is +7.

✳ **COLLEGE OF LAW**

Three major curricular trends continue to be 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. One-third of the College's faculty now has a significant teaching and/or research interest in international and comparative law. In 1990, a new scholarly journal, Transnational Law and Contemporary Problems, was created at the College. The upgraded Master's of Law (LLM) attracts 8-15 top graduate students from both English-speaking and non-English-speaking cultures around the world.
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, interest-based negotiation, negotiations 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.
3. Greater student opportunities for specialization and advanced training. In a highly competitive employment market for law graduates, Iowa students have a distinct advantage if they can obtain a measure of advanced training in certain highly attractive specialized areas of the law. In recent years, a small number of courses and seminars have been added to the curriculum to meet this student demand, with a primary emphasis on courses at the intersection of law and health care policy, disability law, and intellectual property law.

The College of Law is proposing 24 new courses, four title changes, four semester hour changes, and 18 course eliminations. The net result on active courses is +6.

✱ **PROVOST'S OFFICE (KNOWN AS "UNIVERSITY COLLEGE")**

The "University College", under the Office of the Provost, was established to improve management of special programs that do not have traditional collegiate designation. The number of these programs has increased significantly in recent years, making the existing method of administering these as "non-departmental" courses inaccurate and ineffective. The Office of the Provost was identified as the best entity to manage these special programs, many of which are interdisciplinary, are available to students in multiple colleges, or are offered to special populations such as high school students.

The "University College" includes the following programs – Lakeside Laboratory, Honors Program, Study Abroad, International Writing Program, Howard Hughes Outreach Program, Upward Bound Project, Secondary Student Training Program, Undergraduate Research Fellow Program, Computer Science Research Experience for Undergraduates, Summer Undergraduate Medical Scientist Training Program (MSTP) Research, Iowa Young Writers Studio, Undergraduate Initiatives, Intercollegiate Athletic Participation, and the Washington Center Program. As part of this project, courses with the "000 non-departmental" designators were moved to unique numbers assigned to each program. All courses involved were assigned to the "University College" under the auspices of the Office of the Provost.

The "University College" is proposing five new courses, four title changes, and seven course eliminations. The net result on active courses is -2. In previous years, these course changes would have been included in the existing collegiate listings, generally in the College of Liberal Arts. These lists do not include reassignment of courses from the previous "000 non-departmental" number described on the previous page.

* **GRADUATE COLLEGE**

The Graduate College is the "home" of 11 interdisciplinary programs, including Library Information Science, Urban and Regional Planning, Neuroscience, Immunology, Molecular Biology, Genetics, Quality Management and Productivity, Rhetorics of Inquiry, Second Language Acquisition, Applied Mathematical and Computational Sciences, and Third World Development Support. The addition of seven courses in the Graduate College non-departmental category is a result of the creation of the Iowa Postdoctoral Education Program. In order to identify postdoctoral students more efficiently and provide these individuals with a permanent record of their appointments and class work at the University, a new series of course numbers needed to be created. Many of the course adjustments in the Department of Urban and Regional Planning are a result of three new faculty hires. These new faculty members possess new skills and abilities which have provided a basis for different types of class offerings. These staff additions have also enabled the department to change existing course offerings to serve the growing student interest in the areas of housing and land use.

The Graduate College is proposing 20 new courses, eight title changes, three semester hour changes, and two course eliminations. The net result on active courses is +18.

The table on the following page provides an analysis of the collegiate totals.

**TABLE 1
 SUMMARY OF COURSE CHANGES
 SPRING 2001**

College	New Courses	Department Number Changes	Course Number Changes	Title Changes	Semester Hour Changes	Dropped Courses	Net Result on Active Courses
Health							
Dentistry	7	2	0	3	3	5	+2
Medicine	31	0	0	16	3	23	+8
Nursing	11	0	0	0	5	3	+8
Pharmacy	4	0	0	2	5	6	-2
Public Health	16	0	4	2	1	0	+16
Total	69	2	4	23	17	37	+32
Others							
Liberal Arts	145	144	8	44	62	197	-52
Business	19	4	0	2	5	7	+12
Education	9	1	1	7	4	21	-12
Engineering	12	0	0	1	1	5	+7
Law	24	0	0	4	4	18	+6
Provost Office	5	0	0	4	0	7	-2
Graduate	20	0	0	8	3	2	+18
Total	234	149	9	70	79	257	-23
Grand Total	303	151	13	93	96	294	+9

Table 1 on page 10 includes a six-year analysis of course changes. Chart 1 on page 11 includes a comparison of new courses and dropped courses for FY 2001. Chart 2 on page 12 includes a six-year analysis of net course changes.

