Course Section Building
Colleague Learning Guide
U.I. 4.4

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Colleague Learning Guide
Course Section Building

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The Family Educational Rights and Privacy Act of 1974 grants to students certain rights, privileges, and protections relative to individually identifiable student educational records which are maintained by the College. Central Texas College’s institutional policy is consistent with the intent, guarantees, and safeguards embodied in the legislation.
Accessing a Course Section - SECT

**Alert: If a class needs to be changed at any time, please contact the Course Scheduling Department for the changes (see Points of Contact on pg. 65).**

A. Enter SECT in the Form Search field and hit ENTER or Search (Figure 1). The Sections screen will open.

![Figure 1](image)

B. In the Course Section LookUp prompt, enter the term (if known), the course to be created using the four-letter abbreviation, a dash or space, and the four-digit course number (Figure 2). Select OK.

![Figure 2](image)

C. If the data entered is not in the course master file, perform a search by entering the first four course letters and an ellipsis (ex. IMED...).

**Note: Another prompt may appear if a section has never been created for the course in this term (Figure 3). If you receive an Alert prompt “Record not found—Reenter or Add” appears, select Add and proceed with the basic section building instructions.**

![Figure 3](image)

D. If a Search Results menu (this is the norm) appears, select +Add (Figure 4) at the top of the screen to add a new section. If you need to modify a section, select the course section and hit ENTER or Open on the bottom of the menu.
E. If an additional Search Results menu appears, this means that the course has had multiple edits. Verify the section number of the course before selecting. Select the correct course and hit ENTER.

**Alert: Never** select a TCCH (Texas College Credit for Heroes) course OR a course with an End Date if they are listed in the Search Results of multiple edits (Figure 5). An End Date indicates that the course is INACTIVE. If you select a course with an End Date, you will receive the following warning: “WARNING: The course end date is before today.” If this happens, click OK. You will then receive another warning that reads “Section cannot be added because the course has a terminated status”. Select OK again. You will receive a third warning: “The term start date is greater than the course end date”. Select OK as well. You will then receive your FINAL warning message: “The term end date is greater than the course end date”. Select OK to continue. The Course Section Lookup prompt will reappear. **

Data Entry

A. On the SECT screen, enter data into the following fields (see Figure 8):

1. **Section**: The section number must be created using the two or three letter acronym related to the location (ex. TM, TH, TD, EUR, etc.) and the number of
the section being offered. For example, TM001, TD003, TDD25, etc. See Appendix 8 – Section Codes.

a. Section Smart Coding Note: After four sections of ENGL 1301 for FAL12 (regardless of start date) are built, then subsequent sections for SPR13 would need to be built starting with TM005 for ENGL 1301 to start the smart coding process. It is extremely important that the smart coding on the section level is built correctly so that all information coincides for state reporting and tracking purposes. Section Builders will start the smart coding of sections to 001 (ex. TM001, BOL01) every fall term. If a Site/Location reaches 99 in a term (ex. NNA99) the next section would be NN001.

Example:

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Code</th>
<th>Start</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAL13</td>
<td>ENGL 1301</td>
<td>TM001</td>
<td>TM004</td>
</tr>
<tr>
<td>SPR14</td>
<td>ENGL 1301</td>
<td>TM005</td>
<td>TM008</td>
</tr>
<tr>
<td>SU114</td>
<td>ENGL 1301</td>
<td>TM009</td>
<td>TM011</td>
</tr>
<tr>
<td>SU214</td>
<td>ENGL 1301</td>
<td>TM012</td>
<td>TM014</td>
</tr>
<tr>
<td>FAL15</td>
<td>ENGL 1301</td>
<td>TM001</td>
<td>TM004</td>
</tr>
</tbody>
</table>

2. Term: Enter the appropriate CR/Credit term, if not auto-populated, that the section start date is in (ex. FAL12, SPR13, SU113, SU213).

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>August 1 — December 31</td>
</tr>
<tr>
<td>Spring</td>
<td>January 1 — April 30</td>
</tr>
<tr>
<td>Summer 1</td>
<td>May 1 — June 30</td>
</tr>
<tr>
<td>Summer 2</td>
<td>July 31 — July 31</td>
</tr>
</tbody>
</table>

3. Start/End: The default dates for the term entered will auto-populate. Adjust the dates to the specific date range for the section. Again, the start date of the section must fall within the date range of the specified term.

4. Location: Enter the location where the section is being taught. To find a field acronym for a specific location, type an ellipsis (...) to perform a search of all locations. Once the Search Results menu appears make your selection. To narrow your search results, use the first letter of the acronym, if known, and ellipsis. For example, all locations in Texas begin with the letter “T”. So, for Main Campus, enter a “T...”; if searching for a European campus, enter an “E...”; if searching for a Navy location, enter “N...”; if searching for a Continental location, enter “C...”; if searching for a Pacific Far East campus, enter a “P...”. See Appendix 8 – Section Codes.

**Alert:** If modifications must be made to the section dates after it has been created, and BEFORE any students are enrolled; modify not only on the SECT screen, but also on the SOFF, FASC (Figure 6) and the Registration Date Ranges on the SRGD (pg. 17) screen.
5. **Course Type:** This field will auto-populate. **DO NOT CHANGE, DO NOT OVERTYPE, and DO NOT DELETE.** If an additional course type is necessary, select the CORRECT Course Type from the pull-down menu (i.e. Do not change WE to WC; you may ADD types, but not change).

6. **Credit Type:** This field will auto-populate to **ICC Institutional Credit Course** unless otherwise coded in the course master. **If**, the course is being specifically built for only Dual Credit students, refer to the **All Area Dual Credit Section Building “Quick Guide”**. If the section is being specifically built for only API students, please refer to the **API Section Building “Quick Guide”**.

7. **CEUs:** **For Continuing Education. If** you are building a section for Continuing Education and the section has a different unit value than what defaults in, refer to **Appendix 5** for CE Section Building or the **Continuing Education Section Building “Quick Guide”**.

8. **Status:** Select the current status from the pull-down menu. “P Pending” is the default selection for the Status field. 
   Status (options) (**Figure 7**):
   - **a. Error Corrected** – **DO NOT USE!!**
   - **b. Cancel** – **DO NOT USE!!** This is an irreversible action. **All requests to cancel classes must go through the Coordinator of Course Scheduling.**
   - **c. Hold for cancellation** – **If during the registration there is a possibility that the section might be cancelled, set status to “H Hold for cancellation”**. Students registered in the class will be kept; however, it will not allow additional students to register. If the class is to be cancelled, it must go through the Coordinator, Course Scheduling. Place the status as “H Hold for cancellation” and follow the cancellation procedures. This is a reversible action, whereas CANCEL is not.
   - **d. Active** – **Enter this status to allow students to register. However, even if the status is “A Active”, students will not be able to register until the registration date ranges on the section are open.** All sections should have an “active” status if the section is complete and ready for registration. An active status date must be prior to the first date of class. An active status is required for the section to appear on many reports and for faculty to have access to the section on WebAdvisor.
   - **e. Pending** – Use this status to keep a section on “Reserve” or in “Pending” status. It will show as “frozen” on the RGN registration screen.
f. **Maintenance** – This option is used primarily for putting a class on reserve. The class will appear as “frozen” on the RGN screen.

**Note:** Sections are built for a particular term/quarter and are NOT to be “recycled” to the next term. If the section has ZERO enrollments and it is past the start date, the section status should be put on “Hold” for cancellation and the correct cancellation procedures should follow.

9. **Date:** When the status is changed, it will reflect the most recent date of modification.

**Alert:** As a rule, sections are created before the start date. However, if you create a section after the start date, you will need to contact the Associate Registrar of Technology in order to backdate the active status. **THIS IS THE ONLY WAY TO VALIDATE THE COURSE SECTION!!**

**Note:** All other fields not noted above do not require information to be entered by the section builder, this data defaults in from the course master and must not be changed.

B. Verify all the data entered is correct before continuing to the next step.
SOFF – Section Offering Info Screen

This screen reflects the specifics of the course section offering. Information that defaults in from the Course Master should not need modification unless it differs for that specific section. If a field needs to be updated, that activity will be performed on this screen.

A. Once all data has been entered on the SECT screen, detail into the Offering Info field on the bottom of the screen (Figure 9). This will take you to the SOFF screen, Section Offering Info.

