University Curriculum Committee

Meeting Minutes

January 29, 2016, 3:30 p.m.

Alkek Library, room 105

Members attending: Micky Autrey, Betsy Blunk, Karen Gibbs, Selene Hinojosa, Mary Hogan, Eric Kirby, Jessica McClean, Bill Peeler, Rebecca Raphael, Michael Supancic, Ricardo Torrejon

Guests: Melissa Hyatt, Kim May, Kristin McDaniel, Martin Mills, Linda Safranski

Dr. Supancic introduced the course inventory management (CIM) implementation team in attendance (Autrey, Hyatt, May, Mills, Safranski) and gave a brief overview of the CIM project. Kim began the demonstration of the course form draft with an explanation that it’s a work in progress and today’s version is Draft #1. The CIM team is also reviewing the form and will be combining edits with the UCC edits. Kim pointed out that all the forms will explain the use of the red required boxes, the blue help bubbles, and the green plus boxes.

In reviewing draft #1 of the new online course form, the Committee members suggested the following edits:

1. Add explanation to the help bubble for the contact information to explain what names should be added to the proposal and why. Multiple contacts are allowed. The name field will be split into “First Name” and “Last Name”. Also want the email to say “TxState Email”.
2. Could the contact fields autopopulate the user’s name, email address, etc. from the system since they are logging into the system to get to the form anyway? If the system can’t autopopulate all details for the logged in user, could it, as a minor enhancement, speed things up on the email field by asking users just to enter the NETID, and have the form add the “@txstate.edu”, since the plan is to require that it be a Texas State email.
3. Update the course number list to show which numbers are available to be used or link to the catalogs so that faculty don’t have to call Kim to get a new number. Deleted course data from the old Legacy system will not be available in the CourseLeaf or the Banner system. The system tells the user if they enter a number that has already been used in the Banner system.
4. Confirm how many characters are available in the long title – 99?
5. Credit Hours help bubble includes an explanation about the weekly format of credit hours on the form.
6. In the question bubble, Bloom’s Taxonomy statement needs an end quote. Could a live link be added here? Are there any copyright issues? Selene will check on this question.
7. Assessment of Student Learning:
	1. Percentages should be 4 characters including the decimal and just one decimal place. Ex. 025.5% or 100.0
	2. The assessment activities should be totaled and make sure they equal 100%.
	3. Should there be a connection between the assessment and the course outline? If exams and projects are listed in the assessment, they should be noted in the outline.
8. Need to be able to copy and paste text into the course form from other documents such as Microsoft Word.
9. Can the course form and/or just the course outline be exported into another format such as Word or PDF? This would be helpful when reviewing drafts of the form, routing internally, and building syllabi.
10. The “styles” feature in text boxes refers to font types and styles not APA or MLA (not academic format styles).
11. Discussion on Suggested Textbooks and Bibliographies
	1. Add links in the Suggested Textbooks and Bibliography help bubble to MLA or APA or other academic styles guides.
	2. Why are these two sections separate?
		1. Suggested Textbooks are more focused and should be read by the student.
		2. Bibliographies contain works that are not necessarily referenced directly in the course. This section allows the faculty to show more current work if the text is an older version.
	3. May need to check with the College Curriculum Committees for their input on the use of bibliographies on the course form.
	4. Can links be included in the textbook or bibliography entries?
12. Add a note that the red fields are required. Make the justification box required.
13. Will be adding a new question about Header Course Y/N and adding a help bubble with the definition.
14. Change the help bubble for the justification box to say that the justification must address how the course content is needed in the program and how the add or change will benefit the program.
15. The white text on the colored buttons is very hard to read. The color combinations of the buttons were set by CourseLeaf to comply with ADA guidelines.
16. Can versions of the course form be saved? Can changes be denied before workflow is begun and the form reverted to original version? Is it possible to go back in the system and see, for example, the original version as it was entered, before any changes were made during the workflow process.
17. Workflow and Roles
	1. Can you choose who to send the form to next? The suggestion was that people might want to send the completed form to colleagues for review, before kicking off the formal workflow/approval process.  Could it be implemented as either an action outside workflow (not sure if this is a possibility in CIM), or as an optional step in the Workflow process, with the person entering the form prompted for who to send it to; or possibly, again depending how flexible workflow is, as a separate one-step workflow?
	2. Department chair should be able to set permissions for faculty and staff.
	3. Can certain faculty only edit certain subjects?
18. Sequence/Organization
	1. Should the CIP code be moved closer to the course subject and number?
	2. Justification box should be closer to the description box.
	3. Justification should be a required field.
19. Add more information about instruction types to the help bubble.
20. Delete Form
	1. Add information to the question bubble to remind faculty how the deleted courses will affect courses in the ecosystem.
	2. Could the chair of the affected departments be included in the workflow? Will they be notified?
	3. The justification must be required on the delete form

General Comments:

 Simpler

 Well Designed

 Like the Help Bubbles

 Looks Good