currIQūnet META
General User Guide

Introduction: Welcome to META

currIQūnet META is a curriculum development, review, and approval system that addresses campus, statewide, and international collaborative issues in curriculum management and accreditation. META provides non-technical users the ability to configure and modify web entry screens and workflow templates.

Every institution develops unique curriculum management processes. This is true even where an institution is part of a regional or statewide system. META enhances and streamlines the user experience with customizable tools that are highly intuitive.

The core currIQūnet META system is designed to be configurable to reflect local requirements, while still properly interfacing components with upstream and downstream systems. This functionality includes local student systems, multi-campus curriculum searches, state reporting standards, and similar requirements.

META is a web-based application. Browser display variances may cause your screens to look slightly different from the screenshots in this guide. Supported browsers include Microsoft Edge, Google Chrome, Mozilla Firefox, and Safari. META is not currently optimized for mobile devices such as tablets and smart phones.

Your institution has one or more META administrators, usually located in the curriculum office. If you need additional assistance in using META, or have questions about the information required, please contact your administrators. Your META administrators are your best resource.

currIQūnet META allows each client to have customized workflows, and a secure, private database while maintaining a single codebase. This enables our implementation and support teams to focus on our clients while our development team constantly improves the product. The flexible nature of currIQūnet META means there is a nearly infinite combination of field types and functionalities to collect data in the format required.

This guide will highlight specific field types and provide instruction on META specific features. Your institution may provide instructional materials that dive deeper into the specific proposal types you will encounter or include more specific instructions about the types of information they expect.

Conventions in This Tutorial

All references to any specific college (logos, contact information, etc.) and identifying information have been removed from screenshots and either blocked out or provided with a generic replacement/currIQūnet logo.

Actions to be taken in this tutorial include either actions by keyboard or actions by pointing device. Where possible these actions are shown as follows:

⌨ *Keyboard Action*

➤ *Pointing Device Action*

Information of particular importance is shown as:

❶ NOTE: Additional information of note.

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Table of Contents - continued

Getting Started: Accessing META

Your institution will provide you with the URL to access your META system.
The URL generally follows the formula (institution name).curriqunet.com.

If your institution's META system is using a single sign on system, your log in screen will not look like the screenshot below, but will appear the same as the log in screens across your college's resources.

There are two places that can be used to login: The login button at the top right of the screen (1), or the login button at the bottom of the "Log in to CurrIQunet META" section (2). They both take you to the same screen to complete user login.

Logging In

You will be provided with your login credentials by the META administrators at your institution. You will log in with your email address (usually the address assigned by your institution) and you will be given a temporary password.

Upon logging in for the first time, you **must** change your password from this temporary password to protect your institution's data and security.

Logging In - continued

Log in to CurrIQunet META   ×

Email

supportadmin@curriqunet.com

Password

••••••••••••

Sign in

Forgot your password?   Request access

⌨ ↖ *Enter your email and password and click 'Sign in' to begin working in META.*
If your college uses a single sign-on system, you will receive instruction from your META administrators on how to log in.

Landing Page

The landing page will always be the Course Search screen. There are several features available on the Course Search screen, described below.
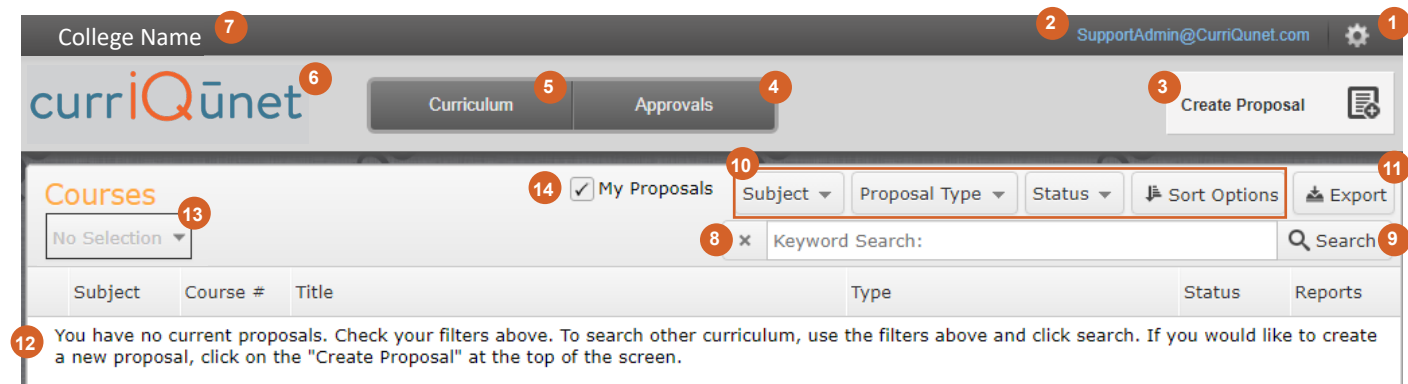
1. Gear Icon. The gear icon allows you access to the following functions -
    a. Edit your profile.
    b. Administer Site. (This option will not be available for non-administrative users.)
    c. Log Off.

2. User ID. Your user ID is the email address you supplied when you set up your META account.

3. Create Proposal: This button will open the Create Proposal page.

4. Approvals: This allows you to view and search items awaiting your review in an approval process.

5. Curriculum: This allows you to view and search Course, Program, Package, Assessment, or Program Review proposals. Curriculum types may vary depending on institution configuration.

6. Logo: School or currIQūnet logo. This is a link. Click it at any time during your session to return to the Course Search page.

7. Institution ID: The name of the college or institution you are logged into.

8. Keyword Search: Type here (course name, code, etc.) to make your search specific.

9. Search Button: Click here to perform a search.

10. Search Filters: Filter by subject, proposal type, status, or sort options to narrow your search.

11. Export Button: This feature allows you to export your search results in Excel, Word or PDF formats.

12. Search Results Window: Results of your searches will appear here. For instructions on how to use the search screens, see the **Searching Curriculum** section of this guide (starting on p. 14).

13. No Selection: A scope filter - not every institution has this.

14. My Proposals: When selected, this will only show proposals that you have originated. If an admin user is logged in, they will want to uncheck this to see all proposals.

Getting Started: Accessing META - continued

Profile Management

The first time you log in, you will need to check your user information to verify it is correct.
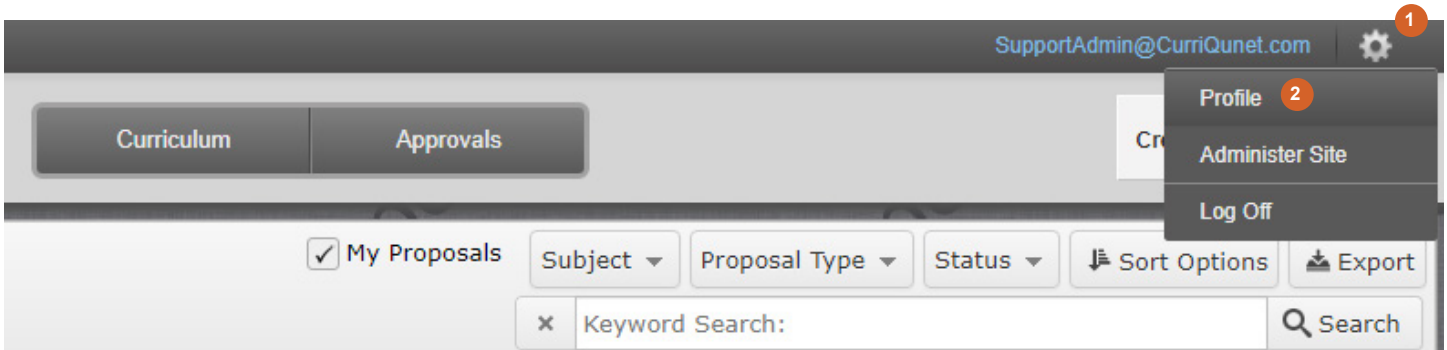
▶ *To access Profile Management, click the gear icon at the top right of your screen and then select Profile from the dropdown.*

⌨ ▶ *Verify that your information is correct, add or correct any necessary information, and click Save. Clicking Save or Cancel will close this screen and return you to the course search screen.*

If your email address needs to be updated, please contact your institution's META administrators.

—> Next Page: Getting Started - Profile Management: Changing Your Password

Getting Started: Accessing META - continued

Profile Management - continued

Changing Your Password

Unless your college uses single sign-on, you **must** change your password the first time you log in. You should also periodically change your password for security purposes.

Edit Profile

Account Info

Email   SupportAdmin@CurriQunet.com

Password   Click here to change your password

▶ *Navigate to the Profile area (as described in the previous section) and click the blue link 'Click here to change your password.'*

Change Password

Use the form below to change your password.

New passwords are required to be a minimum of 6 characters in length.

Current password   [   ]

New password   [   ]

Confirm new password [   ]

[Change Password]   [Cancel]

⌨ ▶ *Enter your current password, then enter and confirm your new password.*

Passwords must be at least 6 characters long, are case sensitive, and may include letters, numbers, and symbols. Make sure your password is something you can remember.

Passwords cannot be retrieved, but you may reset your password if you forget it (see section: **Resetting Your Password** on the next page).

Profile Management - continued

Resetting Your Password

Log in to CurrIQunet META   ✕

Email

> supportadmin@curriqunet.com

Password

> Password

Sign in

Forgot your password?   Request access

▶ *On the login screen, click 'Forgot your password?'*

Request to Reset Password   ✕

Enter your Email

> supportadmin@curriqunet.com

Reset Password

⌨ ▶ *Enter your email as instructed, and click 'Reset Password.'*

You will receive an email with instructions on how to reset your password.

❗ NOTE: The password reset emails are included with general notification emails, and may not be sent immediately, depending on the notification configuration for your institution.

   If you do not receive a password reset email within 24 hours of your request, please contact your META administrator.

Troubleshooting

Clearing the Browser Cache

Many problems encountered in META can be resolved by simply clearing the cache on your internet browser. This is usually found under the Settings menu in your browser.

You can also use the keyboard commands **Ctrl+Shift+Enter** (in Chrome), **Ctrl+Shift+Del** (in Firefox) or **Ctrl+R** (in Microsoft Edge). If you use a different browser and are unsure of how to proceed, search your browser's Help menu for "clear cache."

After clearing the cache, refresh the window. You may be logged out of META and need to log back in.

Updating the Browser

If clearing the cache does not resolve your issue, you may not be using the most recent version of the internet browser. In the Settings menu of your browser, check for updates.

If you have the permission to do so on your computer, update your browser to the most recent version. You may need to log in again after updating.

Submitting an Issue

Your META administrators are your best resource. Should you receive an error message of any kind, or the suggestions above do not resolve your issue, please inform your administrators immediately. They may be able to help you, or they may need to contact the currIQūnet support team to resolve the issue.

To help resolve any issues, the following information can help expedite your issue:

- A screenshot of the error encountered, **including the URL** (this is very important).
- The browser you were using, and if possible, the version of that browser (usually available in the Settings menu for your browser).
- What you were attempting to do, including (if possible) the exact steps you took that resulted in the error. Being able to reproduce the error is vital for the currIQūnet support team to be able to fix the problem.

Searching Curriculum

All screenshots in this guide will be from the course search feature, but the appearance and functionality is the same across all curriculum types.

Depending on your institution's configuration, you may see more or less columns than appear in the screenshots of the search results, but your search filters and the functionality are as described.

Upon logging in, the default view will be courses in all statuses originated by the user.

	Courses		✓ My Proposals	Subject ▾	Proposal Type ▾	Status ▾	⬇ Sort Options	⬆ Export
				× Keyword Search:				🔍 Search
	Subject	Course #	Title		Type		Status	Reports
▸	ACC	1000	ACC 1000 - Test		New Undergraduate Course		Draft	📄

Proposals for which you are a co-contributor will appear highlighted green.

	Courses		✓ My Proposals	Subject ▾	Proposal Type ▾	Status ▾	⬇ Sort Options	⬆ Export
				× Keyword Search:				🔍 Search
	Subject	Course #	Title		Type		Status	Reports
▸	ACC	1000	ACC 1000 - Test		New Undergraduate Course		Draft	📄

If the user has no courses, the screen will appear as follows:

	Courses		✓ My Proposals	Subject ▾	Proposal Type ▾	Status ▾	⬇ Sort Options	⬆ Export
				× Keyword Search:				🔍 Search
	Subject	Course #	Title		Type		Status	Reports

You have no current proposals. Check your filters above. To search other curriculum, use the filters above and click search. If you would like to create a new proposal, click on the "Create Proposal" at the top of the screen.

—> **Next Page:** Searching Curriculum - Keyword Search

Searching Curriculum - continued

Keyword Search

Enter search terms in the Keyword Search textbox (1). Click the 'Search' button with the magnifying glass icon (2) to the right of the box to perform a search using the term, or the 'X' button (3) to the left of the box to remove the term..

Only items that meet the criteria of both keywords and any filters applied will appear in the results.

The keyword option searches the hierarchy, proposal title, and proposal description. The search engine will search for the exact phrase entered, including any spaces or numbers.

Adding a comma between keywords will add an implicit "or" to the search. For example "cell biology" will search for the exact phrase "cell biology." On the other hand, "cell, biology" will search for all proposals that include the word "cell" or the word "biology" in their hierarchy, proposal title, and proposal description.

Filtering Search Results

You can add filters to your search results by clicking the 'Subject', 'Proposal Type', 'Status', and/or 'Sort Options' dropdown menus.

Scope Filter

If your institution has a scope filter, use the dropdown menu (1) to select the scope of the search.

Not all institutions have a scope filter. Only one filter from this menu can be applied to a search at a time. Filter options vary depending on your institution's configuration.

—> **Next Page:** Searching Curriculum - Filtering Search Results: Status Filter

Searching Curriculum - continued

Filtering Search Results - continued

Status Filter

*Select any proposal statuses to include in your search from the 'Status Filters' checklist (2). To include all statuses in your search, select either **all** or **none** of these checkboxes.*

Your institution may have different statuses than shown here.

Sort Options
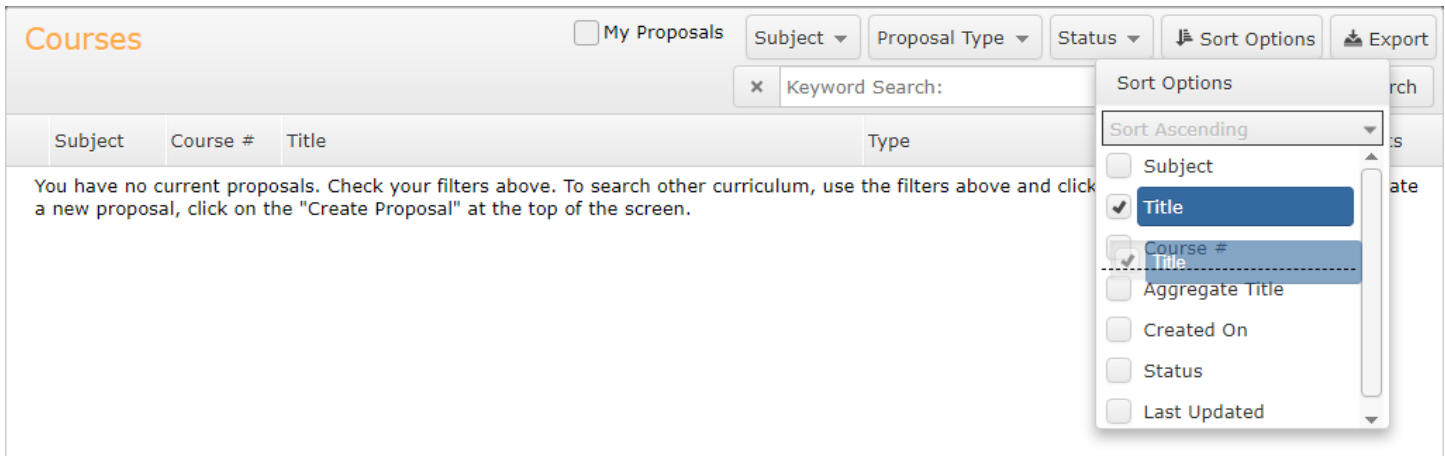
To sort the search results, select from the 'Sort Options' checklist (3). You can choose whether to sort your search in Ascending or Descending order from the dropdown (4). Click the checkboxes to choose which columns you would like to sort by.