B. On the SOFF screen, enter or verify the following information (see Figure 12):

1. **Instr Method**: The instructional method fields will be identified by the course master and will auto-populate. Notice that this course auto-populates with a LEC and LAB with a Load of 50.00 each. The only reason these fields should be modified is if the method of the section differs from the defaults; for example distance learning classes. Verify the correct instructional method; this is very important for state reporting. The **Instr Ld** and **Contact Hrs** must NOT be changed.

**Note:** To search the database for a complete listing of Instruction methods, perform a lookup by typing an ellipsis (...) in the field and hit ENTER. The Search Results screen will appear (see Appendix 10). Make a selection, and click Save. The SOFF screen will reappear.

2. **Inst Meth**: When you place the cursor in this field, it will auto-populate to **Lecture**. Since this course has a Lecture and Lab, place the cursor into Line 2 for **Instr Meth**. The field should auto-populate to **Laboratory** (see Appendix 10 – Types of Instruction).

3. **Bldg & Room**: Enter the building name and room number. Use an ellipsis (...) to identify a building or room for a specific location if needed. Do this for BOTH Lecture and Lab. See Appendix 7 – LOCN, Locations (Building Codes) for additional assistance with Building IDs.

**Alert:** If the building name needs to be changed AFTER the section has been created; contact the Course Scheduling department (see Points of Contact on page 67).
**Alert:** If a new building name needs to be added to the course master, contact the Course Scheduling Department (see Points of Contact on page 67).

**Note:** The room capacity alert will usually appear during the building/room specification process because the enrollment capacities may not have been set up. The alert (Figure 10) informs the user that the room has a capacity limit set and the enrollment count should not be exceeded. Select OK to continue.

![Figure 10]

4. **St Time/End Time:** Enter the Start and End Time by military standards (0800 = 8 am; 1600 = 4 pm).
5. **Days of the Week:** For the Days of the Week, (MTWTHFSSU) do not enter a space or a comma between days. If there are multiple instructors teaching in different rooms, this must be specified for each offering.
6. **Frequency:** Defaults in from the specified date ranges on the first section building screen (SECT). There should not be any adjustments needed for this field.
7. **Number of Weeks:** Enter the number of weeks. This field is required by Colleague. It is used when viewing the schedule, state reports, and various other functions.
8. **Rebuild Calendar:** YES must be entered in this field (Figure 11). The system will check for any room and/or day conflicts. If (Y) YES is not entered, the room will not be booked. Once entered, the YES will automatically change to NO. Any time there is a change to the SOFF screen these dates must be recalculated with (Y) YES.

**Alert:** Rebuild Calendar: Do NOT rebuild dates if you edit a section AFTER the class has officially started. When you enter a “Y”, it clears out all previous dates entered!

![Figure 11]

9. **Calendar Details:** Not a required field. The dates and times for the entire semester are viewable by detailing into this screen.
**Alert:** When building a class after the start date, Colleague does not show the previous dates; only the current dates (the actual day you are building the class). You will need to detail into the Calendar Details field and MANUALLY enter the date ranges for that course. Also, you WILL NOT enter a YES in the Rebuild Calendar field; doing so will clear out all the data that you JUST entered.
**Note: Crossing the Midnight Hour –** Some C & I courses may extend past midnight. In those situations, on the SOFF screen, the End Time should be 11:59 PM for that night, and start at 00:01 (12:01 AM) the morning of the next day (see Figures 13 & 14).
C. Verify the accuracy of your data entry before continuing to the next step.

**Alert: Online or Distance Learning classes do not have any data entered in the Bldg, Room, St Time, End Time, Days of Week, Rebuild Calendar, or Calendar Details fields (Figure 15). There are SEVERAL instructional methods to choose from for distance learning classes (See Appendix 11 – Instructional Methods).

D. **Note:** If a class has a break or switches times during the length of the section, it must be annotated in SOFF.

**Figure 15**
FASC – Faculty Section Assignment

A. From the SECT screen, detail into the Faculty Assignment field (Figure 16). If there is not a faculty member assigned to a section, leave this section blank until the instructor is identified.

B. In the “Faculty Lookup or (Q) for qualified” prompt, enter the faculty members name or Colleague ID # and click OK (Figure 17).

C. If you search by name, a Search Results menu will appear with possible choices (Figure 18). Select the correct faculty member and hit ENTER or click OPEN.

D. Verify that the correct information has defaulted onto the FASC screen (see Figure 20).

**Alert:** Currently, the alert prompt “No FACULTY.QUALS record exists for this person” will appear occasionally when a faculty member is assigned to a section. This is because faculty qualifications have not been entered into the Colleague system. Select OK to proceed (Figure 19).
1. If there are two instructional methods attached to a section, such as a lecture and lab (Figure 20), an instructor must be assigned to each method. If not, the lab contact hours will not be included in state reports or contact hour reports. Usually it is the same instructor that is teaching both the lecture and lab; however, there are times when more instructors teach each instructional method (Figure 20).

2. To insert a second instructional method & faculty member, click on the Line 2 under Faculty Member. The “Faculty Lookup or (Q) for qualified” prompt will appear, enter the faculty members name or Colleague ID # and click OK (Figure 20). If searching by name, you will need to select from the Search Results menu.

3. In the Instr Meth field, data will default to LEC, but must be changed according to the instructional method on the SOFF screen (if needed).

4. In the Percent field, the percent control and load amounts will default in once you have identified the appropriate method (Figure 20).

### Figure 19

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Start Dt</th>
<th>End Dt</th>
<th>Contr Type</th>
<th>Position</th>
<th>Instr Meth</th>
<th>Contr</th>
<th>Percent</th>
<th>Load</th>
<th>Teach</th>
<th>Period</th>
<th>Arpt</th>
<th>Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>12345678 J. Wilkinson</td>
<td>09/01/15</td>
<td>10/31/15</td>
<td>LEC</td>
<td></td>
<td></td>
<td></td>
<td>100.00</td>
<td>50.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12345678 J. Wilkinson</td>
<td>09/01/15</td>
<td>10/31/15</td>
<td>LAB</td>
<td></td>
<td></td>
<td></td>
<td>100.00</td>
<td>50.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Figure 20

<table>
<thead>
<tr>
<th>Section Meeting</th>
<th>Instr Meth</th>
<th>Bldg</th>
<th>Room</th>
<th>St Time</th>
<th>End Time</th>
<th>Days of Week</th>
<th>St Dt</th>
<th>End Dt</th>
<th>No Fac</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>LEC</td>
<td>101</td>
<td>101</td>
<td>8:00AM</td>
<td>9:30AM</td>
<td>MIW</td>
<td>09/01</td>
<td>10/31</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>LAB</td>
<td>102</td>
<td>102</td>
<td>9:00AM</td>
<td>10:30AM</td>
<td>MIW</td>
<td>09/01</td>
<td>10/31</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>103</td>
<td>103</td>
<td>10:00AM</td>
<td>11:30AM</td>
<td>MIW</td>
<td>09/01</td>
<td>10/31</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section Instr Method</th>
<th>Instr Load</th>
<th>Contact Hours</th>
<th>Click Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEC Lecture</td>
<td>50.00</td>
<td>40.00</td>
<td></td>
</tr>
</tbody>
</table>
**ERROR**: IF the incorrect Instructional Method is left in this field, the Percentage and Load will not balance out (Figure 21).

**Note**: For the most part, faculty Load should not need to be adjusted; however there are a few situations where more than two instructors teach one instructional method.

E. Once all information has been verified, Save and Update back to the SECT screen.

F. To add/delete the faculty member:
   a. Drill into the number where you want to add or delete the faculty member.
   b. Select INSERT to ADD or DELETE to DELETE the instructor from the course. You can also add multiple loads and instructors with this method.
SRES – Restrictions

A. From the SECT screen, detail into the Restrictions field. This will take you to the SRES screen (Figure 22).

B. When the SRES screen opens, the Section Capacity and the Minimum Enrollment fields will default for the assigned sections room capacity.

C. Enter the following information IN THE ORDER LISTED **(see Figure 24):**

**Note: On the SRES screen, the data is entered in this order to avoid this alert prompt. If you try to enter the Section Capacity first to an amount that is less than the Minimum Enrollment, you will receive this message (Figure 23). Just select OK. The Section Capacity will revert to the default amount. Proceed to enter the Minimum Enrollment.**

1. Minimum Enrollment: Enter the minimum number of students that MUST enroll in order for the course to “make”. If a minimum enrollment is not required, then a “0” should be entered in this field. Otherwise, you will not be able to enroll/register the students.

