

**Session 2 - Student:  
Course and Schedule Development and Faculty Load**



**Date: Monday, April 11, 2022  
Time: 10:15am – 12:15pm  
Anthology**

**Evaluator's Name:** \_\_\_\_\_

	<b>Functionality</b>	<b>Comments</b>
<b>Academic Calendar Definition and Setup</b>		
1.	Demonstrate the creation of academic years and sessions/terms/census date/grading periods.	
	<ul style="list-style-type: none"> <li>Show how the system supports shorter-than-semester courses – e.g., 4-week, 6-week, 8-week</li> </ul>	
2.	Demonstrate how your system manages the set-up of various academic calendars.	
	<ul style="list-style-type: none"> <li>Show hoe open-entry/open-exit courses are supported</li> </ul>	
	<ul style="list-style-type: none"> <li>Show how the system supports courses that span multiple terms – e.g., FA/SP</li> </ul>	
3.	Demonstrate how Financial Aid periods are tied to various term combinations to support the awarding of financial aid for a given financial aid year.	
<b>Course/Catalog</b>		
4.	Overview of Course/Schedule – Spend 15 minutes demonstrating the following scenarios	
	<ul style="list-style-type: none"> <li>Student Experience - searching for classes using various criteria – e.g., subject, location, day/time, instructor, etc.</li> </ul>	
	<ul style="list-style-type: none"> <li>Show how a new course is created and then and subsequent sections for a specific offering</li> </ul>	
	<ul style="list-style-type: none"> <li>Demonstrate how course rotations can be incorporated and accessed for academic planning – e.g., offered every fall, offered every other spring, etc.</li> </ul>	
5.	Demonstrate the creation of locations and facilities.	
	<ul style="list-style-type: none"> <li>Newly locations</li> <li>New buildings</li> </ul>	

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	<ul style="list-style-type: none"> <li>New classrooms</li> </ul>	
6.	Demonstrate the entry of catalog, i.e., course, data, including the following items:	
	a. Course	
	b. Course name (long and short versions)	
	c. Course number	
	d. Campus/site location	
	e. Academic division	
	f. Academic department	
	g. Start date (effective date)	
	h. End date (ineffective date)	
	i. Prerequisites and Co-requisites both recommended and required	
	j. Course description (long & short versions)	
	k. Credit/non-credit status	
	l. Grading options, including pass, fail, audit, non-graded	
	m. Fees (mandatory and optional)	
n. Number of credits/units fixed and variable		
o. Repeat rules		

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	p. Instruction method(s), e.g., lecture, lab, online	
	q. Cross-listings and equivalencies	
	r. Academic sessions that the course is normally offered	
	s. Transferability	
	t. Status, e.g., active, inactive, pending approval	
	u. Links with other courses, e.g., lecture with lab	
	v. Special designations, e.g., Honors Students	
	w. Restrictions (e.g., first-year students only)	
	x. Permissions, e.g., faculty, advisor, placement test scores	
	y. Data required for IPEDS reporting	
7.	Demonstrate a course set-up and grading periods for a course with clock hours.	
9.	Demonstrate the ability to “roll” a previous version of the catalog into a new catalog year and make updates.	
11.	Demonstrate the ability to manage multiple versions of the course catalog.	
12.	Demonstrate the ability to view historical catalog data, e.g., edits for a particular course over a period of years	
13.	Demonstrate the ability to publish an electronic version of the catalog.	

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14.	Show how grading periods are tied to course end dates – including shorter-than-semester courses	
15.	Show a student's transcript.	
<b>Class Schedule – Sections per session</b>		
16.	Describe the logical relationships that exist between the catalog and class schedule.	
17.	Demonstrate or discuss the integration with a third-party Catalog/Schedule development product – e.g., Courseleaf, Digarc, Watermark	
18.	Demonstrate how a preliminary class schedule can be developed:	
	<ul style="list-style-type: none"> <li>a. From a previous version of the class schedule</li> <li>b. From the catalog, with user-specified parameters for number of classes/sections, etc.</li> </ul>	
19.	Demonstrate the creation of a course section offering for a specific session/period. Show which data elements from the course records are inherited in the section record and which data elements can be overridden within the section.	
22.	Demonstrate the assignment of a meeting time and location to a specific course section. Including multiple times and locations.	
23.	Demonstrate the ability to assign instructors to a specific section of a course including multiple instructors teaching a single course	
24.	Demonstrate the ability to publish an electronic version of the class schedule.	
25.	Demonstrate the cancellation of a class along with an indication for the reason, e.g., low enrollment.	