—> Next Page: Searching Curriculum - Filtering Search Results: Sort Options - continued

Searching Curriculum - continued

Filtering Search Results - continued

Sort Options - continued

▶ *Sort options can be dragged and dropped to prioritize the sort order.*

Apply/Cancel Search

▶ *To apply the search criteria selected in the Search Options and to view results, click the 'Search' button (5). To clear all of the selected search criteria at once and start over, refresh the page.*

Using Search Results

Search results can be exported to several formats for review offline.

▶ *Select the 'Export' icon (1) to choose which document format to download.*

—> Next Page: Searching Curriculum - Using Search Results - continued

Searching Curriculum - continued

Using Search Results - continued

> ↖ *Select the file format from the dropdown menu.*

A file in the specified format will download to your computer with the search results in a table format, as seen in the PDF example below. You may need to authorize the download.

You can get additional information about a proposal in the search results without opening the proposal itself.

> ↖ *Click the arrow to the left of the proposal title (2).*

Searching Curriculum - continued

Using Search Results - continued

This will open a summary of the proposal(s) with additional identifying details. You can view multiple summaries simultaneously.

Courses				My Proposals	Subject ▾	Proposal Type ▾	Status ▾	⊥≡ Sort Options	⬆ Export

	✕	Keyword Search:						Q Search

	Subject	Course #	Title		Type	Status	Reports
▾	ACC	640M	ACC 640M - Acc for Gov't & NFP Entities		New Graduate Course	Historical	📄

Short Title: Acc for Gov't & NFP Entities
Institution: ▆▆▆▆▆
Subject: ACC Accounting
Course Number: 640M
Credit Hours: 4.50
Credit Hours: 4.50

Accounting principles used by governmental units and non-profit organizations. Concepts of fund accounting and the analysis and interpretation of the financial statements.

| ▸ | ACC | 640M | ACC 640M - Acc for Gov't & NFP Entities | | Minor Graduate Course Modification | Historical | 📄 |
| ▾ | ACC | 640M | ACC 640M - Acc for Gov't & NFP Entities | | Minor Graduate Course Modification | Active | 📄 |

Short Title: Acc for Gov't & NFP Entities
Institution: ▆▆▆▆▆
Subject: ACC Accounting
Course Number: 640M
Credit Hours: 4.50
Credit Hours: 4.50

Accounting principles used by governmental units and non-profit organizations. Concepts of fund accounting and the analysis and interpretation of the financial statements.

| ▸ | ACC | 515 | ACC 515 - Accounting Ethics | | New Graduate Course | Active | 📄 |

|◀ ◀ **1** 2 3 4 5 ▶ ▶| 　　　　　　　　　　　　　　　　　　1-25 of 106

🖰 *Click the arrow next to the proposal(s) again to close the summary.*

Searching Curriculum - continued

Using Search Results - continued

Search results are paginated to more easily access results.

	Subject	Course #	Title	Type	Status	Reports
▶	ACC	640M	ACC 640M - Acc for Gov't & NFP Entities	New Graduate Course	Historical	📄
▶	ACC	640M	ACC 640M - Acc for Gov't & NFP Entities	Minor Graduate Course Modification	Historical	📄
▶	ACC	640M	ACC 640M - Acc for Gov't & NFP Entities	Minor Graduate Course Modification	Active	📄
▶	ACC	515	ACC 515 - Accounting Ethics	New Graduate Course	Active	📄
▶	ACC	501	ACC 501 - Accounting Fundamentals	New Graduate Course	Active	📄
▶	ACC	501	ACC 501 - Accounting Fundamentals	Graduate Course Termination	In Review	📄
▶	ACC	657	ACC 657 - Accounting Information Systems	New Graduate Course	Historical	📄
▶	ACC	657	ACC 657 - Accounting Information Systems	Graduate Course Modification	Active	📄
▶	ACC	591	ACC 591 - Accounting Internship	New Graduate Course	Active	📄
▶	ACC	431	ACC 431 - Advanced Accounting	New Undergraduate Course	Historical	📄
▶	ACC	431	ACC 431 - Advanced Accounting	Minor Undergraduate Course Modification	Active	📄
▶	ACC	615M	ACC 615M - Advanced Financial Accounting	Minor Graduate Course Modification	Historical	📄
▶	ACC	615M	ACC 615M - Advanced Financial Accounting	Graduate Course Modification	Active	📄
▶	ACC	615M	ACC 615M - Advanced Financial Accounting	New Graduate Course	Historical	📄
▶	ACC	631M	ACC 631M - Advanced Managerial Accounting	New Graduate Course	Historical	📄
▶	ACC	631M	ACC 631M - Advanced Managerial Accounting	Graduate Course Modification	Active	📄
▶	ACC	631M	ACC 631M - Advanced Managerial Accounting	Minor Graduate Course Modification	Historical	📄
▶	ACC	300	ACC 300 - Applied Tech for Accountants	Minor Undergraduate Course Modification	Historical	📄

Courses — My Proposals — Subject ▾ — Proposal Type ▾ — Status ▾ — Sort Options — Export
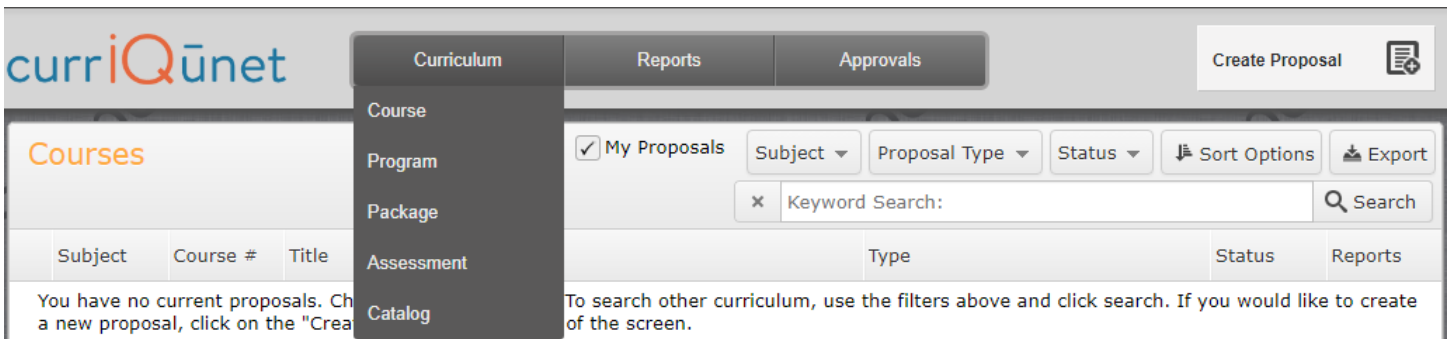
Keyword Search: — Search

|◀ ◀ **1** 2 3 4 5 ▶ ▶| **3**   **4** 1-25 of 106

Navigate between the pages using the navigator at the bottom of the screen (3). The result range (4) indicates the visible proposals and the total number of proposals in the search results that meet the selected search criteria.

Creating and Viewing Curriculum
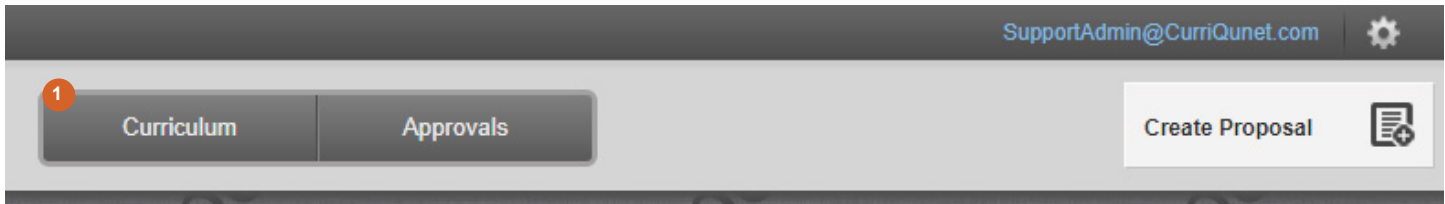
▶ *Click the 'Curriculum' button (1) at the top of the page.*

A dropdown menu will appear with the curriculum and assessment types that your institution uses META to manage. Curriculum options will be explained throughout this part of the tutorial, although the process is similar with all options.

Status, Launch Requirements, Tabs, and Badges

When you enter a proposal that has not yet been launched, you will see the "Draft" status (1), any remaining launch requirements (2), the dark gray tabs on the left which indicate the different sections/pages of a proposal, and badges (3) which indicate which launch requirements have or have not been met in each section. When all launch requirements in a section are completed, badges will change from yellow to green (4). The number of remaining launch requirements will also change accordingly.
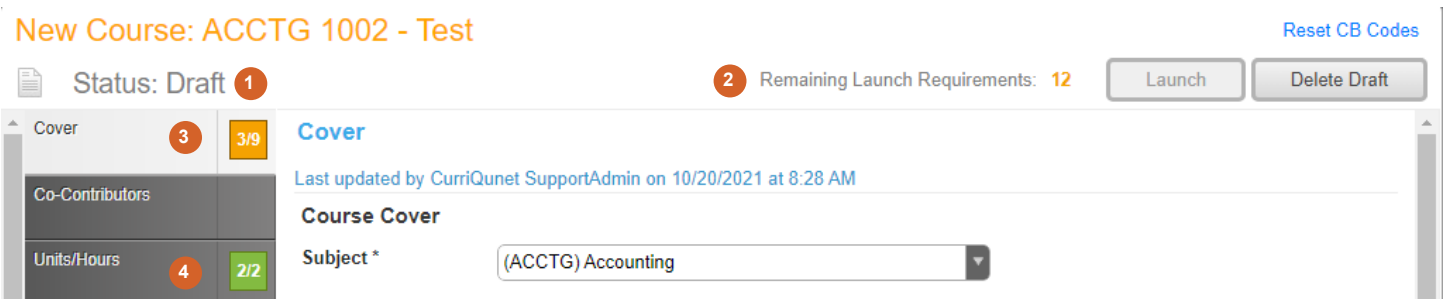
❗ NOTE: Some proposals for certain institutions may also have state requirements in addition to regular launch requirements. In that case, remaining state requirements will show at the top of the screen as well. State requirement badges for a section will be blue when incomplete and change to green when they are completed.

—> **Next Page:** Creating & Viewing Curriculum - Save Requirements
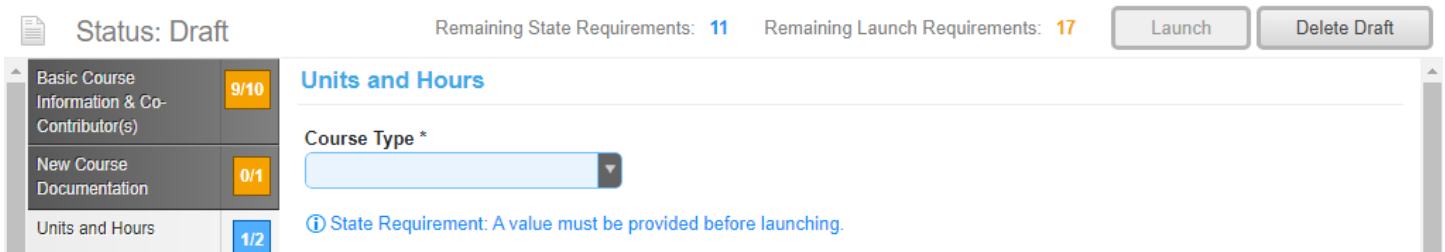
Creating and Viewing Curriculum - continued

Save Requirements

When you see textboxes highlighted in pink, they are "save requirements." These differ from launch requirements because they are not necessarily required to launch the proposal, but they are required to save a particular item (such as an item in a list or a grid) to the proposal.

Course Requisites

RequisiteType *

[▼]

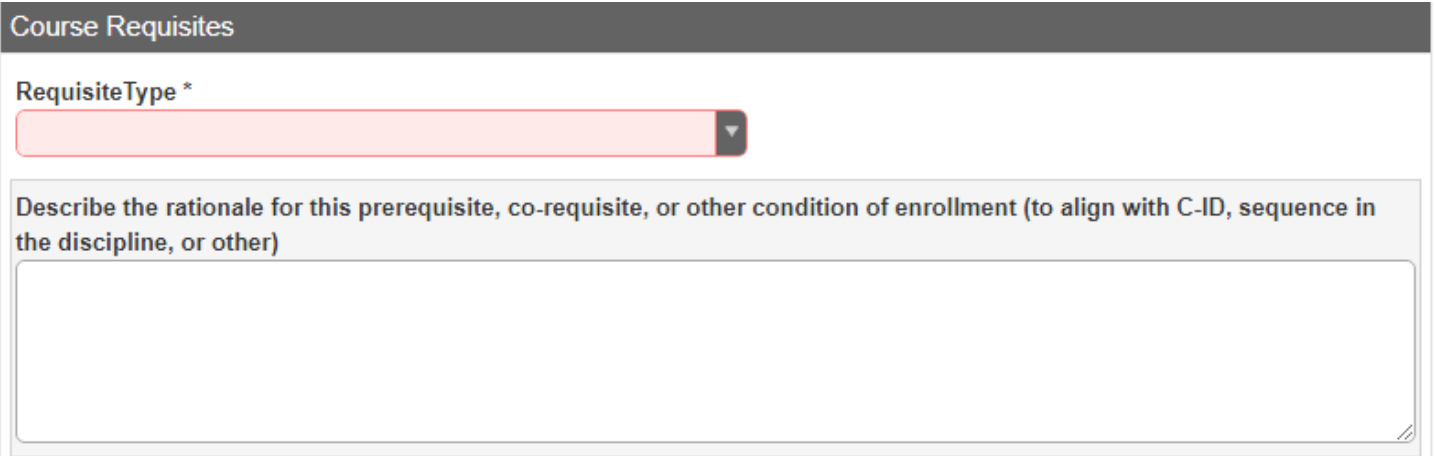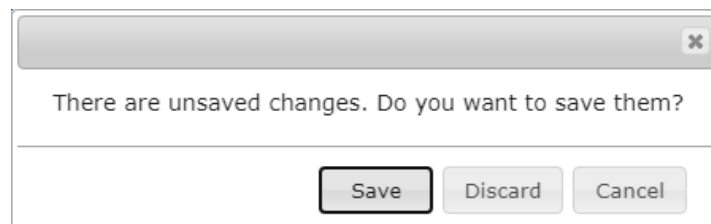Describe the rationale for this prerequisite, co-requisite, or other condition of enrollment (to align with C-ID, sequence in the discipline, or other)

[   ]

Saving Tabs

Whenever you are in a tab on the proposal form and you type new information into a textbox, click a checkbox or radio button, select an option from a dropdown menu, or make any other changes, a Save button will populate at the bottom of the proposal.

[Save]

Click the "Save" button to save your work before navigating to another tab or out of the proposal. If you do not click "Save" before navigating out of the current tab, a prompt will pop up asking if you would like to save your changes.

There are unsaved changes. Do you want to save them?

[Save] [Discard] [Cancel]

Click "Save" to navigate out of the current tab and save your changes. Click "Discard" to continue navigating out of the tab without saving your changes. Click "Cancel" or the x at the top of the prompt to remain in the current tab without saving your changes.