2. Section Capacity: Enter the maximum amount of students that can enroll in the class before it is considered “closed” or that an instructor is willing to accept. This number cannot be higher than the default Schedule Capacity amount.

3. Schedule Capacity: Enter the maximum limit. This will provide available seats for students to “add” the class by instructor’s approval after the section is “closed” (it may be the same as the Section Capacity).
4. **Instructor Consent:** Defaults **No**. Enter whether the instructor must give written consent in order for the student to register for the class. This should not be mistaken with an instructor allowing a student to ‘add’ a class; they are **not** the same thing.

5. **Petition Required:** **Yes** or **No**. Enter whether the student must petition to register for the class. Again, this should be communicated in the *Printed Comments* as to with whom they must petition. Dual Credit sections are created with this field marked “Yes” to deter unauthorized enrollment (*See Course Section Building: Student Petitions Learning Guide* for additional instructions).

**Note:** Selecting **YES** in the Instructor Consent or Petition fields will create a registration requirement that must be met in order for the students to successfully register.

6. **Allow Audit:** Default **No**.

7. **Only Pass/No Pass:** Default **No**. Do not change.

8. **Allow Pass/No Pass:** Default **No**. Do not change.

---

**Figure 24**

D. **Save** and **Update** back to the **SECT** screen.
SRGD – Section Reg Date Ranges

A. From the SECT screen, detail into the Reg Dt Ranges field (Figure 25). This will take you to the SRGD screen.

![Figure 25](image)

B. If the “Section date overrides do not exist. Do you want to add them (Y/N)?” alert prompt appears, select Y (Figure 26) to continue.

![Figure 26](image)

C. The date ranges on this screen (see Figure 27) may need to be manually entered by the section builder if incorrect. The default dates in yellow on the right-hand side are for the Central Campus 16 week classes. These dates default in from the RYAT screen, Reporting Terms (Appendix 9).

The dates on the left-hand side are the manual calculations made by the Section Builder. You can view an example of these calculations in Appendix 5. To find out the class registration dates, contact the Central Campus Course Scheduling Department (see Points of Contact on page 67).
D. Verify the accuracy of the data entered in all the date range fields.

E. Save and Update back to the SECT screen (see Figure 28).
F. This completes the process for creating a basic course section.

G. **Next**, we will review additional screens that may need to be modified when building sections in specific situations. The screens we will review are:

1. **SREQ** – Section Requisites (*Appendix 1*)
2. **ASCI** – Additional Section Info (*Appendix 2*)
3. **SCOP** – Section Copy (*Appendix 3*)

*Appendix 4* gives examples of the Registration Dates that the Scheduling Office develops and how they calculate the census dates for credit courses.

*Appendix 5* is a Date Calculations Chart for CR Courses.

We will also review the differences with building Continuing Education/Non-Credit section (*Appendix 6*).

*Appendix 7* gives additional notes on how to properly identify the correct Building ID for your location on the **LOCN**, **Locations** screen.

*Appendix 8* covers a list of **Section Codes** for the Continental & International and Texas locations.

*Appendix 9* is a reference page of the **RYAT**, **Reporting Terms** screen.

*Appendix 10* is a reference table for the **Types of Instruction**.

*Appendix 11* is a list of Instructional Methods.

*Appendix 12* gives a detailed breakdown of Electronic Instructional Delivery Methods.

If you are a section builder, there are some reports and forms that will need to be ran from the following screens. This information is listed in *Appendix 13*:

1. **CSSC** – Course Section Schedule
2. **CSAR** – Section Availability
3. **SROS** – Section Roster
4. **ENST** – Enrollment Statistics
5. **DCSR** – Duplicate Course Section Report

*Appendix 14* is a reference page for CR courses that continue past midnight.

*Appendix 15* is a reference page for DL/C&I course calculations.
Appendix 1: SREQ – Section Requisites

A. From the SECT screen, detail into the Requisites field (Figure 29). This will take you to the SREQ screen.

B. If the course has a prerequisite already attached to it, it will default in under Course Prerequisites. Course prerequisites cannot be changed at the section level (Figure 30).

C. If a section requires a Corequisite Course, it will default in from the course master and the Required column will be marked “YES” if the student can choose any section being offered of that course. For example, if a student can choose from several sections of BIOX-2401, the corequisite course field will be filled in (Figure 30).
D. If there is another section that is to be taken along with this class, and **both** sections are **connected**, indicate this information in the **Corequisite Section** by entering in the synonym or doing a section search to identify it (**Figure 31**).

![Figure 31](image)

**Note: Figure 30 and Figure 31 - data should be entered in only one of the fields, not in both. If** a student can choose from **any** section being offered of the corequisite requirement, the **Corequisite Course** field will have the course. **If** a student can only register for a **specific** section, the **Corequisite Section** field will have the section information. The **Required** field should have **YES**.

E. **Save** and **Update** all data entry.
Appendix 2: ASCI – Additional Section Info

Additional Info: Use this area to communicate and specify any comments associated with this class. Enter information in the Printed Comments field if it is to be viewable when the section is printed. Students will also be able to view the Printed Comments when getting a printed copy of their class schedule.

A. From the SECT screen, detail into the Additional Info field (Figure 32).

B. Then, select ASCI from the Pop-up Menu and click OK to take you to the ASCI screen (Figure 33).
C. On the ASCI screen, data should be entered into the Comments field if it is to be viewed by staff only. The Comments field is also used to enter in Contract numbers and any other information that is associated with the section and viewed by staff. The comments posted can be anything from the reason for a course cancellation to the requirements needed to take that particular course (Figure 34).

![Figure 34](image)

D. Save and Update any data entry changes.
Appendix 3: SCOP – Section Copy

Section Copy is only to be used within the same term. It is useful when there are multiple sections being created from the same course and all that needs to be changed for each new section is the instructor, section number, and meeting time/place.

A. Enter SCOP (Sections) in the Form Search field and hit ENTER or Search (Figure 35).

B. In the Course Section LookUp prompt, identify the section to be copied (Figure 36). Select OK.

C. A list of classes will populate in a Search Results menu (Figure 37). Select the section you wish to copy and hit Enter or click Open.

D. Enter or change data in the following fields (see Figure 41):
   1. New Section – Enter a new section number (ex.TM002).
   2. Status/date – Select a status (Active, Pending, etc.)
3. **Faculty Member** – *If* the new section being created has the *same instructor*, you will not need to make any changes. *If* the instructor is *different*, select number **1** on the left next to the original instructor (*Figure 38*). Click **Delete** when the “**Select Table Operation to Perform**” prompt appears. Click **Delete** again when the “**DELETE whole group or CANCEL delete**” prompt appears (*Figure 39*). This will open up Field 1 for a new instructor to be assigned.

If you have a Faculty member that is listed for Lecture and Lab, or two instructors were previously listed, you will need to delete both if they are both different instructors from the original section. If you delete the Lecture instructor from Field 1, the Lab instructor in Field 2 will move to the Field 1 slot.

4. **Instr Meth** – The instructional method **cannot** be changed when doing a copy.
5. **Bldg, Room, Time, Days of Week** – Enter the information for this class.
6. **Start Dt/End Dt** – These fields can be modified, however, there **cannot** be a start or end date that is outside the date range of the section being copied. If there is, the following **Alert** prompt will appear (*Figure 40*).

7. **Verify the Frequency** field.
E. Once the new section information is specified, Save and Update. If you would like to create another copy of the same course, enter the “@” symbol in the Course Section Lookup prompt and select OK.
Appendix 4: Registration Dates (SRGD)

Below is an example of the Registration Dates (Figure 42) produced by the Scheduling Office. This is used to help build CR sections and to inform others of the section registration date ranges. See Appendix 5: Date Calculations to determine how these dates were calculated.