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


 Diana Gonzalez

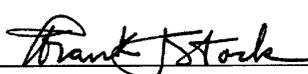
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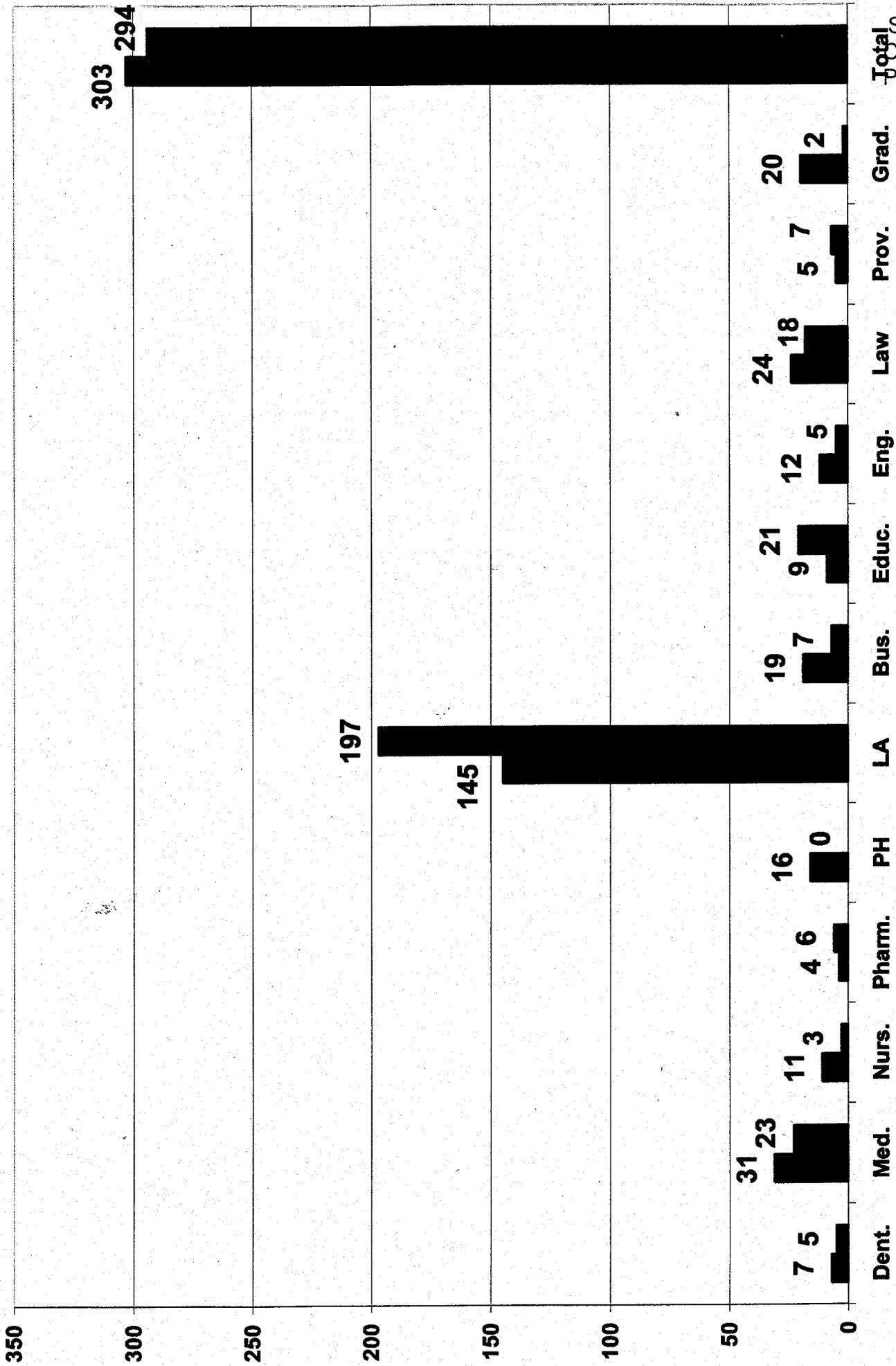
TABLE 1
UNIVERSITY OF IOWA COURSE CHANGES BY COLLEGE
FY 1998 TO FY 2001

COLLEGE	NEW COURSES					DROPPED COURSES					COURSE CHANGES							
	FY 96	FY 97	FY 98	FY 99	FY 00	FY 01	FY 96	FY 97	FY 98	FY 99	FY 00	FY 01	FY 96	FY 97	FY 98	FY 99	FY 00	FY 01
Dentistry	5	1	0	0	7	7	20	9	12	4	17	5	-15	-8	-12	-4	-10	2
Medicine	41	16	20	22	25	31	47	30	30	26	17	23	-6	-14	-10	-4	8	8
Nursing	9	4	19	40	30	11	6	1	7	9	13	3	3	3	12	31	17	8
Pharmacy	13	14	1	16	5	4	3	9	4	8	9	6	10	5	-3	8	-4	-2
Public Health*					36	16					7	0	0	0	0	0	29	16
Liberal Arts	173	250	326	176	254	145	203	157	223	204	214	197	-30	93	103	-28	40	-52
Business	18	61	18	26	10	19	9	5	11	17	38	7	9	56	7	9	-28	12
Education	17	14	19	56	15	9	24	8	25	12	30	21	-7	6	-6	44	-15	-12
Engineering	23	6	5	9	11	12	10	4	10	2	10	5	13	2	-5	7	1	7
Law	25	18	18	22	15	24	26	9	13	15	29	18	-1	9	5	7	-14	6
Provost's Off.**						5						7						-2
Graduate**						20						2						18
Total	324	384	426	367	408	303	348	232	335	297	384	294	-24	152	91	70	24	9

*Started in FY 2000.