—> **Next Page:** Creating & Viewing Curriculum - Courses: New Courses

Creating and Viewing Curriculum - continued
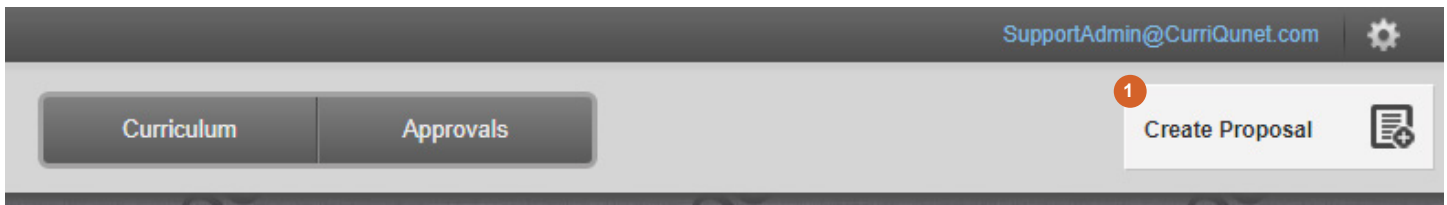
Courses

New Courses

SupportAdmin@CurriQunet.com

Curriculum   Approvals

1   Create Proposal

➤ *To create a new course proposal for a course that has not previously been offered, click 'Create Proposal' (1).*

Create Proposal

This page allows you to initiate a draft proposal.

Once completed, the proposal can be submitted (or launched) for review. While under review, changes to a proposal are only allowed when requested by a reviewer.

To create a proposal, follow the steps below.

| 1. Select Proposal Type |
| 2. Complete Proposal Requirements |
| 3. Review and Submit |

Proposal Type

2

Courses

Course Deletion

Course Modification

1 New Course

Previous   **3** Next   Create Proposal

⌨ ➤ *Select a New Course proposal type from the Proposal Type dropdown menu (1). You can also type keywords in the textbox (2) to narrow your search options. After you have selected a proposal type, click 'Next' (3).*

—> **Next Page:** Creating & Viewing Curriculum - New Courses - continued

Creating and Viewing Curriculum - continued

Courses - continued

New Courses - continued

Proposal Requirements

1. Select Proposal Type
2. Complete Proposal Requirements
3. Review and Submit

New Course

Fill out all of the fields below.

Subject*
(ACCTG) Accounting

Course Number*
1000

Course Title*
Test

Description
Put description here.

[Previous] [Next] [Create Proposal]

⌨ ▶ *Complete all fields to create the proposal and click 'Next.' Items marked with an asterisk (*) are required. If you need to select a different proposal type or go to the previous step at any time, click 'Previous.'* **Do not use your browser's back button.**

1. Select Proposal Type
2. Complete Proposal Requirements
3. Review and Submit

Proposal Summary

Please review the proposal details below. If you need to make changes, click on any of the previous steps to modify the proposal.

New Course
Subject: (ACCTG) Accounting
Course Number: 1000
Course Title: Test
Description: Put description here.

If this is correct, press Create Proposal.

[Previous] [Next] [Create Proposal]

▶ *Confirm that the information entered is correct, and then click 'Create Proposal.'*

—> **Next Page:** Creating & Viewing Curriculum - New Courses - continued

Creating and Viewing Curriculum - continued

Courses - continued

New Courses - continued

A new course proposal will be created. For additional details on proposal functions, see the Proposal Functions and Features starting on p. 72.

Complete the proposal, selecting each dark gray tab on the left to navigate between sections of the proposal.
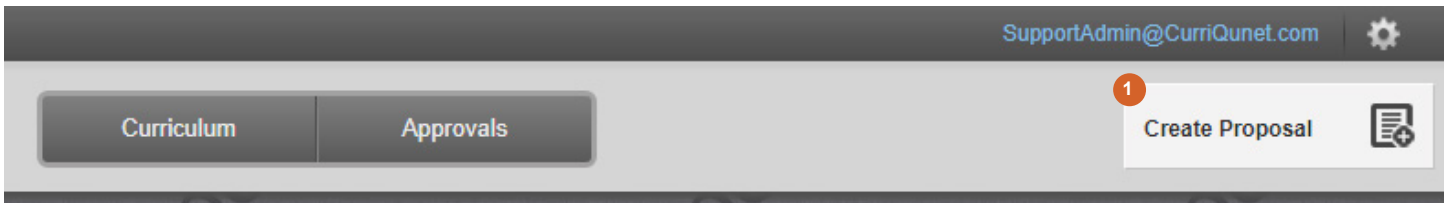
When the proposal is complete, click 'Launch' (1) to move the proposal into the approval process (this button will not be available until all launch requirements have been completed).

To delete the proposal before launching, click 'Delete Draft' (2).

—> **Next Page:** Creating & Viewing Curriculum - Courses: Modify/Deactivate Courses

Courses - continued

Modify or Deactivate Courses

SupportAdmin@CurriQunet.com ⚙

Curriculum   Approvals   ① Create Proposal 📝

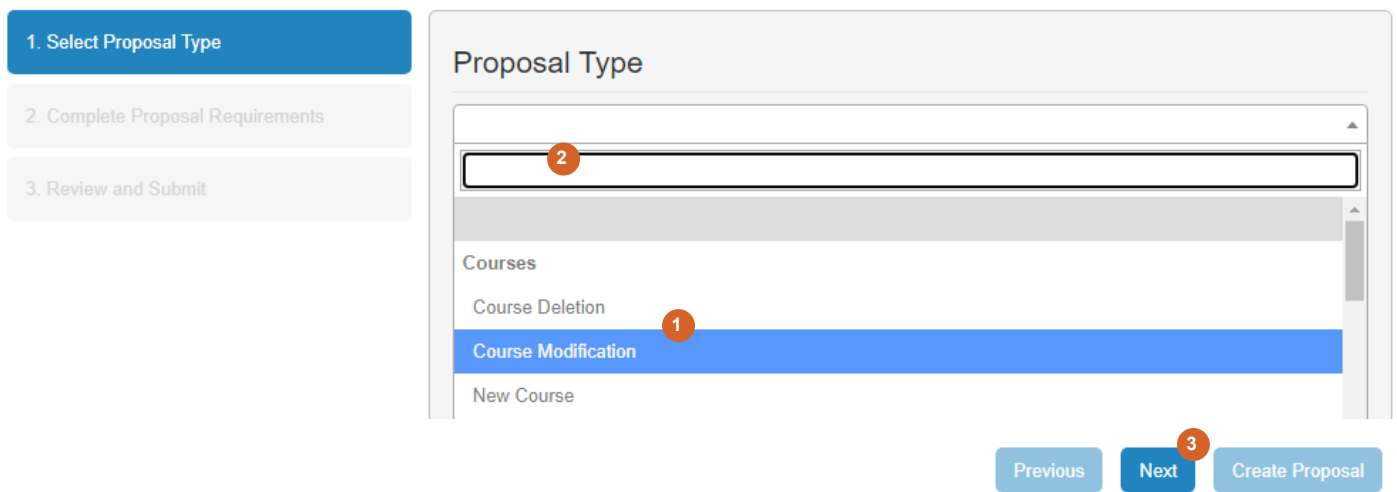▶ *To create a modification or deactivation proposal for an existing course, click 'Create Proposal' (1).*

❗ NOTE: This part of the tutorial will be using screenshots from the Course Modification proposal creation process, but the same process is used to create a Course Deactivation proposal. Some institutions also have a Course Reactivation process to reactivate courses that are no longer active; that process is the same (or very similar) as well.

Create Proposal

This page allows you to initiate a draft proposal.

Once completed, the proposal can be submitted (or launched) for review. While under review, changes to a proposal are only allowed when requested by a reviewer.

To create a proposal, follow the steps below.

1. Select Proposal Type
2. Complete Proposal Requirements
3. Review and Submit

Proposal Type

▲

② [   ]

Courses

Course Deletion

Course Modification ①

New Course

Previous   Next ③   Create Proposal

⌨ ▶ *Select a Modify or Deactivate/Delete Course proposal type from the Proposal Type dropdown menu (1). You can also type keywords in the textbox (2) to narrow your search options. After you have selected a proposal type, click 'Next' (3).*

Creating and Viewing Curriculum - continued

Courses - continued

Modify or Deactivate Courses - continued

| 1. Select Proposal Type |
| 2. Complete Proposal Requirements |
| 3. Review and Submit |

Proposal Requirements

Course Modification

Use "Find Proposal" to search the proposal you want to update.

Find Proposal   Source:

Previous   Next   Create Proposal

▸ *Click 'Find Proposal' to find the course you want to modify or deactivate. If you need to select a different proposal type or go to the previous step at any time, click 'Previous.'* **Do not use your browser's back button.**

Search Proposals

Select one or more subjects or enter keywords and click search.

Keyword filters are applied to the title, subject, course number and institution. Keywords separated by a comma are treated as distinct search terms and will return all records containing all terms.

*(Ex. **English, 300** will return all records with both **English** and **300**. **English 300** will return only those records where the exact phrase is matched in the search).*

Subject Filter: ①   Keyword Search: ②   Reset

Looking for

- ☐ (BA) Business Administration
- ☐ (BIOL) Biology
- ☐ (BSCA) Building Safety & Code Administration
- ☐ (BT) Business & Technology
- ☐ (CADD) Computer Aided Drafting and Design
- ☐ (CAM) Computer Aided Manufacturing

			Status
		...dership	Active
		...on I: Programs in Early Childhood Education	Active
			Active
		...ng and Composition	Active
			Active
ST	300	ST 300 - Supervised Tutoring	Active
CHDEV	19	CHDEV 19 - Work Experience (Cooperative), Occupational	Active
CHDEV	16	CHDEV 16 - Introduction to Early Intervention	Active
SST	177	SST 177 - (Course Title to be Selected)	Active
SST	277	SST 277 - (Course Title to be Selected)	Active

|◀ ◀ 1 2 3 4 5 ... ▶ ▶| 1-10 of 1515

Search   Cancel   Select Proposal

⌨ ▸ *If necessary, you can refine your search by subject in the Subject Filter dropdown (1) and/or enter text into the Keyword Search bar (2).*

⟶ Next Page: Creating & Viewing Curriculum - Modify/Deactivate Courses - continued

Courses - continued

Modify or Deactivate Courses - continued

Search Proposals

Select one or more subjects or enter keywords and click search.

Keyword filters are applied to the title, subject, course number and institution. Keywords separated by a comma are treated as distinct search terms and will return all records containing all terms.

(Ex. *English*, *300* will return all records with both *English* and *300*. *English 300* will return only those records where the exact phrase is matched in the search).

Subject Filter:		Keyword Search:		Reset

Institution	Subject	Course #	Title	Status
	ACCTG	4A	ACCTG 4A - Financial Accounting	Active
	ACCTG	4B	ACCTG 4B - Managerial Accounting	Active
	ACCTG	19	ACCTG 19 - Work Experience (Cooperative), Occupational	Active
	ACCTG	51	ACCTG 51 - Intermediate Accounting	Active
	ACCTG	52	ACCTG 52 - Cost Accounting	Active
	ACCTG	53	ACCTG 53 - Tax Accounting	Active
	ACCTG	54A	ACCTG 54A - Principles of Auditing	Active
	ACCTG	56	ACCTG 56 - Payroll Accounting	Active
	ACCTG	57	ACCTG 57 - Governmental Accounting	Active
	ACCTG	61	ACCTG 61 - Forensic Accounting	Active

|◁ ◁ **1** 2 3 4 5 ... ▷ ▷| 1-10 of 1515

| Search | ACCTG 4A - Financial Accounting | | | Cancel | Select Proposal ③ |

Select the desired proposal to be modified or deactivated and click 'Select Proposal' (3).

——> Next Page: Creating & Viewing Curriculum - Modify/Deactivate Courses - continued

Creating and Viewing Curriculum - continued

Courses - continued

Modify or Deactivate Courses - continued

The Proposal Requirements screen will populate again. This time, the course you selected in the previous step will show as the 'Source.'

Select 'Next' to continue moving forward with creating the proposal.

Confirm that the course selected is correct, then click 'Create Proposal.'

—> Next Page: Creating & Viewing Curriculum - Modify/Deactivate Courses - continued

Creating and Viewing Curriculum - continued

Courses - continued

Modify or Deactivate Courses - continued

A proposal that is a version of the existing course will be created, allowing you to either make changes to or deactivate the course (depending on which proposal type you chose). For additional details on proposal function, see the Proposal Functions and Features starting on p. 72.

Complete the proposal, selecting each dark gray tab on the left to navigate between sections of the proposal.
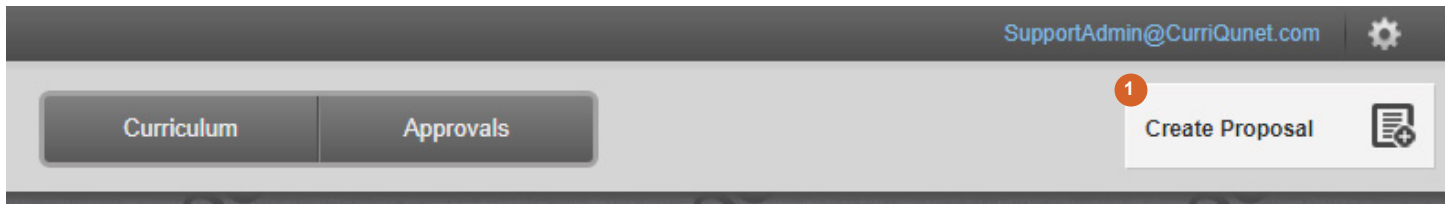
When the proposal is complete, click 'Launch' (1) to move the proposal into the approval process. If any required fields are erased and left blank, the Launch button will become unavailable until all launch requirements are again met.

To delete the proposal before launching, click 'Delete Draft' (2).

—> **Next Page:** Creating & Viewing Curriculum - Programs or Degrees: New Programs

Creating and Viewing Curriculum - continued

Programs or Degrees

New Programs

👆 *To create a new course proposal for a new degree, click 'Create Proposal' (1).*

⌨️👆 *Select a New Program proposal type from the Proposal Type dropdown menu (1). You can also type keywords in the textbox (2) to narrow your search options. After you have selected a proposal type, click 'Next' (3).*

—> Next Page: Creating & Viewing Curriculum - New Programs - continued

Creating and Viewing Curriculum - continued

Programs or Degrees - continued

New Programs - continued

| 1. Select Proposal Type |
| 2. Complete Proposal Requirements |
| 3. Review and Submit |

Proposal Requirements

New Program

Fill out all of the fields below.

Division*

BUS ▼

Department*

ACCT ▼

Award Type*

Associate in Arts Degree ▼

Program Title*

Test

[Previous] [Next] [Create Proposal]

⌨ ↖ *Complete all fields to create the proposal and click 'Next.' Items marked with an asterisk (*) are required. If you need to select a different proposal type or go to the previous step at any time, click 'Previous.' **Do not use your browser's back button.***

| 1. Select Proposal Type |
| 2. Complete Proposal Requirements |
| 3. Review and Submit |

Proposal Summary

Please review the proposal details below. If you need to make changes, click on any of the previous steps to modify the proposal.

New Program
Program Title: Test
Award Type: Associate in Arts Degree

If this is correct, press Create Proposal.

[Previous] [Next] [Create Proposal]

↖ *Confirm that the information entered is correct, and then click 'Create Proposal.'*

Creating and Viewing Curriculum - continued

Program or Degree - continued

New Programs - continued

A new program proposal will be created. For additional details on proposal function, see the Proposal Functions and Features starting on p. 72.