Figure 42
**Appendix 5 – Date Calculations**

<table>
<thead>
<tr>
<th>Length of Class in Weeks</th>
<th>Census Date</th>
<th>Last date to Withdraw From a Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 or less</td>
<td>1st Class Day</td>
<td>7th class day</td>
</tr>
<tr>
<td>3</td>
<td>2nd Class Day</td>
<td>2nd Week</td>
</tr>
<tr>
<td>4</td>
<td>3rd Class Day</td>
<td>3nd Week</td>
</tr>
<tr>
<td>5</td>
<td>4th Class Day</td>
<td>3 1/2 Week</td>
</tr>
<tr>
<td>6</td>
<td>4th Class Day</td>
<td>4th Week</td>
</tr>
<tr>
<td>7</td>
<td>5th Class Day</td>
<td>5th Week</td>
</tr>
<tr>
<td>8</td>
<td>6th Class Day</td>
<td>6th Week</td>
</tr>
<tr>
<td>9</td>
<td>7th Class Day</td>
<td>6 1/2 Week</td>
</tr>
<tr>
<td>10</td>
<td>7th Class Day</td>
<td>7th Week</td>
</tr>
<tr>
<td>11</td>
<td>8th Class Day</td>
<td>8th Week</td>
</tr>
<tr>
<td>12</td>
<td>9th Class Day</td>
<td>9th Week</td>
</tr>
<tr>
<td>13</td>
<td>10th Class Day</td>
<td>10th Week</td>
</tr>
<tr>
<td>14</td>
<td>10th Class Day</td>
<td>11th Week</td>
</tr>
<tr>
<td>15</td>
<td>11th Class Day</td>
<td>11 1/2 Week</td>
</tr>
<tr>
<td>16</td>
<td>12th Class Day</td>
<td>12th Week</td>
</tr>
</tbody>
</table>

**Summer Semester Only (May - July start dates)**

<table>
<thead>
<tr>
<th>Length of Class in Weeks</th>
<th>Census Date</th>
<th>Last date to Withdraw From a Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 or less</td>
<td>1st Class Day</td>
<td>7th Class Day</td>
</tr>
<tr>
<td>3</td>
<td>2nd Class Day</td>
<td>2nd Week</td>
</tr>
<tr>
<td>4</td>
<td>3rd Class Day</td>
<td>3nd Week</td>
</tr>
<tr>
<td>5</td>
<td>4th Class Day</td>
<td>3 1/2 Week</td>
</tr>
<tr>
<td>6</td>
<td>4th Class Day</td>
<td>4th Week</td>
</tr>
<tr>
<td>7</td>
<td>5th Class Day</td>
<td>5th Week</td>
</tr>
<tr>
<td>8</td>
<td>6th Class Day</td>
<td>6th Week</td>
</tr>
<tr>
<td>9</td>
<td>7th Class Day</td>
<td>6 1/2 Week</td>
</tr>
<tr>
<td>10 or more</td>
<td>12th Class Day</td>
<td>7th Week</td>
</tr>
<tr>
<td>or more</td>
<td></td>
<td>Follow schedule above</td>
</tr>
</tbody>
</table>

**Weekend Classes:**
- If 4 weeks (Sat & Sun), count by class meeting days
- If longer than 8 weeks, count days site is open.
- If 3 days or less, census is the 1st day of class.

**Texas Department of Correction**

**For TDC courses, the Drop End Date must match the Census Date per TDC instructions. TDC pays for all or none of the course. They do not prorate or give refunds**

**Note:** The count of class days begins on the first day that classes are held in the term and includes each calendar day on which classes are normally held at the institution (ex. Monday – Friday) until the official census date is reached.
Appendix 6: Continuing Education/Non-Credit

This is a brief summary on how to create CE courses. Please see the “Continuing Education Section Building Quick Guide” if needed.

A. Follow the EXACT same instructions as in the beginning of “Accessing a Course Section” to get to the SECT screen.

B. The data on the SECT screen will be manually entered (see Figure 43):

1. **Section** — TM### (Main Campus) or TH### (Fort Hood). Lampasas courses are built TM### since the funds will be applied to main campus**

**Alert: The CE section numbers for each course start at TM001 on Sept 1 through Aug 31 of the following year. It is very important to keep track of the section numbers for state reporting and to avoid duplication.

2. **Term** — Enter the appropriate CE/Non-Credit term if not auto-populated. Continuing Education uses Quarters instead of Terms (Q115, Q215, Q315, and Q415).

   a. Quarter 1 YYYY  Sept 1 – Nov 30
   b. Quarter 2 YYYY  Dec 1 – Feb 28
   c. Quarter 3 YYYY  Mar 1 – May 31
   d. Quarter 4 YYYY  Jun 1 – Aug 31

**THE CENSUS DATE DETERMINES WHAT QUARTER TO CREATE YOUR CLASS IN**

**Alert: The appropriate term entry will be based on the census date of the section, not the start date for CE sections. The census date is the third class meeting for a section that has three or more scheduled class meetings.

- The census date of a class with less than three class meetings is the last class date.
- The exceptions to this rule are the one day classes. If a course is one day, the START, END, and Census dates are ALL on the same day.

**Census Date Alert**: Classes must be added in the Quarter that the Census date falls. The count of class days begins on the first day that classes are held in the term/quarter and includes each calendar day on which classes are normally held at the institution.

3. **Start/End** — Adjust the dates to the specific date range for the section. Again, the start date of the section must fall within the date range of the specified term.
4. **Location** — Enter the section’s location (TCENT).
5. **Course Type**: This field will auto-populate. **DO NOT CHANGE, DO NOT OVERTYPE, and DO NOT DELETE.** If an additional course type is necessary, select the CORRECT Course Type from the pull-down menu (i.e. Do not change WE to WC; you may ADD types, but not change).

6. **Synonym** — Colleague generated ID number. **Make a note for later reference.**

7. **Credit Type** — Will auto-populate to **INC Institutional Noncredit Course**.

8. **CEUs** — Will auto-populate. Verify or enter the CE **unit value** if it exists for this section.

9. **Course Lvls** — Will auto-populate. Verify **CE Continuing Education**.

10. **Acad Lvl** — Will auto-populate. Verify **NC Noncredit**.

11. **Status** — Select status from the pull-down menu. **P Pending** is the default selection for the Status field.

12. **Date** — When the status is changed, it will reflect the most recent date of modification.

---

**C.** Verify that the correct data is entered for the appropriate fields. Next, refer to the previous sections to complete data entry for the **SOFF, FASC, and the SRES screens (pages 7 – 16)**. Once complete, continue to **SRGD, Section Reg Date Ranges**.
SRGD: Section Reg Date Ranges (for CE)

A. The date ranges on the SRGD screen differ slightly from the Credit courses. Detail into the Reg Dt Ranges field on the SECT screen (Figure 44).

![Figure 44](image)

B. If the “Section date overrides do not exist. Do you want to add them (Y/N)?” alert prompt appears, select Y. The date ranges must be manually entered for CE courses (Figure 45).

![Figure 45](image)

C. Enter the date ranges per the instructions listed below (see Figure 46):

1. Term (Start Date/End Date) — Will default in.
2. Section (Start Date/End Date) — Will default in.
3. Preregistration (Start Date/End Date) — Enter the 1st day of the month prior to the quarter Start Date for both fields, MMDDYY.
4. Registration (Start Date) — Enter the 1st day of the month prior to quarter Start Date, MMDDYY.
5. Registration (End Date) — Enter the day before the Course Start Date, MMDDYY.
6. Add (Start Date) — Enter the class start date, MMDDYY.
7. Add (End Date) — Enter the 2nd class meeting, MMDDYY.
8. Drop (Start Date) — Enter the class start date, MMDDYY.
9. Drop (End Date) — Enter the 2nd class meeting, MMDDYY.
10. Drop Grades Reqd — Enter the date after the Census Date, MMDDYY.
11. Census Dates — Enter the 3rd class meeting, MMDDYY, if not auto-populated.
D. Verify that the correct dates have been entered. **Save** and **Update** back to the **SECT** screen.

E. Unlike the credit courses, you will need to continue to enter data on the **Section Billing Information** screen to complete the CE section building process.
SECB: Section Billing (for CE Only)

A. From the SECT screen, detail into the Billing Info field (Figure 47). This will take you to the SECB screen.

B. Enter the following information (see Figure 48):

1. Billing Method — Select S From Section Info if it does not default in.
2. Billing Period Type — Leave Blank.
4. Drop Reg Ref Pol — Enter or verify CEREF (CE Refund Formula)
5. Wdrw Reg Ref Pol — Enter or verify CEREF (CE Refund Formula)
6. AR Code (Line 1 & 2) — Enter one of the following codes.
   a. 02CEF – Funded
   b. 02CEN – Non-funded
   c. 02SPF – Special Fee

**Alert: Do not use 02CEL – CE Late Fee for an AR Code.

7. Amount — Enter the class and/or fee amount.
8. Calc Type — Select All, Fixed, or Excess from the pull-down menu.
**Alert:** Section-billed courses or sections have the billing information attached specifically to that section and only students enrolled in that section will receive that billing. Everyone in a section-billed course will be charged exactly the same amount regardless of residency, student type, or location. Generally, this would be anything we can’t use a rate-table for.