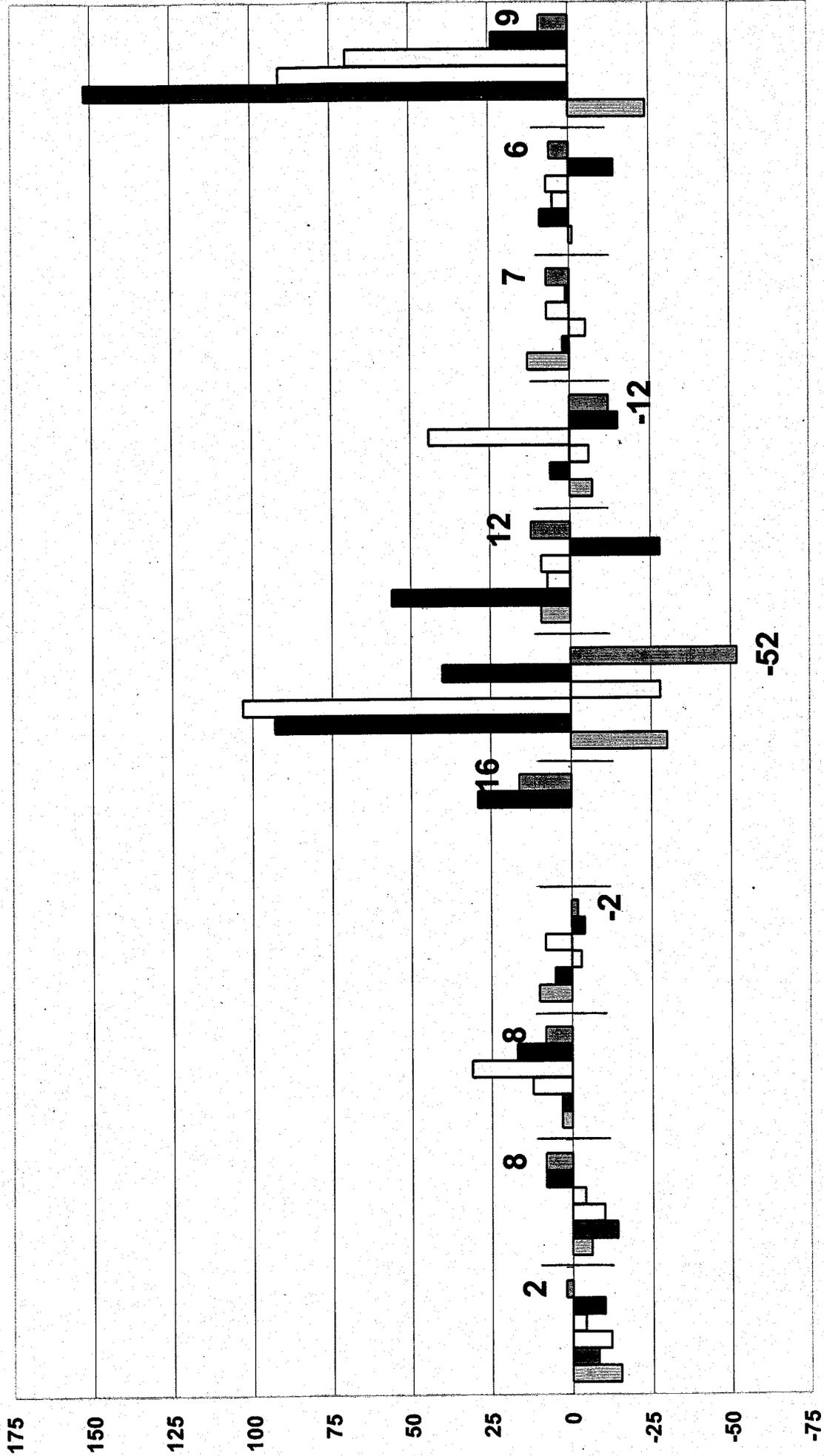
**Administrative reorganizations in FY 2001 regarding course listings.

**CHART 1
UNIVERSITY OF IOWA COURSE CHANGES IN FY 2001**



■ New ■ Dropped

CHART 2
COURSE CHANGES BY COLLEGE AT THE UNIVERSITY OF IOWA
FY 1996 TO FY 2001



Legend:
 □ FY 1996 ■ FY 1997 □ FY 1998 □ FY 1999 ■ FY 2000 ■ FY 2001