Complete the proposal, selecting each dark gray tab on the left to navigate between sections of the proposal.
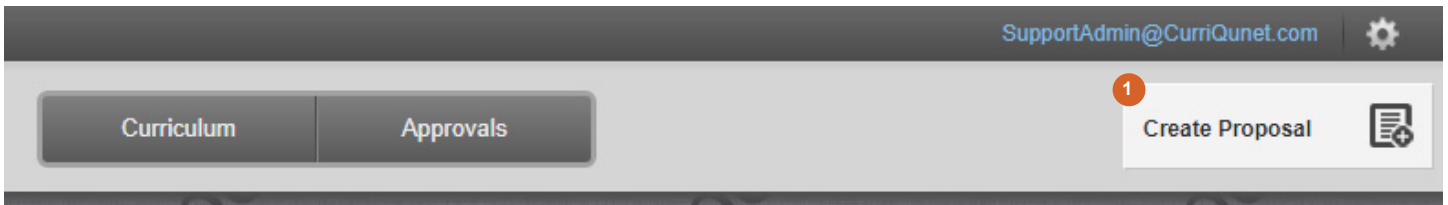
When the proposal is complete, click 'Launch' (1) to move the proposal into the approval process (this button will not be available until all launch requirements have been completed).

To delete the proposal before launching, click 'Delete Draft' (2).

—> Next Page: Creating & Viewing Curriculum - Programs: Modify/Deactivate Programs

Creating and Viewing Curriculum - continued

Program or Degree - continued

Modify or Deactivate Programs

➤ *To create a modification or deactivation proposal for an existing program, click 'Create Proposal' (1).*

❗ NOTE: This part of the tutorial will be using screenshots from the Program Deactivation proposal creation process, but the same process is used to create a Program Modification proposal.

⌨ ➤ *Select a Modify or Deactivate/Delete Program proposal type from the Proposal Type dropdown menu (1). You can also type keywords in the textbox (2) to narrow your search options. After you have selected a proposal type, click 'Next' (3).*

⟶ Next Page: Creating & Viewing Curriculum - Modify/Deactivate Programs - continued

Program or Degree - continued

Modify or Deactivate Programs - continued

Click 'Find Proposal' to find the program you want to modify or deactivate.

If necessary, you can refine your search by Division and/or Department in the dropdowns (1, 2) and/or enter text into the Keyword Search bar (3). Select the desired proposal to be modified or deactivated and click 'Select Proposal' (4).

Creating and Viewing Curriculum - continued

Program or Degree - continued

Modify or Deactivate Programs - continued

The Proposal Requirements screen will populate again. This time, the program you selected in the previous step will show as the 'Source.'

1. Select Proposal Type	**Proposal Requirements**
2. Complete Proposal Requirements	**Program Deletion**
3. Review and Submit	Use "Find Proposal" to search the proposal you want to update.

| | Find Proposal   **Source: Test - Associate in Arts Degree** |

Previous   Next   Create Proposal

▶ *Select 'Next' to continue moving forward with creating the proposal.*

1. Select Proposal Type	**Proposal Summary**
2. Complete Proposal Requirements	Please review the proposal details below. If you need to make changes, click on any of the previous steps to modify the proposal.
3. Review and Submit	**Program Deletion**
	Program: Test - Associate in Arts Degree
	If this is correct, press Create Proposal.

Previous   Next   Create Proposal

▶ *Confirm that the program selected is correct, then click 'Create Proposal.'*

—> Next Page: Creating & Viewing Curriculum - Modify/Deactivate Programs - continued

Creating and Viewing Curriculum - continued

Program or Degree - continued

Modify or Deactivate Programs - continued

A proposal that is a version of the existing program will be created, allowing you to either make changes to or deactivate the program (depending on which proposal type you chose). For additional details on proposal function, see the Proposal Functions and Features starting on

Program Deletion: Test - Associate in Arts Degree | View the program being deactivated

Status: Draft | Remaining Launch Requirements: 0 | **1** Launch | **2** Delete Draft

Cover	5/5
Description/Narrative	1/1
Program Requirements	
Program Course Sequencing	
Program Outcomes	
Attach Files	
Codes	

Cover

Purpose of Deletion

☐ 4-year Title 5 Curriculum Review and Update

☐ Other

Degree/Certificate Cover

Degree/Certificate Title * [Test]

Division * [BUS ▾]

Department * [ACCT ▾]

Award Type * [Associate in Arts Degree ▾]

Student Program Award (SP02) [▾]

Proposed Start - Semester * [2021 Fall Semester ▾]

Complete the proposal, selecting each dark gray tab on the left to navigate between sections of the proposal.

When the proposal is complete, click 'Launch' (1) to move the proposal into the approval process. If any required fields are erased and left blank, the Launch button will become unavailable until all launch requirements are again met.

To delete the proposal before launching, click 'Delete Draft' (2).

—> **Next Page:** Creating & Viewing Curriculum - Cloning

Creating and Viewing Curriculum - continued

Cloning

What is Cloning?

Cloning is an optional META feature that must be requested by Admin users.

The process of cloning is actually the extraction of data from an existing proposal (either a course or program proposal) into a new proposal. Cloning is different than simply copying an entity - copying an entity simply creates another instance of that entity, while cloning creates an entirely new entity.

Cloning a Proposal
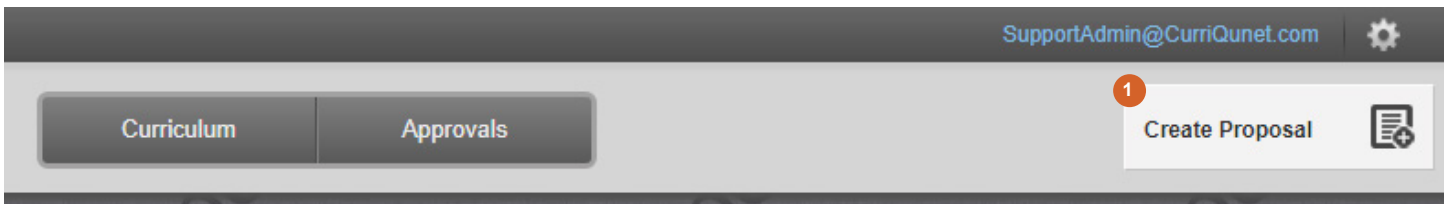
▸ *Log in as you normally would. On the META homepage, click 'Create Proposal' (1).*

▸ *On the Create Proposal page, select the proposal type you wish to create from the dropdown (1).You can also type keywords in the textbox (2) to narrow your search options. After you have selected a proposal type, click 'Next' (3).*

Generally, you will choose a variant of a New proposal (course or program). The exact type of proposal you choose will be affected by how your institution's course types are configured.

—> **Next Page:** Creating & Viewing Curriculum - Cloning a Proposal- continued

Creating and Viewing Curriculum - continued

Cloning - continued

Cloning a Proposal - continued

Click the 'Find Proposal' button (1). If you need to select a different proposal type or go to the previous step at any time, click 'Previous.' **Do not use your browser's back button.**

NOTE: You can only clone proposals which are set up for cloning. If the "Find Proposal" button does not appear, the proposal type you have selected is not set up for cloning.

—> **Next Page:** Creating & Viewing Curriculum - Cloning a Proposal- continued

Creating and Viewing Curriculum - continued

Cloning - continued

Cloning a Proposal - continued

META will display a list of course proposals.

Search Proposals

Select one or more subjects or enter keywords and click search.

Keyword filters are applied to the title, subject, course number and institution. Keywords separated by a comma are treated as distinct search terms and will return all records containing all terms.

(Ex. **English, 300** will return all records with both **English** and **300**. **English 300** will return only those records where the exact phrase is matched in the search).

(ACCT) Accounting	① Subj Filt	Keyword Search:	②	Reset

Institution	Subject	Course #	Title	Status
	ACCT	280	ACCT 280 - Accounting Ethics and Leadership	Active
	ACCT	280	ACCT 280 - Accounting Ethics and Leadership	In Review
	ACCT	1000	ACCT 1000 - Test	Active
	ACCT	9999	ACCT 9999 - test	Historical

⟨⟨	⟨	1 2 3 **4**	⟩	⟩⟩		31-34 of 34

Search	ACCT 1000 - Test		Cancel	Select Proposal ③

⌨ ▶ *If necessary, you can refine your search by subject in the Subject Filter dropdown (1) and/or enter text into the Keyword Search bar (2). Select the desired proposal to clone from and click 'Select Proposal' (3).*

—> **Next Page:** Creating & Viewing Curriculum - Cloning a Proposal- continued

Creating and Viewing Curriculum - continued

Cloning - continued

Cloning a Proposal - continued

META will then populate the data into the Proposal Requirements fields. Note that the proposal information has been filled in with data from the proposal you have cloned.

❗ NOTE: You will need to choose a different course number to differentiate it from the original course. If you fail to do so before proceeding, you will see the following (or similar) warning message:

> A new course proposal cannot be started because an active or pending course already exists for this subject and course number. If you would like to modify or deactivate this course instead, go back to Step 1 (Select Proposal Type) and select either the modify or deactivate proposal type. If you would like to collaborate on the active pending proposal, contact the originator and ask to be added as a 'co-contributor'.

| 1. Select Proposal Type |
| 2. Complete Proposal Requirements |
| 3. Review and Submit |

Proposal Requirements

New Course Proposal

| Find Proposal | Source: ACCT 1000 - Test |

Fill out all of the fields below.

Subject*
(ACCT) Accounting ▼

Course Number*
1000

Course Title*
Test

Description
test

Previous   Next   Create Proposal

⌨ ▶ *Change the Course Number appropriately, then click 'Next.'*

—> **Next Page:** Creating & Viewing Curriculum - Cloning a Proposal- continued

Creating and Viewing Curriculum - continued

Cloning - continued

Cloning a Proposal - continued

---

1. Select Proposal Type

2. Complete Proposal Requirements

3. Review and Submit

Proposal Summary

Please review the proposal details below. If you need to make changes, click on any of the previous steps to modify the proposal.

New Course Proposal
Subject: (ACCT) Accounting
Course Number: 1001
Course Title: Test
Course: Test
Description: test

If this is correct, press Create Proposal.

[Previous] [Next] [Create Proposal]

▶ *Confirm that the proposal information is correct, then click 'Create Proposal.'*

New Course Proposal: ACCT 1001 - Test

Reset CB Codes

📄 Status: Draft   Remaining Launch Requirements: 9   ❶ [Launch]   ❷ [Delete Draft]

Proposal Resources	**Cover**
Cover **8/8**	Last updated by CurriQunet SupportAdmin on 10/20/2021 at 12:56 PM
Units/Hours **0/5**	**Department** Accounting Education
Co-Contributor(s)	**Subject** (ACCT) Accounting ▾
Objectives	**Course Number *** 1001
Math & English Skills Advisories	**Long Course Title *** Test
	Short Course Title * test

⌨ ▶ *Complete the proposal, selecting each dark gray tab on the left to navigate between sections of the proposal. If necessary, some information that was copied over from the other proposal may need to be changed.*

When the proposal is complete, click 'Launch' (1) to move the proposal into the approval process (this button will not be available until all launch requirements have been completed).

To delete the proposal before launching, click 'Delete Draft' (2).

# Creating and Viewing Curriculum - continued

Packages

A package bundles Course and Program draft proposals into a single proposal so that all items work through the approval process together and activate at the same time.

You may have multiple package proposal types that follow different workflows, such as one for new curriculum, one for modifying curriculum, and one for deactivating curriculum, or proposal types for different combinations of curriculum - e.g. all courses, all programs, or courses and programs.

New Packages

Before creating a Package you will need to make sure that all of the courses/programs that you will be adding to the package are in "draft" status. If you are creating a new course/program, then create those proposals first, before creating the package, and then leave the courses/programs in "draft" without launching them.
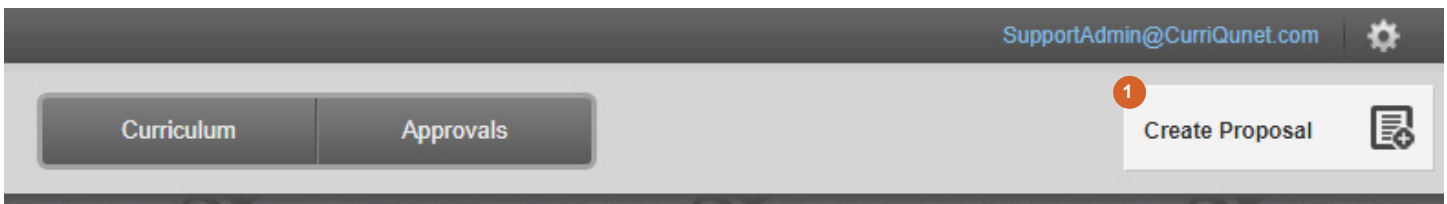
To create a new package, click 'Create Proposal'.

Select a New Package proposal type from the Proposal Type dropdown menu (1). You can also type keywords in the textbox (2) to narrow your search options. After you have selected a proposal type, click 'Next' (3).

—> Next Page: Creating & Viewing Curriculum - Packages: New Packages - continued

Creating and Viewing Curriculum - continued

Packages - continued

New Packages - continued

The **Subject** you select on the Proposal Requirements screen determines which people this package will go to in the approval process. The **Package Title** is the name you are giving this particular package. **Catalog Description** is a summary of what changes or new items the package contains.

Complete all fields to create the proposal and click 'Next.' Items marked with an asterisk (*) are required. If you need to select a different proposal type or go to the previous step at any time, click 'Previous.' ***Do not use your browser's back button.***

Confirm that the proposal information is correct, then click 'Create Proposal.'

—> Next Page: Creating & Viewing Curriculum - Packages: New Packages - continued

Creating and Viewing Curriculum - continued

Packages - continued

New Packages - continued

Generally a package has only three tabs: a **Cover** tab, which usually includes space for the rationale behind bundling the proposals; a **Courses** tab, which will have a multi-select list for adding draft course proposals; and a **Programs** tab, which includes a multi-select list for adding draft program proposals.

Once inside the package proposal you will see the information you entered in the Cover tab.

Complete the Cover tab by filling out any relevant information and completing launch requirements for the tab.

⟶ **Next Page:** Creating & Viewing Curriculum - Packages: New Packages - continued

Packages - continued

New Packages - continued

Both the Course and Program tabs function similarly, with multi-select lists which allow you to check the items you need. Users are able to make multiple selections in both the Course and Program tabs if necessary.

You can either scroll up or down the multi-select lists with the scroll bar, or start typing the item you are looking for in the search box.
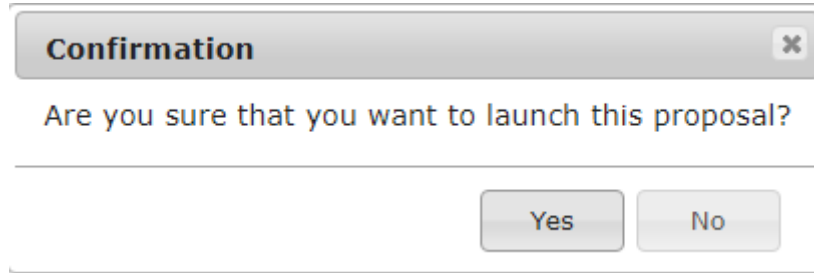
When you have made selections and saved the tabs, click 'Launch' to move the proposal into the approval process (this button will not be available until all launch requirements have been completed).

To delete the proposal before launching, click 'Delete Draft'.

Creating and Viewing Curriculum - continued

Packages - continued

New Packages - continued

After clicking the Launch button, a confirmation will pop up. Click 'Yes' to continue launching the proposal, or 'No' to cancel.

—> **Next Page:** Creating & Viewing Curriculum - Assessments

Creating and Viewing Curriculum - continued

Assessments

The Assessment module allows end users to provide and analyze feedback on course and program effectiveness, student success, course and program success, and student services. This module also allows the user to determine assessment types, set dates of previous and next assessments, staff participation levels, and the methods of assessment.