**Note:** Grades are required for all classes that receive contract hour funding.

**Additional Info:** Table-billed courses would be the Credit sections that are billed according to the established tuition rate tables. Basically, this uses the students’ residency, student type, and location as deciding factors to determine the correct tuition charge. Each student in a table billed section could possibly be charged different tuition amounts based on their individual situation.

C. **Save** and **Update** back to the SECT screen.

D. If you are finished with all data entry, verify that the section Status field is “A Active”. **Save** and **Update** to complete the CE Course Section Building process.
Appendix 7: LOCN – Locations (Building Codes)

Additional Info: Some locations have multiple building codes assigned. If you are not sure of the correct Building ID or Code to use on the SOFF screen, you can verify the correct code on the LOCN, Locations screen.

Below is an example of how to select the correct Building ID or Code for a Brady, Texas Service Area, Dual Credit, Face-to-Face course. Remember, all Texas locations begin with a “T”.

A. Enter LOCN in the Form Search Field and hit ENTER or click Search. This will open the Locations screen (Figure 49).

B. In the Location LookUp prompt, enter TS... (TS is for the Texas Service Area locations) and click OK (Figure 50).

C. When the Search Results menu appears, select TSBRA, Brady TX and click Open or hit ENTER (Figure 51).
D. On the image below (Figure 52), notice that the Description lists Brady TX. Under the Buildings Code fields, we have four different codes assigned. Remember, we are building a section for Brady Service area Dual Credit, Face-to-Face. There are two descriptions listed for Brady High School, but only one reads for Brady HS for Dual Credit. The correct Building Code for this section is DCBR, Brady HS for Dual Credit.

E. We would NOT select the Brady ITV-Dual Credit code because we are not trying to build an Interactive Video course. We would NOT select the Brady High School code because we are not trying to build a regular credit college course that is being taught at the Brady High School campus. DCBR, Brady HS for Dual Credit is the correct Building Code.

F. Write down this information for later. You will enter this code on the SOFF, Section Offering screen in the Bldg field.
## Appendix 8: Section Codes

### Continental & International

<table>
<thead>
<tr>
<th>SECTION CODES</th>
<th>SITE/LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIR</td>
<td>Air Force Reserves</td>
</tr>
<tr>
<td>BOL</td>
<td>Bolling AFB</td>
</tr>
<tr>
<td>BEN</td>
<td>Fort Benning</td>
</tr>
<tr>
<td>BET</td>
<td>Bethesda NNMC</td>
</tr>
<tr>
<td>BRA</td>
<td>Fort Bragg</td>
</tr>
<tr>
<td>KNO</td>
<td>Fort Knox</td>
</tr>
<tr>
<td>LEE</td>
<td>Fort Lee</td>
</tr>
<tr>
<td>STE</td>
<td>Fort Stewart</td>
</tr>
<tr>
<td>HUN</td>
<td>Hunter AAF</td>
</tr>
<tr>
<td>POP</td>
<td>Pope AFB</td>
</tr>
<tr>
<td>PED</td>
<td>Camp Pendleton MEU</td>
</tr>
<tr>
<td>PEN</td>
<td>Camp Pendleton</td>
</tr>
<tr>
<td>LEO</td>
<td>Fort Leonard wood</td>
</tr>
<tr>
<td>LEW</td>
<td>Fort Lewis</td>
</tr>
<tr>
<td>POL</td>
<td>Fort Polk</td>
</tr>
<tr>
<td>WAL</td>
<td>Walter Reed</td>
</tr>
<tr>
<td>RIC</td>
<td>Fort Richardson</td>
</tr>
<tr>
<td>ELM</td>
<td>Elmendorf AFB</td>
</tr>
<tr>
<td>RIL</td>
<td>Fort Riley</td>
</tr>
<tr>
<td>SIL</td>
<td>Fort Sill</td>
</tr>
<tr>
<td>WAI</td>
<td>Fort Wainwright</td>
</tr>
<tr>
<td>HOL</td>
<td>Holloman AFB</td>
</tr>
<tr>
<td>SCH</td>
<td>Schofield Barracks</td>
</tr>
<tr>
<td>MIR</td>
<td>Miramar</td>
</tr>
<tr>
<td>EUR</td>
<td>Europe</td>
</tr>
<tr>
<td>PKO</td>
<td>PFEC Korea</td>
</tr>
<tr>
<td>PJA</td>
<td>PFEC Japan</td>
</tr>
<tr>
<td>POK</td>
<td>PFEC Okinawa</td>
</tr>
<tr>
<td>NNA</td>
<td>Navy Atlantic</td>
</tr>
<tr>
<td>NNP</td>
<td>Navy Pacific</td>
</tr>
<tr>
<td>NSD</td>
<td>Navy San Diego</td>
</tr>
<tr>
<td>NNI</td>
<td>Navy North Island</td>
</tr>
<tr>
<td>EST</td>
<td>Estill Correctional Program</td>
</tr>
<tr>
<td>EMB</td>
<td>US Embassy</td>
</tr>
</tbody>
</table>

### Texas Section Codes

<table>
<thead>
<tr>
<th>SECTION CODE</th>
<th>SITE/LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>TM</td>
<td>Texas Main Campus</td>
</tr>
<tr>
<td>TD</td>
<td>Texas Distance Learning (5000)</td>
</tr>
<tr>
<td>TDD</td>
<td>Dual Credit Distance Learning</td>
</tr>
<tr>
<td>TH</td>
<td>Texas Fort Hood</td>
</tr>
<tr>
<td>TMD</td>
<td>Central Campus/Distance Learning Blended</td>
</tr>
<tr>
<td>TS</td>
<td>Texas District &amp; Service Area</td>
</tr>
<tr>
<td>TT</td>
<td>Texas Dept. of Criminal Justice</td>
</tr>
</tbody>
</table>
Appendix 9: RYAT – Reporting Terms

Below is a reference only screen shot of the RYAT screen. Notice that the Fall, Spring, Summer 1, and Summer 2 are the main reporting terms. The Quarters refer to Continuing Education (CE)/Non-Credit terms ONLY (Figure 53).

![RYAT Reporting Years and Terms](image-url)
**Appendix 10: Types of Instruction**