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26.	Demonstrate the automatic “drop” of students who are in classes that are cancelled.	
27.	Demonstrate the notification a student receives when class is cancelled. Show how other notifications are sent – e.g., A&R, LMS	
29.	Demonstrate the generation of an error/exception report, e.g., missing data.	
30.	Demonstrate the ability to “block schedule” several classes – blocks of classes that are all offered by a division that allow a student to register for a block of courses rather than each course individually.	
31.	Demonstrate overrides for courses – e.g., prerequisites, capacity, etc.	
32.	With respect to the management of classes, please demonstrate the following:	
	a. Ability to search for an available classroom or lab based upon time, day, and or location	
	b. Ability to forecast likely enrollment for a tentative schedule of classes	
	c. Ability to generate reports that indicate low/high enrollment sections, seats remaining, size of wait list, etc.	
	d. Ability to view the average size of a course	
	e. Ability to search for courses by title to see when it was last taught and/or the number of times it has been taught within a given period (Special Topics)	
	f. Ability to run Room Schedule Report that shows every course that is being offered in that room during a given year/term.	
g. Ability to run Class List Report.		

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	h. Ability to track students who are studying abroad or away from campus.	
33.	Demonstrate faculty load and pay calculations.	
	<ul style="list-style-type: none"> <li>Show how non-teaching assignments are tracked for load – e.g., committee service</li> </ul>	
	<ul style="list-style-type: none"> <li>Show how overload is calculated</li> </ul>	
	<ul style="list-style-type: none"> <li>Show how the system supports load balancing over an academic year</li> </ul>	
	<ul style="list-style-type: none"> <li>Show load “banking and borrowing” is tracked</li> </ul>	
	<ul style="list-style-type: none"> <li>Demonstrate how a section is assigned the correct type of pay (Lecture, LabTier1, LabTier2, LabTier3, Non-Credit, CDCP, Older Adults)</li> <li>Demonstrate how the assigned pay flows to payroll</li> </ul>	
	<ul style="list-style-type: none"> <li>Demonstrate how changes such as cancels, substitution, change of instructors, time, dates, etc. are processed and communicated to payroll</li> </ul>	
	<ul style="list-style-type: none"> <li>Demonstrate how an instructor is on-boarded, how they are added to Instructor Maintenance? And how they are added to a section or to an assignment.</li> </ul>	
	<ul style="list-style-type: none"> <li>We would like to be walked through a new-hire from their initial hire through them being paid.</li> </ul>	
<b>Faculty Responsibilities and Functions</b>		
34.	Demonstrate adding a new faculty member into the system.	
35.	Show how faculty credentials are tracked	
36.	Demonstrate the ability to run a faculty schedule report.	

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37.	Show how faculty members use self-service – e.g., drop a student for non-attendance, view student details, change a grade, etc.	
38.	Demonstrate grade entry from a faculty perspective.	
39.	Show how course evaluations can be managed – or integrated with the LMS	
40.	Show how textbooks are assigned to classes – and how students and faculty can view them	
<b>Curriculum Development and Tracking</b>		
41.	Demonstrate how Courses are entered into the Curriculum module.	
42.	Demonstrate how Programs are entered into the Curriculum module.	
43.	Demonstrate the crosswalk between Courses and Programs (i.e. do certain course changes like unit, title, number automatically reflect in program revisions).	
44.	Are Catalog Addenda offered?	
45.	Demonstrate a Course Outline of Record (COR).	
46.	Identify the reports available in the Curriculum module (both internal [similar to our additional fields report] and external reports [i.e. Prerequisite report, Annual Accreditation Report Programs of Study, Annual Report of Programs exceeding 50% online])	
47.	Demonstrate the workflow of New Courses	
48.	Demonstrate the workflow of Revised Courses	
49.	Demonstrate the workflow of New Programs	

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50.	Demonstrate the workflow of Revised Programs	
51	Demonstrate the integration of the AD-T Programs with their TMCs	
52.	Demonstrate the integration of the Curriculum module with the creation of a Curriculum Review Committee (CRC) Agenda	
53.	Demonstrate the integration of the Curriculum module with the creation of a Curriculum Board report	
54.	Demonstrate how courses and programs are submitted into COCI from the Curriculum module	



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**Evaluation Form**

Perceived Strengths of Vendor Solution:

Perceived Weaknesses of Vendor Solution:

Additional Comments:

Acceptability of Vendor Solution:  Yes  No

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