Both **Assessment** and **Program Review** proposals will include the **All Fields** report. Typically, this report is useful for gaining a quick overview of the proposal, as well as being able to check specific details at a glance.

❗ NOTE: Assessments are customizable, and assessment names and types vary from institution to institution. Your institution may have somewhat different assessment names and types than what is shown in the examples here, but the basic concepts are the same.

Definition of Terms

SLO: Student Learning Outcome. This term applies to the learning outcomes in a course.

PLO: Program Learning Outcome. This term applies to the learning outcomes in a program.

ILO: Institutional Learning Outcome. This term applies to the learning outcomes of an institution as a whole.

OLO: Organizational Level Outcome. These outcomes are directly tied to institutional hierarchy, so these might be related to Division, Department, Program (School of Engineering or School of Nursing for example, not to be confused with PLOs), or non-instructional units.

GELO: General Education Level Outcome. These outcomes are specific to general education.

Aggregate: Aggregates are combinations of individual assessments - either single assessments or other aggregates.

Who Can Access Assessments

The assessment feature uses origination rights, so any user who has origination rights for a department will be able to create an assessment proposal for that department.

Admins can create assessment proposals for all departments.

In a single institution installation, a user will be able to **see**, but not **edit** assessment proposals originated by other users in their institution.

In a district (i.e., multiple institution installation), a user will be able to see any proposals originated by other users in all institutions they have been given user rights to in a district installation, by using the **Curriculum** dropdown menu.

Creating and Viewing Curriculum - continued

Assessments - continued

What Aspects of Course and Program Proposals Affect Assessments

Outcomes of all types can be pulled into assessments. Outcome mapping affects whether or not we can do certain types of assessments.

What Aspects of the Assessment Feature Affect META

Assessments do not directly affect META other than situations in which assessments could be the driving force behind revision proposals. META does not pull data directly from assessment proposals. Assessments always pull from courses, programs, and other assessments.

Types of Assessments

Individual Instructor SLO Assessment

This assessment is for each instructor of a course to assess the sections they taught for each of the outcomes. This requires a separate proposal for each outcome.

Departmental Aggregate of Individual Instructor SLO Assessment

This assessment is for aggregating all of the assessments that individual instructors have done for a given course Student Learning Outcome.

Aggregate of All SLOs in a Course

The purpose of this assessment is to pull all of the departmental SLO assessments for SLOs in a given course in order to evaluate the course outcomes as a whole.

Aggregate of All SLOs Mapped to an ILO

This requires ILO/SLO mapping on course forms. This assessment allows a school to assess whether the courses are supporting their institutional outcomes effectively.

Aggregate of All SLOs Mapped to an Individual PLO

This requires PLO/SLO mappings on course forms. This assessment allows a department to determine how well the courses in a program are supporting the program's desired outcome.

Aggregate of All PLOs in a Program

This assessment allows a department to evaluate a program as a whole in terms of aggregation of all SLOs -> PLOs for all PLOs in the program.

Aggregate of All PLOs Mapped to an ILO

This requires ILO/PLO mapping on program forms. This assessment allows a school to assess whether the programs are actually supporting their institutional outcomes effectively.

Creating and Viewing Curriculum - continued

Types of Assessments - continued

Non-Instructional Unit Outcome

These assessments can apply to Academic Departments, Student Services, or Admin Units, and are usually annual assessments.
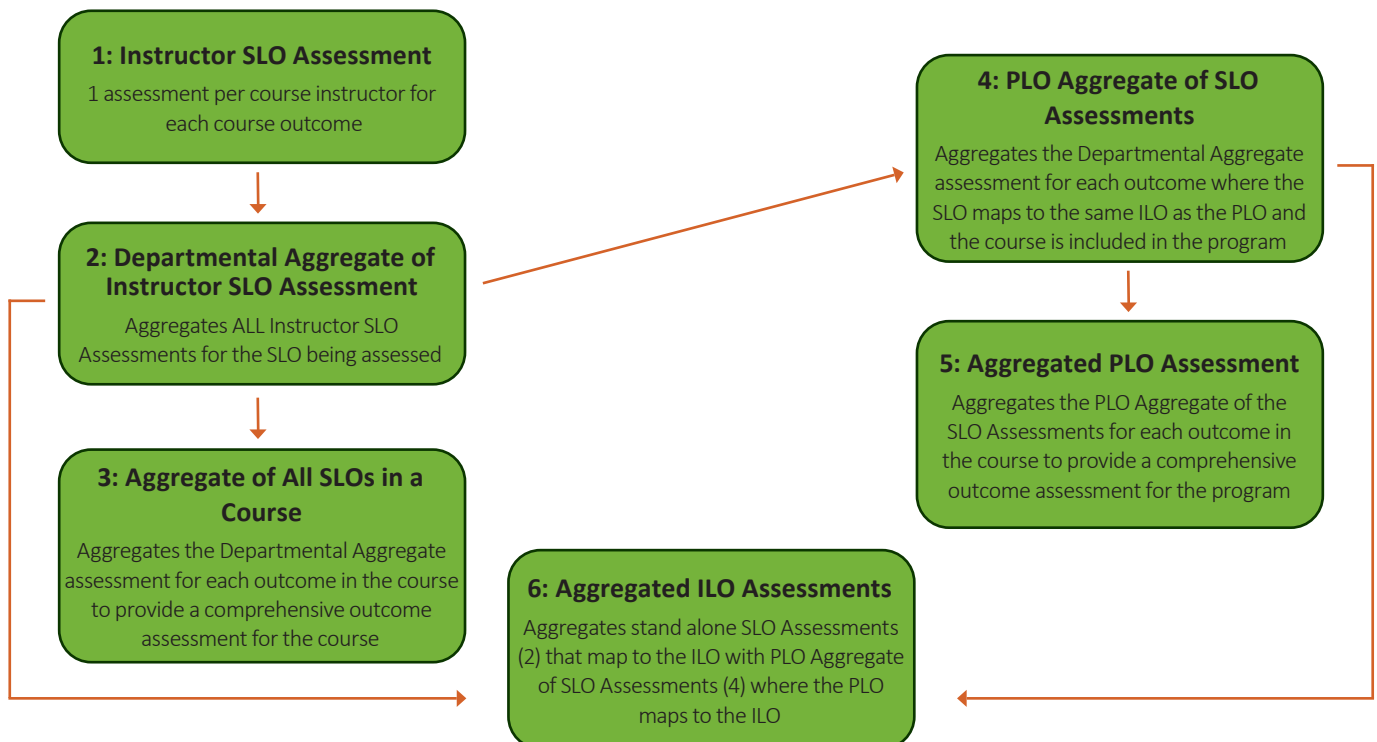
- Academic Department - assessments could include any non-instructional outcomes a department may have (for instance, a psychology department might offer student counseling), or they could assess research being done in a department.

- Student Services - outcomes for these assessments could include the library, financial aid office, campus security, etc.

- Admin Units - these could include Building and Grounds Maintenance, Economic Workforce Development, Center for Science Excellence, etc.

SLO, PLO, and ILO Mappings

Described below are two methods to implement the SLO, PLO, and ILO mappings. (NOTE: since assessments are highly customizable, many institutions have somewhat different mapping configurations. Example 1 is a more common configuration, while Example 2 is a less common but possible configuration.)

Example 1:

- SLOs map to PLOs on the Program Outcome tab.

- PLOs map to ILOs on the Program Outcome tab.

- SLOs map to ILOs on the Course Outcome tab, but only if the course is a "stand alone" course (meaning that it is not part of any program). There is a checkbox on the Main tab of the course that is labeled "This is a stand alone course." If the box is not checked, the ILO map on the Course Outcome tab should be hidden to prevent ILO mapping.

1: Instructor SLO Assessment
1 assessment per course instructor for each course outcome

2: Departmental Aggregate of Instructor SLO Assessment
Aggregates ALL Instructor SLO Assessments for the SLO being assessed

3: Aggregate of All SLOs in a Course
Aggregates the Departmental Aggregate assessment for each outcome in the course to provide a comprehensive outcome assessment for the course

4: PLO Aggregate of SLO Assessments
Aggregates the Departmental Aggregate assessment for each outcome where the SLO maps to the same ILO as the PLO and the course is included in the program

5: Aggregated PLO Assessment
Aggregates the PLO Aggregate of the SLO Assessments for each outcome in the course to provide a comprehensive outcome assessment for the program

6: Aggregated ILO Assessments
Aggregates stand alone SLO Assessments (2) that map to the ILO with PLO Aggregate of SLO Assessments (4) where the PLO maps to the ILO

Types of Assessments - continued

SLO, PLO, and ILO Mappings - continued

1. Individual Instructor Assessment of an Individual SLO

2. Aggregated Assessment of an Individual SLO:

   a. Pulls in assessments from item 1 that are all assessing the same SLO.

3. Aggregated Assessment of All SLOs in a Course:

   a. Pulls in aggregated assessments from item 2 for all SLOs in the selected course.

4. PLO Aggregate of SLO Assessments:

   a. Pulls in aggregated assessments from item 2 that:

      i. Are part of a course that is included in the program, and:

      ii. Are mapped to the same ILO that the program outcome is mapped to.

5. Aggregated PLO Assessment:

   a. Pulls in aggregated assessments from item 4 for all PLOs in a program.

6. Aggregated ILO Assessment:

   a. Pulls in assessments from item 4 for all PLOs that map to the ILO.

   b. Pulls in assessments from item 2 that are part of a stand alone course where the SLO is mapped to the ILO.

See next page for Example 2.

Types of Assessments - continued

SLO, PLO, and ILO Mappings - continued

Example 2:

- SLOs map to ILOs on the Course Outcome tab.

- PLOs map to ILOs on the Program Outcome tab.

- SLOs **do not** map to PLOs.

1: Individual SLO Assessment
1 assessment per course instructor for each course outcome

2: Departmental Aggregate of SLO Assessments
Aggregates ALL individual SLO Assessments for the SLO being assessed

3: Aggregate of All SLOs in a Course
Aggregates the Departmental Aggregate assessment for each outcome in the course to provide a comprehensive outcome assessment for the course

4: Aggregate of All SLOs Mapped to an ILO
Aggregates SLO Assessments that map to an ILO

5: Individual PLO Assessment
1 assessment per program for each program outcome

6: Departmental Aggregate of PLO Assessments
Aggregates ALL individual PLO Assessments for the PLO being assessed

7: Aggregate of All PLOs in a Program
Aggregates the Departmental Aggregate assessment for each outcome in the program to provide a comprehensive outcome assessment for the program

8: Aggregate of All PLOs Mapped to an ILO
Aggregates PLO Assessments that map to an ILO

9: Aggregated ILO Assessments
Aggregates SLO Assessments that map to the ILO with PLO Assessments that map to the ILO

Creating and Viewing Curriculum - continued

Types of Assessments - continued

CRN Assessment

CRN assessments are a way for instructors to gather and view data on overall student progress toward a specific Student Learning Outcome in a course during a particular semester. CRN assessments also include areas for instructors to discuss their assessment methods and criteria, compare current student data from the course with past data (if it exists), reflect on the effectiveness of a course, and discuss what (if any) improvements need to be made and/or will be made to the course in future semesters.

Creating Assessments

Creating an assessment proposal (individual or aggregate) follows the same process as any other proposal.
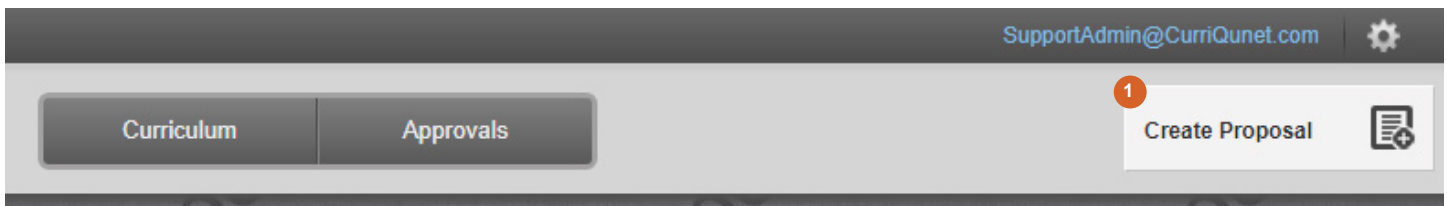
To create a new assessment, click 'Create Proposal' (1).

Select an assessment proposal type from the Proposal Type dropdown menu (1). You can also type keywords in the textbox (2) to narrow your search options. After you have selected a proposal type, click 'Next' (3).

—> **Next Page:** Creating & Viewing Curriculum - Creating Assessments - continued

Creating Assessments - continued

| 1. Select Proposal Type |
| 2. Complete Proposal Requirements |
| 3. Review and Submit |

Proposal Requirements

AS Assessment - Individual Course Outcome

Fill out all of the fields below.

Division*

Arts and Sciences ▼

Department*

Arts and Sciences ▼

Module Title*

Test

Previous | Next | Create Proposal

Complete all fields to create the proposal and click 'Next.' Items marked with an asterisk (*) are required. If you need to select a different proposal type or go to the previous step at any time, click 'Previous.' **Do not use your browser's back button.**

| 1. Select Proposal Type |
| 2. Complete Proposal Requirements |
| 3. Review and Submit |

Proposal Summary

Please review the proposal details below. If you need to make changes, click on any of the previous steps to modify the proposal.

AS Assessment - Individual Course Outcome
Module Title: Test

If this is correct, press Create Proposal.

Previous | Next | Create Proposal

Confirm that the proposal information is correct, then click 'Create Proposal.'

Creating Assessments - continued

AS Assessment - Individual Course Outcome: Test

📄 Status: Draft

Remaining Launch Requirements: 0   **①** Launch   **②** Delete Draft

Main	1/1
Assessment Methods	
Assessment Results	
Action Plan	
Attach Files Best Practices	
Codes/Dates	

Main

Last updated by CurriQunet SupportAdmin on 10/26/2021 at 3:13 PM

Assessment Type: Course Outcome Assessment

Assessment Information

Assessment Report Title Example: (ENGL 1100 2018-2019)

Assessment Report Title *   Test

Originator *   SupportAdmin, CurriQunet

Department   Arts and Sciences

Select the Academic Year that the Assessment will occur.

Academic Year

ACF and/or Adjunct Faculty

Note: Choose the current version of the Course unless it has been modified and the version you assessed is no longer active.

Subject

Choose Active Course

Choose Course Version

Choose Course Outcome

Choose Gen Ed Outcome

⌨ ↖ *Complete the proposal, selecting each dark gray tab on the left to navigate between sections of the proposal.*

When the proposal is complete, click 'Launch' (1) to move the proposal into the approval process (this button will not be available until all launch requirements have been completed).

To delete the proposal before launching, click 'Delete Draft' (2).

—> Next Page: Creating & Viewing Curriculum - Creating Assessments - continued

Creating Assessments - continued

Items of Note for Assessments

If you are assessing a previous Academic Year's course, you will need to assess the previous version of the course if it has since been updated.

Items of Note for Aggregate Assessments

- An aggregate assessment is a grouping of assessments. These participating assessments may be single assessments, or aggregate assessments themselves. This means you may have aggregates of aggregates.

- Results of the individual assessments are aggregated into the overall average.

- In a Departmental Aggregate of Individual Instructor SLO assessment, you must choose an outcome. Only assessments of that outcome will be available for inclusion. If you chose the current version of a course and assessments have been run on the previous version of the course, nothing will show in the individual assessments to include in an aggregate.

- Even in the case of a course being modified, and all SLOs remaining the same as in the previous version, the SLOs are considered distinct from the previous version. For example, if a course is modified, we can designate the original course as "Course A" and the revised course as "Course B". Even if an outcome - let's say "Outcome 1" - is identical in both versions, the outcome in each version of the course is considered distinct from the other. Outcome 1 of an individual instructor assessment of Course A will not be available if the aggregate chooses Course B > Outcome 1.