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LECTURE</strong></td>
<td>A lecture is a presentation intended to teach students about a particular subject. Lectures are used to convey critical information, history, background, theories and equations. (LEC) [Classroom Off/On Post]</td>
</tr>
<tr>
<td><strong>LABORATORY</strong></td>
<td>Time used by college personnel to provide direct supervision of skill development, application, and practice of knowledge. An academic period set aside for laboratory work. (LAB) [Classroom Off/On Post]</td>
</tr>
<tr>
<td><strong>EXTERNAL LEARNING EXPERIENCES</strong></td>
<td>An external learning experience is a competency-based learning experience, paid or unpaid, that enhances lecture and laboratory instruction and is provided at work sites appropriate to the discipline. The external learning experience allows the student to have practical, hands-on training and to apply learned concepts and theories in a workplace setting.</td>
</tr>
<tr>
<td><strong>CLINICAL</strong></td>
<td>Clinical experiences provide workplace settings where students learn and apply program theory and management of the work flow. Clinical experiences must take place in a health care setting and students must not be paid for the learning experiences. Clinical practice is supervised by qualified faculty members employed by the educational institution sponsoring the program or by preceptors employed by the clinical site. Clinical experiences are defined as closely supervised experiences with instruction in theory provided concurrently. (CLN) [Classroom Off/On Post]</td>
</tr>
<tr>
<td><strong>INTERNSHIP</strong></td>
<td>Internship experiences provide workplace settings where students learn and apply program theory and management of the work flow. Internship experiences take place in any setting outside of health care and students may or may not be paid for the learning experiences. Internship experiences are defined as closely supervised experiences with instruction in theory provided concurrently. (INT) [Classroom Off/On Post]</td>
</tr>
<tr>
<td><strong>PRACTICA</strong></td>
<td>Practica provide workplace settings where students gain practical experience in a discipline, enhance skills, and integrate knowledge. Practica courses are less closely supervised, apply previously learned theory, and are suitable for the student who can work more independently or who is almost ready for career entry. (PRA) [Classroom Off/On Post]</td>
</tr>
<tr>
<td><strong>CO-OPERATIVE</strong></td>
<td>Co-operative education provides workplace settings where students gain practical experience in a discipline, enhance skills, and integrate knowledge. Co-operative education courses are less closely supervised, apply previously learned theory, and are suitable for the student who can work more independently and is working in the discipline. Students receive both lecture instruction and practical experience at a worksite. (COP) [Classroom Off/On Post/Online]</td>
</tr>
<tr>
<td><strong>APPRENTICESHIPS</strong></td>
<td>A program, registered with the U.S. Department of Labor or the state apprenticeship agency in accordance with the National Apprenticeship Act (29 U.S.C. 50) that is conducted or sponsored by an employer, a group of employers, or a joint apprenticeship committee representing both employers and a union, and that contains all terms and conditions for the qualification, recruitment, selection, employment, and training of apprentices. These programs must be certified by the Bureau of Apprenticeship and Training (BAT) of the U.S. Department of Labor. (AP) [N/A]</td>
</tr>
<tr>
<td><strong>ELECTRONIC</strong></td>
<td>Refers to distance instruction delivered primarily by telecommunication technology. This designation will not be used by CTC for state reporting purposes.</td>
</tr>
</tbody>
</table>
## Appendix 11: Instructional Methods

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP</td>
<td>Apprenticeship (Historical data)</td>
<td>PRA</td>
<td>Practicum</td>
</tr>
<tr>
<td>ASEP</td>
<td>ASEP (Historical data)</td>
<td>SPC</td>
<td>Self Paced</td>
</tr>
<tr>
<td>CDC</td>
<td>CD-ROM Clinical</td>
<td>TV</td>
<td>Broadcast/Television (Historical data)</td>
</tr>
<tr>
<td>CDI</td>
<td>CD-ROM Internship</td>
<td>VCT</td>
<td>Virtual College</td>
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<td>CDL</td>
<td>CD-ROM Lecture</td>
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<td>Video Conference</td>
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<td>CDLX</td>
<td>CD-ROM Lab</td>
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<td>Other</td>
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<td>Conference (Historical data)</td>
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<td>Clinical</td>
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<tr>
<td>COP</td>
<td>Cooperative</td>
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</tr>
<tr>
<td>CP</td>
<td>Computer (Historical data)</td>
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<td></td>
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<tr>
<td>HYL</td>
<td>Hybrid Lecture</td>
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<tr>
<td>HYLX</td>
<td>Hybrid Lab</td>
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<tr>
<td>INT</td>
<td>Internship</td>
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<tr>
<td>ITV</td>
<td>Instructional Telecourse</td>
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<td></td>
</tr>
<tr>
<td>LAB</td>
<td>Laboratory</td>
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<td></td>
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<tr>
<td>LEC</td>
<td>Lecture</td>
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<td>OAC</td>
<td>Offline Clinical</td>
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<td>OAI</td>
<td>Offline Internship</td>
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<tr>
<td>OAL</td>
<td>Offline Lecture</td>
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<td>Offline Lab</td>
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<td>Online Self-Paced Clinic</td>
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<td>Online Self-Paced Internship</td>
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<tr>
<td>OSL</td>
<td>Online Self-Paced Lecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OSLX</td>
<td>Online Self-Paced Lab</td>
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</tr>
<tr>
<td>OSP</td>
<td>Online Self-Pace Pract</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 12: Electronic Instructional Delivery Methods

A. ONLINE: (OLL, OLLX, OLC, OCO, OLI, and OLP) (DL-online). This course delivery method is completed through the Internet. Proctored exams may be administered at testing centers or by an approved test proctor. Online students will have frequent contact with the instructor and with other students via email, a discussion board, messages, and chat rooms.

1. Online courses:
   a. Are of comparable quality and rigor as traditional lecture courses.
   b. Require the same instructional materials as traditional lecture courses.
   c. Have the same learning outcomes as traditional lecture courses.
   d. Have a schedule of examinations and assignment due dates.
   e. Have a specified start and end date.

2. Requirements of the Student:
   a. Constant access to a computer with minimum technical requirements.
   b. Consistent and reliable Internet connection.
   c. A valid, functional email address.
   d. Basic computer skills.
   e. The ability to download any required applications or plug-ins.
   f. The time to devote to coursework.

B. COMPACT DISK (CD): There are two classifications; CD and DCD

C. CD: (CDL, CDLX, CDC, CDI, CDP) (DL-Multimedia/Blended). This course delivery method is similar in format to online course delivery, but requires no Internet connection to complete course work. The entire course (syllabus, learning objectives, learning outcomes and learning activities) are on the compact disk. Proctored exams may be administered at testing centers or by an approved test proctor. This category includes the DCD (deployed compact disk) delivery format.

1. CD delivered courses:
   a. Are of comparable quality and rigor as traditional lecture courses.
   b. Require the same instructional materials as traditional lecture courses.
   c. May require additional materials.
   d. Have recommended schedule of examinations and assignment due dates.
   e. Have a specified start and end date.

2. Requirements of the Student
   a. Constant access to a computer with minimum technical requirements.
   b. Capability to correspond with the instructor by email on a frequent basis (DCD delivered courses are an exception).
   c. Basic computer skills.
   d. The ability to install any required applications or plug-ins.
   e. The time to devote to coursework.
D. **SELF PACED: (OSL, OSLX, OSC, OSI, OSP) (DL-Self Paced)** Self-paced delivered courses allow students to access the course, complete and submit assignments, and take tests at the students’ own pace rather than according to a fixed schedule. Self-paced courses are paired with another type of delivery method (ex. an online delivered course may also be offered in the self-paced format).

1. **Self-Paced delivered courses:**
   a. Are of comparable quality and rigor as traditional lecture courses.
   b. Require the same instructional materials as traditional lecture courses.
   c. May require additional material.
   d. Have recommended schedule of examination and assignment due dates.
   e. Have a specified start and end date.

2. **Requirements of the Student:**
   a. Access to a computer with minimum technical requirements.
   b. Basic computer skills.
   c. The ability to install any required applications or plug-ins.
   d. Must be self-disciplined about studying and taking tests, there is no course schedule.
   e. Must contact instructor during the first week of the class, regardless of actual start date.
   f. Must complete all course work by the end of the class.
   g. Must take all examinations in sequence.
   h. Must have the time to devote to coursework.

E. **PERSONAL POCKET COMPUTER: (PPC, PPCL, PPCX)** Courses delivered in the PPC format are similar to the online delivered format and the CD delivered format, however PPC delivered courses require no Internet connection. The entire course (syllabus, learning objectives, learning outcomes and learning activities) are on a SD (secure digital) disk. SD disks will work in any Personal Pocket Computer that uses the Windows Operating System (Note: Palm Pilots have a proprietary operating system and are not compatible at this time). Proctored exams may be administered at testing centers or by an approved test proctor, or by an ESO.

**NOTE:** Under the best circumstances, students taking PPC courses should be able to correspond with their instructors by email on a frequent basis, but the courses are designed to be self-contained. Student progress may be monitored by an ESO or other authorized person.

1. **PPC delivered courses:**
   a. Are of comparable quality and rigor as traditional lecture courses.
   b. Require the same instructional materials as traditional lecture courses.
   c. Have recommended schedule of examinations and assignment due dates.
   d. Have a specified start and end date.

2. **Requirements of the Student:**
   a. Access to a PPC with the appropriate operating system.
   b. Basic computer skills.
   c. The time to devote to coursework.
F. HYBRID: (HYL, HYLX) (DL-Multimedia/Blended) Hybrid courses are a combination of the above listed categories.

1. HYBRID delivered courses:
   a. Are of comparable quality and rigor as traditional lecture courses.
   b. Require the same instructional materials as traditional lecture courses.
   c. Have recommended schedule of examinations and assignment due dates.
   d. Have a specified start and end date.