- In order for an SLO assessment to be included in a PLO assessment, they must be mapped to a program outcome (use the **Program Outcomes** tab).

- To show in the list, check the **Include Course in SLO** map option when adding the course to a course block.

- For an Aggregate of PLOs to ILO assessment, choose **Institutional Outcome**. This will pull in any program outcomes assigned to that outcome. This will be an aggregate of all assessments of PLOs that are mapped to the ILO selected on the form.

CRN Assessments: How-To

To create a CRN assessment, choose a CRN assessment type from the Proposal Type dropdown and go through the same process as you would for any other proposal.

1. Select Proposal Type	Proposal Type
2. Complete Proposal Requirements	Select a proposal type ▲
3. Review and Submit	
	Assessments
	Academic and Student Service Area SSO or SLO Assessment
	Admin Unit Outcome Assessment
	Certificate or Major PSLO Assessment
	Counseling SLO or SSO Assessment
	CRN-level SLO Assessment

—> Next Page: Creating & Viewing Curriculum - CRN Assessments: How-To - continued

Creating and Viewing Curriculum - continued

Creating Assessments - continued

CRN Assessments: How-To - continued

Once you are in the proposal, you will need to fill out relevant information for the assessment. Configurations vary slightly by institution, but in general, instructors must choose themselves as the originator of the proposal, and choose a subject, course, version of the course, the outcome being assessed for that course, course registration number, semester, and year. (See below for examples.)

If the correct information is not selected (for example, an instructor is paired with a course they did not teach or assess), some dropdowns (such as "Year") and the list of students will not populate with any values to select, and the instructor will be unable to complete the proposal.

If the correct information is selected, a list of students that attended the selected course during the selected semester and year will populate. Options vary slightly by institution, but in general, students can be marked on the assessment as "meeting SLO", "approaching/developing SLO", "no evidence of SLO", "not assessed", or "no longer enrolled."

—> Next Page: Creating & Viewing Curriculum - CRN Assessments: How-To - continued

Creating and Viewing Curriculum - continued

Creating Assessments - continued
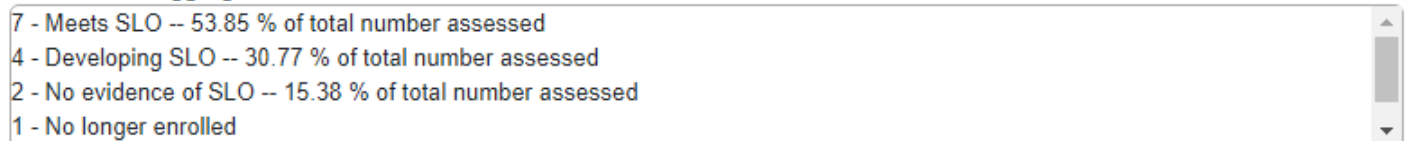
CRN Assessments: How-To - continued

As soon as one or more students in the course are marked with one of these options, an aggregate query text will populate with data showing the number of students in each category and the percentage of students in each category where the SLO was assessed.

See below for an example. First the number of students in each category is shown (in this example, 7 students were marked as having met the SLO), then the percentage of total students assessed in each category (in this example, 53.85% of students who were assessed were marked as having met the SLO). The same goes for "Developing SLO" and "No evidence of SLO."

While there is a number of students noted next to "No longer enrolled" (in this example, just 1 student), there is no percentage included because students who are no longer enrolled have not been assessed. This is also the case for "Not assessed" (not shown in the example below).

Assessment Aggregate

```
7 - Meets SLO -- 53.85 % of total number assessed
4 - Developing SLO -- 30.77 % of total number assessed
2 - No evidence of SLO -- 15.38 % of total number assessed
1 - No longer enrolled
```

Creating and Viewing Curriculum - continued

Program Reviews

Program reviews are performed periodically by certain institutions; they are intended to (among other things) keep track of current and future budget needs/resources for a program, attendance and enrollment numbers for the program, and whether expectations and outcomes are being met for that program.

Program reviews can be performed annually, semi-annually, every semester, every 2 years, etc. Much like assessments, program reviews are highly customizable, and the names and types of program reviews vary largely from institution to institution. Permissions to create, view, and/or edit program reviews may vary as well.

Your institution may have very different program review names and types than what is shown in the following examples, but the basic concept (a school administration gathering data about a particular program in order to decide whether the program is performing up to expectations and is monetarily feasible to continue to provide) is essentially the same across all program reviews.

▸ *To access existing program reviews, choose 'Program Review' from the Curriculum dropdown.*

▸ *Click on a program review to view or edit it. If necessary, narrow your search by using the Search filters (explained on pp. 14-20).*

—> **Next Page:** Creating & Viewing Curriculum - Program Reviews - continued

Creating and Viewing Curriculum - continued

Program Reviews - continued

Creating a new program review follows the same process as any other proposal.
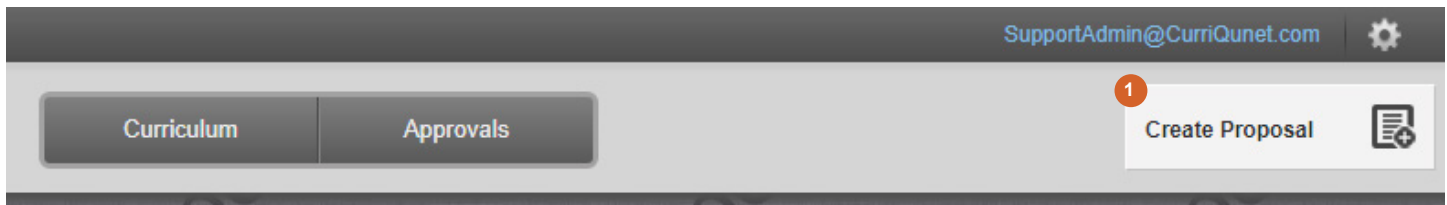
👉 *To create a new program review, click 'Create Proposal' (1).*

⌨️ 👉 *Select a program review proposal type from the Proposal Type dropdown menu (1). You can also type keywords in the textbox (2) to narrow your search options. After you have selected a proposal type, click 'Next' (3).*

—> Next Page: Creating & Viewing Curriculum - Program Reviews - continued

Creating and Viewing Curriculum - continued

Program Reviews - continued

1. Select Proposal Type
2. Complete Proposal Requirements
3. Review and Submit

Proposal Requirements

Annual Program Review

Fill out all of the fields below.

Division*

Language Arts ▾

Department*

English ▾

Module Title*

Test

[Previous] [Next] [Create Proposal]

⌨ ▶ *Complete all fields to create the proposal and click 'Next.' Items marked with an asterisk (*) are required. If you need to select a different proposal type or go to the previous step at any time, click 'Previous.'* **Do not use your browser's back button.**

1. Select Proposal Type
2. Complete Proposal Requirements
3. Review and Submit

Proposal Summary

Please review the proposal details below. If you need to make changes, click on any of the previous steps to modify the proposal.

Annual Program Review
Module Title: Test

If this is correct, press Create Proposal.

[Previous] [Next] [Create Proposal]

▶ *Confirm that the proposal information is correct, then click 'Create Proposal.'*

Creating and Viewing Curriculum - continued

Program Reviews - continued

Annual Program Review: Test
Status: Draft

Remaining Launch Requirements: 0   **(1)** Launch   **(2)** Delete Draft

Overview	**2/2**
Curriculum	
Student Learning Outcomes and Assessment	
Faculty and Staff	
Technology and Equipment	
Budget Planning	
Additional Information	
Future Needs and Resource Allocation Request	
IEC Reviewers	

Overview

Department/Program Name *
Test

Preparer's Name *
SupportAdmin, CurriQunet

Administrator

Evaluation Year

Program Review Submission Date

Provide a brief summary of your program.

(Rich text editor toolbar)

Words: 0, Characters: 0

Complete the proposal, selecting each dark gray tab on the left to navigate between sections of the proposal.

When the proposal is complete, click 'Launch' (1) to move the proposal into the approval process (this button will not be available until all launch requirements have been completed).
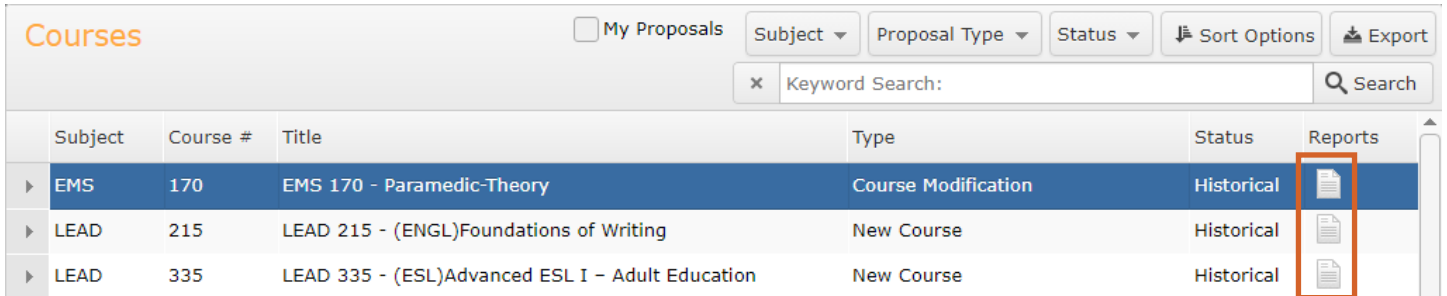
To delete the proposal before launching, click 'Delete Draft' (2).

Reports

There are a variety of reports available for different types of proposals, and three different ways to access those reports: on the search screen, on a proposal's approval history screen, and within the proposal itself.
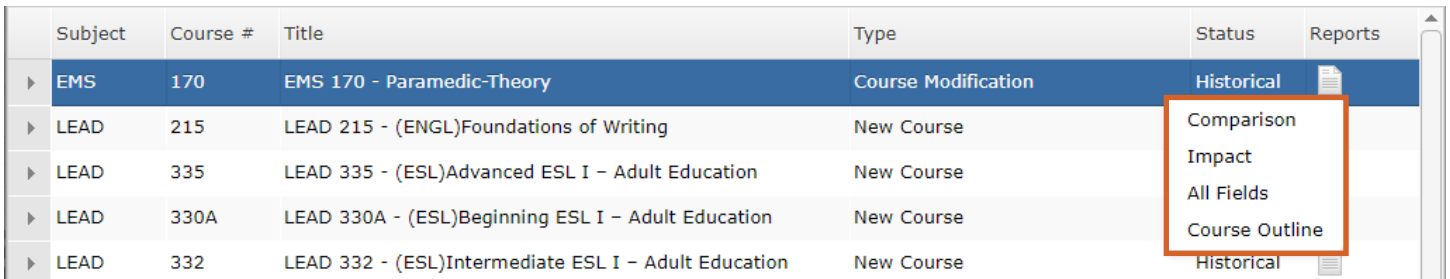
Accessing Reports

Search Screen

▶ *To access reports from the search screen, click on the page icon under the 'Reports' column for a proposal (see above). A menu will appear with report options (see below). Select the report you wish to view.*

Approval History Screen

▶ *To access reports from the proposal's approval history screen, click the 'Reports' button on the top righthand side. The same menu will appear. Select the report you wish to view.*

Reports - continued

Accessing Reports - continued

Within a Proposal
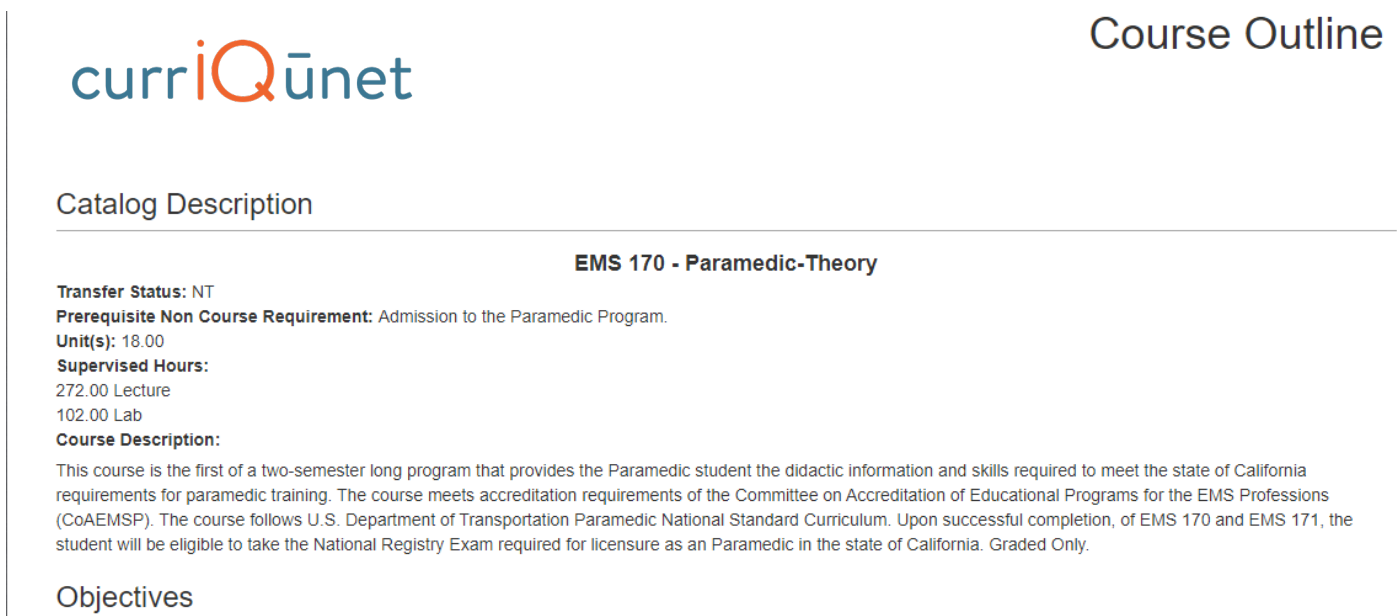
▶ *To access reports from within the proposal, click on the page icon next to the proposal status. The report menu will appear. Select the report you wish to view.*

Course Reports

Standard course reports include the Course Outline, Impact, All Fields, and Comparison reports. Your institution may have additional or different reports, or may have customized these reports.

Course Outline Report

The Course Outline report is a summary of the course. A completed outline should include the course name and number, credit hours, requisites and prerequisites (if there are any), a description, and student outcomes.

Reports - continued

Course Reports - continued

Impact Report

The Impact report is only for modification and deactivation proposals. This report lists the courses for which this course is a requisite, and the programs to which the course belongs.

Proposal Impact Report

EMS 170 - Paramedic-Theory
Course Modification
College

Course Requisites

This course is a requisite for the following course(s):

1. **Prerequisite:** EMS 171 - Paramedic Clinical and Field Internship *Active*

Programs

This course is incorporated into the following program(s):

1. New Program - w/o NOI-AS Degree, Career/Technical Program *Active* Paramedic
2. New Program - w/o NOI-Certificate of Achievement *Active* Paramedic

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All Fields Report

The All Fields report includes every field on the proposal. This is useful for gaining a quick overview of the proposal, as well as being able to check specific details at a glance.

curriQūnet   All Fields

EMS 170 - Paramedic-Theory

Basic Course Information & Co-Contributor(s)

Co-Contributor(s)

Course Discipline EMS

Course Number 170

Course Title Paramedic-Theory

Short Title Paramedic-Theory

First Semester Intended to Offer 2010 Fall Semester

Catalog Description

This course is the first of a two-semester long program that provides the Paramedic student the didactic information and skills required to meet the state of California requirements for paramedic training. The course meets accreditation requirements of the Committee on Accreditation of Educational Programs for the EMS Professions (CoAEMSP). The course follows U.S. Department of Transportation Paramedic National Standard Curriculum. Upon successful completion, of EMS 170 and EMS 171, the student will be eligible to take the National Registry Exam required for licensure as an Paramedic in the state of California.