2. Requirements of the Student:
   a. Basic computer skills.
   b. The time to devote to coursework.

G. OFFLINE: (OALX, OAC, OAL, OAI, OAP) (DL-OLA). eArmyU soldiers only. Generally taught as self-paced and allows soldiers to download portions of their class to an electronic device.

1. Offline delivered courses:
   a. Allows learner to download course content and work without internet access.
   b. Available for certain courses; consult the catalog.

2. Requirements of the Student:
   a. Constant access to a computer with minimum technical requirements.
   b. Consistent and reliable Internet connection.
   c. A valid, functional email address.
   d. Basic computer skills.
   e. The ability to download any required applications or plug-ins.
   f. The time to devote to coursework.

H. MP Technology (MPT, MPTL, MPTX) Courses delivered in the MP technology format (iPOD) are similar to the online delivered format and the CD delivered format, however MP technology delivered courses require no Internet connection. The entire course (syllabus, learning objectives, learning outcomes and learning activities) are downloaded to the MP technology device. Proctored exams may be administered at testing centers or by an approved test proctor, or by an ESO.

**NOTE:** Student progress may be monitored by an ESO or other authorized person.

1. MP Technology delivered courses:
   a. Are of comparable quality and rigor as traditional lecture courses.
   b. Require the same instructional materials as traditional lecture courses.
   c. May require additional material.
   d. Have recommended schedule of examinations and assignment due dates.
   e. Have a specified start and end date.

2. Requirements of the Student:
   a. Access to a MP Technology device.
b. Basic computer skills.
c. The time to devote to coursework.

I. VIDEOCONFERENCE (interactive video): (VIC) This course delivery method is completed via fiber-optic or twisted copper cable to designated classroom locations where students can participate in a variety of different instructional disciplines. Instructional delivery is identical to regular stand up lecture classes with lab monitors operating equipment and logistics at receiving sites. Interactive Video students have immediate feedback from faculty as in a lecture classroom.

1. Interactive Video delivered courses:
   a. Are of comparable quality and rigor as traditional lecture course.
   b. Require the same instructional materials as traditional lecture courses.
   c. Have the same learning outcomes as traditional lecture courses.
   d. Have a schedule of examinations and assignment due dates.
   e. Have a specified start and end date.

2. Requirements of the Student:
   a. The requirement(s) of the student are the same as in a traditional lecture classroom.
**Appendix 13: Forms and Reports (Print/View)**

**CSSC: Course Section Schedule**

A. Enter CSSC in the Form Search field and hit ENTER or Search (Figure 54). The Course Section Schedule procedure screen will open.

![Figure 54: CSSC: Course Section Schedule](image)

B. In order to properly run this report, enter data in the following fields (see Figure 56):

1. **Sort Selection** – Select the order in which you want your report sorted from the pull-down menu (Figure 55).

![Figure 55: SE Section](image)

2. **Print Requisites/Include Printed Comments** – Enter YES or No as to whether or not you want the Section Requisites and Printed Comments listed on your results.

3. **Subjects** through **Instruction Methods** – These fields are used to specify what features you want to appear in your results. The fields that are best to identify are Terms as well as Locations. If you are looking for schedules for a particular instructor, enter them in the Faculty Members field. You may wish to run a report for a specific section not related to a location. For example, entering ENGL-1301 in the Courses field but not filtering the results to a specific location will give you results for all ENGL-1301 classes being taught for a given term.
C. Once the data is entered for the appropriate fields, **Save All** to the next screen.

D. In the *Output Device* field, select “**H Hold/Browse File Output**” from the pull-down menu and then **Save All** to the next screen (*Figure 57*).
E. There are no changes to the next screen. Click **Save All** to run the Schedule report (*Figure 58*).

![Figure 58](image)

**Note**: This report can be set up to run on certain dates and times if desired.

F. As your report is developing, the **Course Section Schedule** processing screen should appear. Put a **check** in the **Close automatically when complete** box if not already checked or you can wait until the report has finished running and click **Finish**. You will know it is complete when it reads ***Processing Complete*** (*Figure 59*).
G. To print your results, select **Export PDF** on the **Report Browser (Figure 60)**.

H. Next, verify your settings on the **Formatting Options** pop-up window (**Figure 61**).

I. Click on **Create PDF (Figure 61)**.
J. Select the **Printer Icon** from the **Command Bar (Figure 62)**, or the printer icon that appears when scrolling over the PDF document **(Figure 63)**.
K. Verify your printer settings and select **Print (Figure 64)**.

![Figure 64](image)

L. Close out of the **Report Browser** when complete by clicking on the “X” **(Figure 65)**.

![Figure 65](image)
CSAR: Section Availability

A. Enter CSAR in the Form Search field and hit ENTER or click Search (Figure 66). The Section Availability Report procedure screen will open.

![Figure 66](image)

B. In the Included Printed Comments field, indicated if you would like this information listed on your results by entering Yes or No (Figure 67).

![Figure 67](image)

C. Enter the following in order to run a report on the availability of seats in certain sections (see Figure 69):

1. **Terms** – Enter the Term(s) you wish to check section availability on.
2. **Subject** – Enter the course subjects you want to check availability for (ex. ENGL).
3. **Departments** – Enter the department *two-character* code that you want to filter into your results. If you are unsure of the *two-character* code for a specific department, enter ellipsis (...) and hit ENTER. This will provide you with a Search Results menu for all the department options. Avoid selecting a department that is marked **DO NOT USE** (Figure 68).

![Figure 68](image)
4. **Locations** – Enter the locations you wish to check section availability on.

   **Figure 69**

D. Once the data is entered for the appropriate fields, **Save All** to the next screen.

E. In the *Output Device* field, select "H Hold/Browse File Output" from the pull-down menu and then **Save All** to the next screen (**Figure 70**).
F. There are no changes to the next screen. Click **Save All** to run the schedule report (*Figure 71*).

![Figure 71]

**Note:** This report can be set up to run on certain dates and times if desired.

G. As the report is developing, the **Section Availability Report** processing screen should appear. Put a check in the **Close automatically when complete** box if not already checked or you can wait until the report has finished running and click **Finish**. You will know it is complete when it reads ***Processing Complete*** (*Figure 72*).

![Figure 72]

H. You can now review the report results and continue with the printing process if desired (*Review steps G – L of the CSSC report; pgs. 49 - 51*).
SROS: Section Roster

A. Enter SROS in the Form Search field and hit ENTER or click Search (Figure 74). The Section Roster procedure screen will open.

B. To print a Section Roster, enter data in the following fields (Figure 75):

1. **SSN or ID** – Enter SSN or ID based upon what the roster is to show; the students’ SSNs or Colleague IDs (*ID defaults in and is the preferable selection*).
2. **Separate Cross-List** – If there are any sections that are built for two different departments (ex. If the Business and Math departments *both* offer *Business Math* as a class), there will be two different rosters for one section. Specify in this field whether the rosters should be separated or combined into one by entering Yes or No.
3. **Print Special Needs** – Some students will have special needs identified in their student profile. Specify in this field whether or not this information is to be included on the roster for the instructor to view by entering Yes or No.
4. **Print Dropped/Withdrawn** – Shows the dates that a student dropped or withdrew from the class. Specify Yes or No.
5. **Print Phone Types** – Allows the selection of several contact phone numbers to print for the students. You can select a type for the pull-down or leave this field blank.
6. **Terms through Location** – Enter the Term(s) you wish to run the roster(s) for. Enter Location(s) as well as one other field to specify the outcome of which rosters are to be printed (by Subject, Faculty, Courses or Sections).
C. Once the data is entered for the appropriate fields, click **Save ALL** to proceed to the next screen.
D. The **Sort Definition** screen allows processing of various sorts to the data if necessary *(Figure 76)*. Saving through this screen and making no modifications is the default method. Click **Save All** to proceed to the next screen.

![Figure 76](image1)

E. In the **Output Device** field, select “**H Hold/Browse File Output**” from the pull-down menu and then **Save All** to the next screen *(Figure 77)*.

![Figure 77](image2)
F. There are no changes to the next screen. Click **Save All** to run the schedule report (*Figure 76*).