Proposal Information
Rationale for Proposal

Course is open entry/open exit No

—> Next Page: Reports - Course Reports - continued

Course Reports - continued

Comparison Report

The Comparison report is only for modification and deactivation proposals. Like the All Fields report, this report includes every field on the proposal, with changes made to this version of the proposal highlighted, as compared to the previous version.

❗ NOTE: It is highly recommended that when running a comparison report, you choose to compare **an older version of the course than the one you are currently viewing**. In the example below, this comparison report would be generated when viewing the newer, active version of the course from 2017 and comparing it with a historical version from 2011. The older version is on the left with deleted information highlighted in pink, while the new version is on the right with changes/new information highlighted in green. This is how a comparison report is meant to be seen.

If, however, you were to do this in reverse - for example, you were viewing the historical version of the course and you ran a comparison report with the newer version - the comparisons would be flipped, with the newer version on the left with changes highlighted in pink and the older version on the right with deleted information highlighted in green. That could get a bit confusing, so even though it is possible to run comparison reports in that way, it is not recommended!

Reports - continued

Course Reports - continued

Comparison Report - continued

Select Comparison Target   ✕

Please select the version to compare against

| Please select... | Plea |

EMS 170 - Paramedic-Theory (Historical - Implemented 04-11-2016)

EMS 170 - Paramedic-Theory (Historical - Implemented 05-28-2011)

Run Report   Cancel

When you click the Comparison Report option from the report menu, this menu will populate. Choose an older version of the course from the dropdown than the one you are viewing and click 'Run Report.' To cancel running the report, click 'Cancel' or click the 'X' at the top.

If you are currently viewing an older version of the course and want to compare it with a newer version, it would be best to exit out of the old course, enter the newer version of the course, and run a comparison report with the older version.

Reports - continued

Program Reports

Standard program reports include the Program Summary report, All Fields report, and Comparison report; your institution may have additional, different, or customized reports.

Program Summary

The Program Summary report shows an overall summary of the program and usually includes a description of the program, any program learning outcomes associated with the program, and required courses for the program.

curriQunet

Program Summary

2D Animation and Games

Description

The certificate in 2D Animation and Games prepares the student for entry-level positions in the fast-growing gaming and animation industry. The certificate develops within the sudent a dynamic, multidisciplinary skill set which fosters growth in both the visual arts and coding for games. The new media labs housed within the Multimedia Studies program are equipped with state-of-the-art computers, software, and monitors which allow the student to experience the tools that professional animators and game designers are using today.

Program Learning Outcomes

Upon successful completion of the program, the student will be able to:

1. **Edit and create graphics for animation and gaming applications.**
2. **Create 2D animations using industry standard software.**
3. **Discuss the principles of animation and game design.**
4. **Create game assets and control them with Actionscript.**

Degree Requirements

Required Courses for the Certificate		Units: 9.00
None		

Term 1		9.00
MSP 96	Introduction to Computer Graphics	3.00
MSP 12	Two-Dimensional Animation	3.00
MSP 42	Digital Game Design and Production	3.00

Notes: The Certificate in 2D Animation and Games prepares the student for entry-level positions in the gaming and animation industry.

Total: 9.00

Reports - continued

Program Reports - continued

All Fields

The All Fields report shows all fields and information in the program proposal, just as it does for course proposals.

---

currIQūnet   **All Fields**

2D Animation and Games

Basic Program Information

Program Information
Degree/Certificate Name

2D Animation and Games
Managing Department

Multimedia Studies Program
Award Type

Certificate
Program Code

2DANIMATANDGAMES.CC
GE Area

  • None

Program Goal
Program Goal

CTE (all non-ADT awards with CTE TOP-Codes)
Does award also prepare students for transfer?

Proposal Information
Proposed Implementation Term

2015 Fall Semester
What percentage of the program is approved to offer through Distance Education?

Next Program Review (Month/Year)

Rationale for Proposal

Approved by Curriculum
Top Code

0614.10 - Multimedia*

Reports - continued

Program Reports - continued

Comparison Report

Just as with course proposals, a Comparison Report for programs will show all fields and information in a modification or deactivation proposal, comparing changes between proposal versions by highlighting the changes in green or pink. **(See important note about Comparison Reports on p. 66.)**

Reports - continued

Package Reports

There are no specific package reports. However, by clicking the course or program title that has been selected, you can view the reports in the proposal from the curriculum item (course or program) itself.

Assessment/Program Review Reports

The **All Fields** report is the only report for Assessment and Program Review proposals. As with course and program proposals (see pages 65 and 69), the All Fields report for Assessments and Program Reviews include every field on the proposal.

Launching Curriculum into the Approval Workflow

Once you have entered all the necessary data and completed all required fields in a proposal, clicking the **Launch** button at the upper right of the proposal screen will submit the proposal to the approval process. The proposal will then change from "Draft" status to "In Review" status.

META will send an email notifying the person(s) assigned to the first level of the workflow that there is a proposal waiting for their review.

Proposal Functions and Features

If you are familiar with web-based applications, you will find currIQūnet META easy to use. The flexible nature of META means that there are numerous combinations of field types and functionalities to collect data in the format required.

This portion of the user guide will highlight specific field types and provide instruction on META-specific features, and provides some step-by-step instruction for their use, but it does **not** include detailed instructions for filling out specific proposals from start to finish. Your institution may provide instructional materials that dive deeper into the specific proposal types you will encounter, or may include more specific instructions about the types of information they require.

Navigating Proposals

Move between the sections of the proposal by using the **dark gray tabs** on the left of the page. Any required fields throughout the course proposal will be marked with an asterisk (*) and highlighted light orange or blue. Sections with required fields also have an orange or blue box showing your progress. **(For more information and screenshots, see p. 21 - "Status, Launch Requirements, Tabs, and Badges".)**

❗ NOTE: Some clients will have an informational landing page that includes links to resources and contact information for local admins. Some have extensive instructional text on that page. Your cover page may or may not, depending on your institution.

Saving

When changes are made, it is important to click the Save button to commit your changes. In case information previously entered needs to be updated or corrected, DO NOT use your browser's back button. Instead, navigate back to the tab containing the information. Select the Cancel button to undo your changes. **(For more information and screenshots, see p. 22 - "Saving Tabs".)**

Dropdown Menus

▶ *Use the down arrow on the right side of the textbox to display the dropdown menu and view the options.*
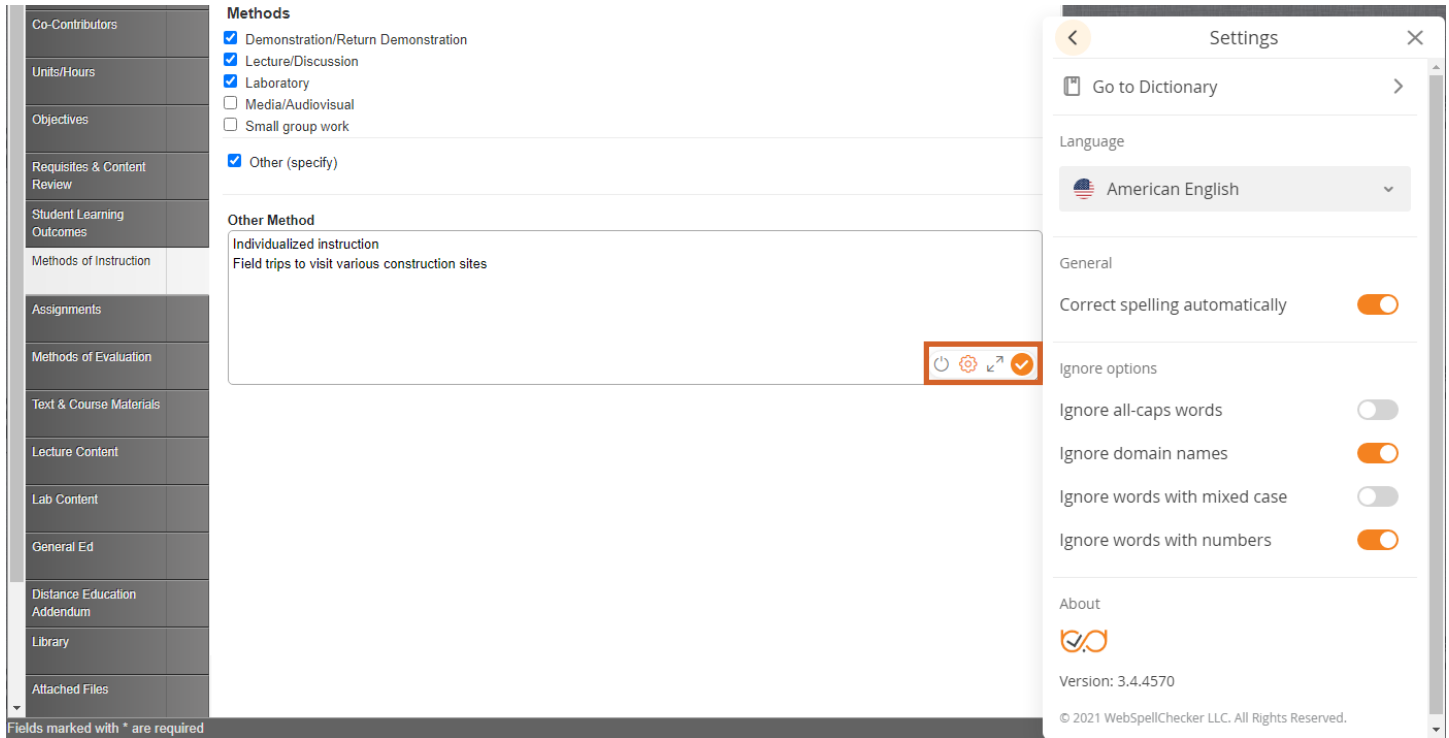
▶ *Click on the desired option to select it.*

—> **Next Page:** Proposal Functions & Features - continued

Proposal Functions and Features - continued

Textbox/Text Area

Group Title

⌨ ▸   *Put your cursor into the textbox and enter information directly into the text area. Make sure to save the tab once you have finished entering in the applicable information.*

▸   *If you see an orange checkmark in the corner of a textbox/text area, mousing over the checkmark and clicking on the gear icon will show you spellcheck and language settings.*

Proposal Functions and Features - continued

Date Fields

⌨ ➤ *To select a date, either click on the calendar icon or type in the date using the format M/D/YYYY.*

➤ *When you click the calendar icon, a calendar will appear. You can use the left and right arrows next to the month's name to browse for another month. When you are in the correct month and year, select the correct day. The calendar will disappear and your selected date will populate in the textbox.*

Attach Files

In the Attach(ed) Files section, you may attach files for additional documentation or support of your proposal.

➤ *Use the 'Select' button to find files. Navigate to where your files are stored and select them.*

Proposal Functions and Features - continued

Attach Files - continued

Attached Files

Press Select to browse for files. To attach selected files to this record, press Upload files.

Select... **2**

8 - connections impact report.png **✕ Remove** **3**
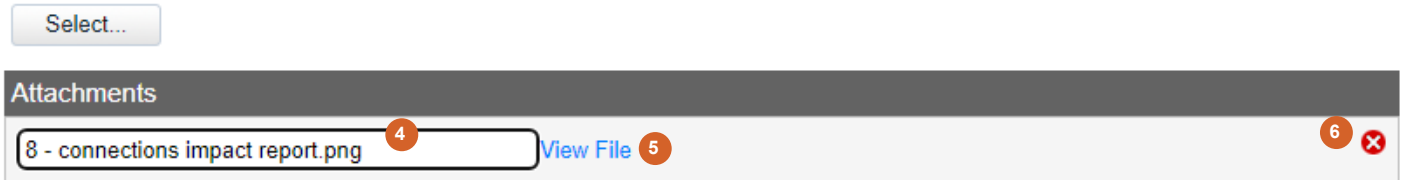
Upload files **1**

Attachments

There are no attachments to display. Press Select to browse for files to attach to this record.

▶ *Once you have selected a file or files, the filename(s) will appear beneath the 'Select' button. To upload the file(s), click 'Upload files' (1). To select additional files, click the 'Select' button again (2). To remove a file before uploading, click the 'Remove' button next to the filename (3).*

Attached Files

Press Select to browse for files. To attach selected files to this record, press Upload files.

Select...

Attachments

8 - connections impact report.png **4**   View File **5**   **6** ✕

▶ *Once the file is uploaded, it will appear in the 'Attachments' list. To change the name of the uploaded file, click the textbox and type in the desired name (4). To download the file, click 'View File' (5). To remove the uploaded file, click the 'x' circle on the far right (6).*

Checkbox

Checkboxes are used when selecting a single option for an item.

☑ This course will be included in an existing program.

Proposal Functions and Features - continued

Checklist

A checkbox is a list of items where you may select multiple items. **Methods of Instruction** is an example of a checklist you may commonly encounter.

Methods of Instruction

Please check all that apply. If you are proposing this course for Distance Education, be sure to check the Distance Education box.

Instruction Type

List all that apply

- ☑ Field Experience
- ☐ Activity
- ☐ Lecture
- ☐ Lab
- ☑ Observation and Demonstration

Repeater Checklist

A repeater is a special kind of checklist. When items in the checklist are selected, additional fields appear requesting information about that selection.

A common use for this function is course general education, where the user indicates which general education areas this new course will meet. Each selection will trigger a hidden field to appear, requesting a justification for this classification.

In the example below, the first checkbox triggers three additional checkboxes to appear when it is checked, and a comments box, a dropdown, and a date picker appear for each of those items when checked.

☑ **CSU GE Area A: Communication in the English Language and Critical Thinking**

> ☑ **A1 - Oral Communication**
>
> **Comments**
>
> [   ]
>
> **Approval Term**
>
> [▼]
>
> **Approval Date**
>
> [   ] 🗓
>
> ☐ A2 - Written Communication
>
> ☐ A3 - Critical Thinking

Proposal Functions and Features - continued

Multi-Select Lists

A multi-select list presents a very long checklist in a condensed, searchable format.

Co-Contributors

Co-Contributors

[search box] **(1)**		☐ Show selected **(2)**	Clear All **(3)**

☐ Admin, Demo (admin@curriqunet.com)

☐ Tester, Articulation Officer (test1@curriqunet.com)

☐ Tester, Curriculum Committee Chair (test2@curriqunet.com)

☐ Tester, Curriculum Committee Member 1 (test3@curriqunet.com)

☐ Tester, Curriculum Committee Member 2 (test4@curriqunet.com)

☑ Tester, Curriculum Specialist (test5@curriqunet.com)

☐ Tester, Distance Education Coordinator (test6@curriqunet.com)

2 of 558 items are selected

⌨ ➤ *Scroll down to find the item you are looking for, or type the first few letters of the item you are looking for in the search box (1) to filter and shorten the available list.*

Click the checkbox next to each applicable item. Select as many items as required. If you check the 'Show selected' box (2), you will only see the items you have selected. Click 'Clear All' (3) to start over with your selections.

Proposal Functions and Features - continued

Grids aka Textbooks/Course Materials

The grid feature is usually used to add learning materials to a course - textbooks, manuals, software, etc.

Texts, Readings, and Materials

Transfer institutions require current publication date(s) within 5 years of outline addition/update. For textbooks published longer than 5 years ago, please include a justification. (Ex: "Our music faculty continually examine new texts as they become available. It is our collective opinion that the Mastering Music Series is the most appropriate for our beginning piano classes. Its pedagogy is up to date.")

For texts, please enter Author: Last name, First name.

Citation Formatting

Select Citation Style. * [▼]

Textbook

	Author	Title	Edition	ISBN	City	Publisher	Year of Publication	Rationale for Textbooks
No records to display.								