![Figure 78](image1.png)

**Note: This report can be set up to run on certain dates and times if desired.**

G. As your report is developing, the **Section Roster** processing screen should appear. Put a **check** in the **Close automatically when complete** box if not already checked or you can wait until the report has finished running and click **Finish**. You will know it is complete when it reads ***Processing Complete*** (*Figure 79*)

![Figure 79](image2.png)
H. You can now review the report results and continue with the printing process if desired *(Review steps G – L of the CSSC report; pgs. 49 - 51).*
ENST: Enrollment Statistics

A. Enter ENST in the Form Search field and hit ENTER or click Search (Figure 81). The Enrollment Statistics procedure screen will open.

B. Insert data into the following fields (Figure 82):

1. Census Date — Enter the date to use to calculate enrollment statistics. The date you enter here is used to determine the enrollment statistics “as of” that date. If you want to capture a historical snapshot of enrollment as of yesterday, then enter yesterday's date.
2. Term
3. Location
4. Department
5. Additional Selection Criteria — Enter Yes

C. Once all the required data is entered, Save All to the next screen.
D. In the Output Device field, select “H Hold/Browse File Output” from the pull-down menu and then Save All to the next screen (Figure 83).

E. There are no changes to the next screen. Click Save All to run the schedule report (Figure 84).

**Note: This report can be set up to run on certain dates and times if desired.**
F. As your report is developing, the Course Enrollment Statistics processing screen should appear. Put a check in the Close automatically when complete box if not already checked or you can wait until the report has finished running and click Finish. You will know it is complete when it reads ***Processing Complete*** (Figure 85).

![Figure 85](image)

G. You can now review the report results and continue with the printing process if desired (Review steps G – L of the CSSC report; pgs. 49 -51).

![Figure 86](image)
DCSR: Duplicate Course Section Report

A. Enter DCSR in the Form Search field and hit ENTER or Search (Figure 87). The Duplicate Course Section Report procedure screen will open.

![Figure 87](image)

B. Enter data the Terms and the Locations fields (Figure 88).

![Figure 88](image)

C. Save All to the next screen.

D. In the Output Device field, select “H Hold/Browse File Output” from the pull-down menu and then Save All to the next screen (Figure 89).

![Figure 89](image)
E. There are no changes to the next screen. Click **Save All** to run the schedule report *(Figure 90)*.

![Figure 90](image)

**Note:** This report can be set up to run on certain dates and times if desired.

F. As your report is developing, the **Duplicate Course Section Rpt** processing screen should appear. Put a **check** in the **Close automatically when complete** box if not already checked or you can wait until the report has finished running and click **Finish**. You will know it is complete when it reads **Processing Complete*** *(Figure 91)*.

![Figure 91](image)

G. You can now review the report results *(if there are “any” – this processing screen indicates that NO Duplicate courses were found)* and continue with the printing process if desired *(Review steps G – L of the CSSC report; pgs. 49 - 51)*.
Appendix 14 – Crossing Midnight Hour

Some C & I courses may extend past midnight. In those situations, on the SOFF screen, the End Time should be 11:59 pm for that night, and start at 00:01 the morning of the next day (Figures 92 & 93).

Figure 92

Figure 93
### Appendix 15 – DL/C&I Calculations

#### Main Campus

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<th>PreReg Start</th>
<th>PreReg End</th>
<th>Reg Start</th>
<th>Reg End</th>
<th>Add Start</th>
<th>Add End</th>
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<th>Drop Date Req</th>
<th>Census Date</th>
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<td>First Day of Reg.</td>
<td>First Day of Reg.</td>
<td>Last Day of Reg.</td>
<td>1st Day of Class</td>
<td>2nd Day of Class</td>
<td>Per CTC Course Catalog</td>
<td>Day After Census Date</td>
<td>Per Official Reporting Census Calculation Attachment</td>
<td></td>
</tr>
</tbody>
</table>

- 7th day of class/2-week term or less
- 2nd week of class/3-week term
- 3rd week of class/4-week term
- 3 1/2 weeks of class/5-week term
- 4th week of class/6-week term
- 6th week of class/8-week term
- 7th week of class/10-week term
- 5th week of class/12-week term
- 12th week of class/15-week term

#### Distance Learning

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<th>Add End</th>
<th>Drop Start</th>
<th>Drop End</th>
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<tr>
<td>First Day of Reg.</td>
<td>First Day of Reg.</td>
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<td>Last Day of Class</td>
<td>1st Day of Class</td>
<td>Per CTC Course Catalog</td>
<td>Day After Census Date</td>
<td>Per Official Reporting Census Calculation Attachment</td>
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- End of 3 1/2th week for 5-week term
- End of 4th week for 6-week term
- End of 6th week for 8-week term
- End of 7th week for 10-week term
- End of 9th week for 12-week term
- End of 12th week for 15-week term

#### All Other Instructional Modes - C & I

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<th>Add Start</th>
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<td>First Day of Reg.</td>
<td>First Day of Reg.</td>
<td>Last Day of Class (usually the day before class starts, so section are built to be ready for Web Reg)</td>
<td>1st Day of Class Weekends: 2 days including the first day of class.</td>
<td>5 Business Days including the 1st Day of Class</td>
<td>Per CTC Course Catalog</td>
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<td>Per Official Reporting Census Calculation Attachment</td>
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- 7th day of class/2-week term or less
- 2nd week of class/3-week term
- 3rd week of class/4-week term
- 3 1/2 weeks of class/5-week term
- 4th week of class/6-week term
- 6 1/2 weeks /9-week term
- 8th week/11-week term
- 9th week/7-week term
- 10th week/13-week term
- 11th week/14-week term
- 11 1/2 weeks/15-week term
## Points of Contact

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<th>Title</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Pamela Dancer</td>
<td>Director, C&amp;I Records</td>
<td>Ext. 1308</td>
<td><a href="mailto:Pamela.Dancer@ctcd.edu">Pamela.Dancer@ctcd.edu</a></td>
</tr>
<tr>
<td>Charlie (Lorene) Roseberry</td>
<td>Coordinator, Course Schedules (CTAM/Ft Hood/EUR/PFEC/TS Sites/API)</td>
<td>Ext. 1867</td>
<td><a href="mailto:Charlie.Roseberry@ctcd.edu">Charlie.Roseberry@ctcd.edu</a></td>
</tr>
<tr>
<td>Sharon Herman</td>
<td>Coordinator, Course Schedules (C&amp;I/CTAM/TDLRN/NAVY)</td>
<td>Ext. 1703</td>
<td><a href="mailto:Sharon.Herman@ctcd.edu">Sharon.Herman@ctcd.edu</a></td>
</tr>
<tr>
<td>Theresa Lewis</td>
<td>Coordinator, Course Schedules (CTAM/Main Campus/CONT. ED/TDLRN)</td>
<td>Ext. 1714</td>
<td><a href="mailto:Theresa.Lewis@ctcd.edu">Theresa.Lewis@ctcd.edu</a></td>
</tr>
<tr>
<td>Stephanie Ledlow - Arndt</td>
<td>Associate Registrar of Technology</td>
<td>Ext. 1431</td>
<td><a href="mailto:SLedlow-Arndt@ctcd.edu">SLedlow-Arndt@ctcd.edu</a></td>
</tr>
<tr>
<td>Sheree Stover</td>
<td>Application Information Specialist/Trainer</td>
<td>Ext. 1643</td>
<td><a href="mailto:Sheree.Stover@ctcd.edu">Sheree.Stover@ctcd.edu</a></td>
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Within TX (800) 223-4760
Out of State (800) 792-3348
## Revision History

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<td>6-09-11</td>
<td>4-5</td>
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<td>42-43</td>
<td>Added</td>
<td>Schedule Chart and calendar for determining census date, Figure 38 - 40 and descriptions for CE.</td>
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<td>42-43</td>
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<td>Alert messages for CE Course Scheduling</td>
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<td>Entire manual updated for U.I. 4.4</td>
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<td>Revised by: Antoinette Brooks, Application Information Specialist/Trainer&lt;br&gt;Pamela Dancer, Director, C&amp;I Records&lt;br&gt;Charlie (Lorene) Roseberry, CTAM, Coordinator, Course Schedules&lt;br&gt;Sharon Herman, CTAM, Coordinator, Course Schedules&lt;br&gt;Nancy Ortiz, CTAM, Coordinator, Course Schedules</td>
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<td>6</td>
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<td>Irregular Table Format changed page number in manual; corrected.</td>
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<td>Course Type explanation, pgs. 16 &amp; 31. Figures and image caption update.</td>
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