⊕ Add new record

🔄 |◀ ◀ ▶ ▶| Displaying items 0 - 0 of 0

Manual

	Author	Title	Pub Date	Publisher	
No records to display.					

⊕ Add new record

🔄 |◀ ◀ ▶ ▶| Displaying items 0 - 0 of 0

▶ *To add a new material, click 'Add new record' under the appropriate material section.*

Proposal Functions and Features - continued

Grids aka Textbooks/Course Materials

Textbook

	Author	Title	Edition	ISBN	City	Publisher	Year of Publication	Rationale for Textbooks

Author *   P. Green

Title *   How to Survive College

Edition *   1

ISBN *   1234567890

City *   Anywhere, USA

Publisher *   A Publishing Company

Year of Publication * 2021

✔ Insert **(1)**   ⊘ Cancel **(2)**

⊕ Add new record

↻ |◀ ◀ ▶ ▶| Displaying items 0 - 0 of 0

Fill out all the required and appropriate fields, and then click 'Insert' (1) to add the material. To cancel adding the material, click 'Cancel (2).

Manual

	Author	Title	Pub Date	Publisher	
✎ Edit **(3)**	Boris K. Jones	This is a Manual	11/2/2021	Another Publishing Company	❌ Delete **(4)**

⊕ Add new record

↻ |◀ ◀ ▶ ▶| Displaying items 1 - 1 of 1

To edit a record, click 'Edit' on the left side of the item (3). To delete a record, click 'Delete' on the far right of the item (4).

—> **Next Page:** Proposal Functions & Features - Course Requisites

Proposal Functions and Features - continued

Course Requisites

Course requisites in META use an ordered list format. List items can be (in some cases) put into a hierarchy, and can be dragged/dropped into a different order or reordered with up and down arrows after being added.

currIQunet META's ordered list format is being upgraded and improved for many schools, mainly for program course blocks. Most institutions using META are still using the old ordered list format for course requisites, so this portion of the guide will be using the old ordered list for examples.

The configuration of ordered lists, the number of tabs required to fill out course requisites, the names and types of tabs, and the options/required fields for individual requisite items may vary according to institution.

If your institution's course requisite list looks similar to this, click the 'Add Item' button to add a new requisite.

Fill out all relevant and/or required information for the requisite, and click Save. Click Cancel to cancel adding the requisite.

—> **Next Page:** Proposal Functions & Features - Course Requisites - continued

Proposal Functions and Features - continued
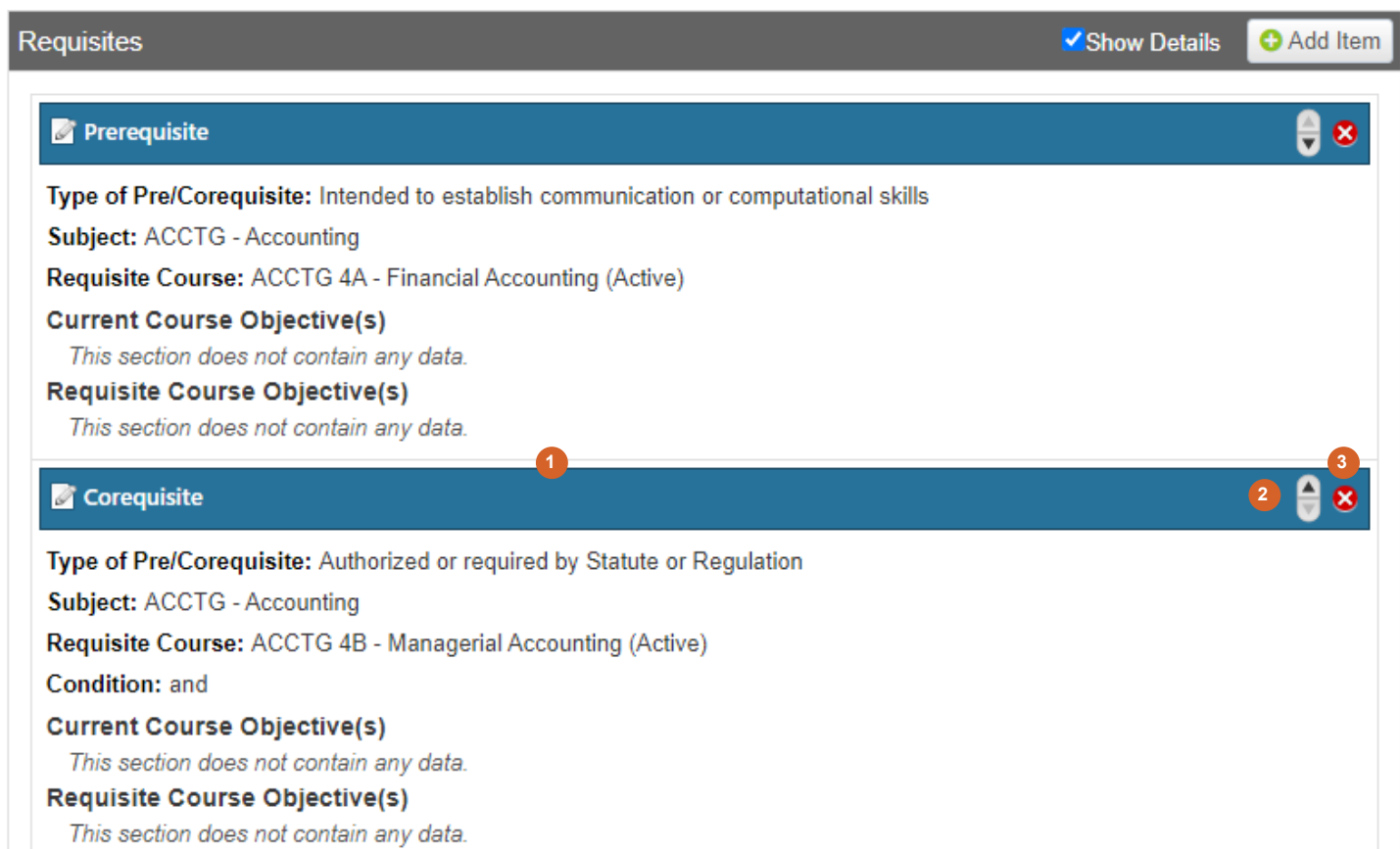
Course Requisites - continued

The **Condition** dropdown selector is only used if an "or" situation or a "nesting" situation applies, otherwise it is implied that an "and" statement exists between entries. The Condition dropdown menu allows you to specify if this course must be taken as well (**"and"**), or instead of (**"or"**) the next requirement.

As you enter and save each requisite entry, you will see a screen similar to the one below.

▶ *To edit a course requisite, click the blue bar containing the requisite (1). You will be taken back to the detail page where you are able to make changes. To re-order requisites, use the up and down arrows on the right of the blue bar (2). To delete a requisite, click the red 'Delete' icon on the far right of the blue bar (3).*

—> Next Page: Proposal Functions & Features - Student Learning Outcomes

Proposal Functions and Features - continued

Student Learning Outcomes

The Student Learning Outcomes tab often uses an ordered list feature. In this particular example, the new ordered list is used rather than the old ordered list.

CHDEV 40A - Administration I: Programs in Early Childhood Education

📄 Status: Active   View Proposal History

Cover
Co-Contributors
Units/Hours
Objectives
Requisites & Content Review
Student Learning Outcomes

Student Learning Outcomes

☰ Student Learning Outcomes

+ Add ▾

   ⇕ ⌄ 1. Apply administration skills in various types of early care and education programs.

   ⇕ ⌄ 2. Demonstrate knowledge of strategic and fiscal planning.

   ⇕ ⌄ 3. Evaluate components of quality programs, facilities and operations.   ✖ Remove

Group
New Outcome

▸ *To add a new Student Learning Outcome (or SLO), click the '+Add' button at the top right of the list. You may choose 'Group' (for a group to which one or more outcomes or sub-groups may be added) or 'New Outcome' (for a single outcome).*

Student Learning Outcomes

☰ Student Learning Outcomes

+ Add ▾

⇕ ⌃ Outcome 1 ③   ✖ Remove

①

SLO Text*

②
Outcome 1 ✔

Assessment

④
In-person presentations and exams ✔

▸ *If you selected 'New Outcome', the item will initially be blank. Click the arrows on the left to expand the item (1) and add an outcome to the 'SLO Text' textbox (2) which will populate as the item title (3). If applicable, add an assessment type to the 'Assessment' textbox. (4). Click the arrows again to collapse the item. To remove the item, click 'Remove' at the far right of the item. You can edit the item at any time after adding it by expanding the collapsed item in the list.*

—> Next Page: Proposal Functions & Features - Student Learning Outcomes - continued

Proposal Functions and Features - continued

Student Learning Outcomes - continued

Student Learning Outcomes

≡ Student Learning Outcomes
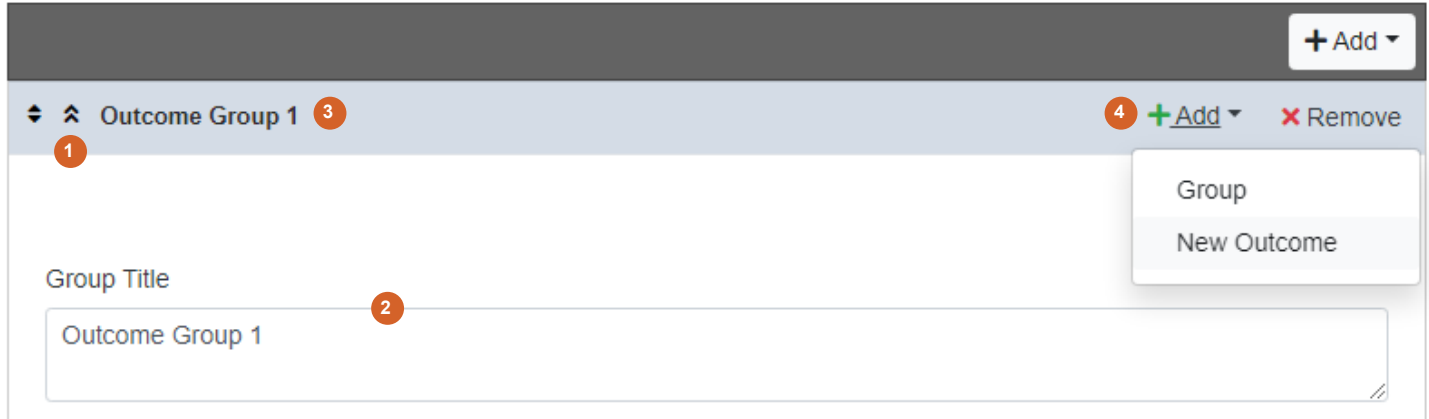
If you selected 'Group', the item will initially ble blank. Click the arrows on the left to expand the item (1) and give the group a name in the 'Group Title' textbox (2), which will populate as the group item title (3). To add an outcome or a sub-group, click the '+Add' button on the top right of the group item and select 'Group' or 'New Outcome' (4).

The process for adding a new outcome or sub-group inside of a group is the same as adding an outcome or group outside of a group. Below is an example of what a group looks like when it has outcomes and another group with outcomes inside of it.

(Note that once a group has at least one item inside of it, the 'Remove' button disappears from the group and is added instead to the items within the group. This goes for sub-groups as well. In order to remove a group, all items within the group must be removed first. Then the 'Remove' button will appear on the group again.)

Student Learning Outcomes

≡ Student Learning Outcomes

⟶ **Next Page:** Proposal Functions & Features - Student Learning Outcomes - continued

Proposal Functions and Features - continued

Student Learning Outcomes - continued

Some institutions have the option to map course SLOs directly to Individual Learning Outcomes (ILOs). This is normally only done for standalone courses or for institutions that do not map their SLOs to their Program Learning Outcomes (PLOs) directly.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

Think Critically

- ☑ Locate relevant information resources and use them effectively and ethically
- ☐ Interpret, analyze, synthesize, and evaluate ideas and information
- ☐ Apply knowledge and skills to a variety of situations

Communicate Competently

- ☐ Listen respectfully and actively to diverse ideas and perspectives
- ☑ Communicate clearly, appropriately, and ethically
- ☐ Adapt messages to a variety of audiences and purposes both through writing and speaking

Engage Collaboratively

- ☑ Interact productively and empathetically in different social and cultural contexts
- ☐ Understand the local and global impacts of individual and collective actions
- ☐ Engage with your community to enact positive change

Work Effectively

- ☑ Demonstrate skills, knowledge, and problem solving applicable to one's field of study
- ☐ Work well with others and foster an inclusive workplace
- ☐ Develop personal accountability and initiative, and pursue lifelong learning

⊘ **Update**   ⊘ **Cancel**

If mapping an SLO to ILOs is an option, users can indicate by checking the appropriate checkboxes as to which ILOs an SLO maps to. Multiple checkboxes can be selected.

Items inside of the SLO ordered list (either older or newer) can be edited or removed after being added. but they apply to any ordered list using the old format.

—> **Next Page:** Proposal Functions & Features - Content Review

Proposal Functions and Features - continued

Content Review

Content Review gives the user the ability to review how the content or objectives of a requisite affect the course they are working on. Tab names and configurations may vary by institution (some institutions have content review/requisite validation in the same tab as the requisites themselves), but in the below example, content review can be viewed, added, or changed in a separate "Requisite Validation" tab.

ACCT 30 - Accounting Capstone

📄 Status: Active   **View Proposal History**

Basic Course Information & Co-Contributor(s)	**Requisite Validation**
New Course Documentation	*If you have any issues with this page Consider the following:*
Units and Hours	• *If the Requisite Course dropdown is not populated then make sure that requisites courses have been added to the Conditions of Enrollment tab.*
Distance Education	• *If there are no Current Course Objectives listed make sure that objectives have been entered on the Objectives tab.*
Student Learning Outcomes/Objectives	• *If there are no Requisite Course Objectives listed make sure that:*
	○ *A Requisite Course has been selected at the top of the page.*
	○ *The Requisite Course that has been selected has objectives entered on its Objectives tab.*

Content Review	☑Show Details ⊕ Add Item
There are no content review to display.	

▶ *Click 'Add Item'.*

Content Review

Requisite Course

[_____ ▼]

Content Review Type

[_____ ▼]

⊕ Save   ⊘ Cancel

▶ *Click on the 'Requisite Course' dropdown to choose a requisite for this course to compare objectives/content with. Click the 'Content Review Type' dropdown to choose the kind of content review you want to add.*

Content Review - continued

Content Review

Content Review Type

[Objective to Objective ▾]

Current Course Objective(s)

- ☐ 1. Compare and contrast various program structures, philosophies and curriculum models.
- ☐ 2. Identify strategies to ensure equity and respect for children, families, staff and colleagues.
- ☐ 3. Summarize systems and methods to support sound fiscal operations in a variety of early care and education settings.
- ☐ 4. Demonstrate knowledge of compliance with regulatory systems.
- ☐ 5. Assess various methods and tools of evaluation.
- ☐ 6. Examine effective policies and procedures for staffing and scheduling.

Requisite Course Objective(s)

- ☐ Compare historical and current theoretical frameworks of socialization.
- ☐ Compare and contrast diverse family structures, parenting styles, culture, tradition and values and their impact upon children and youth.
- ☑ Identify contemporary social issues and their effects on families and children.
- ☐ Explain the effects of age, gender, diverse abilities, language and culture, racial identity and ethnicity, socio-economic status and institutions on children and families.
- ☐ Define and examine a variety of contemporary issues that influence family functioning.
- ☑ Identify appropriate community resources that support children and families including at risk populations.
- ☑ Demonstrate knowledge of legal requirements and ethical responsibilities of professionals working with children and families.
- ☐ Identify one's own family history and examine how it affects one's relationships with children and families.

[✔ Update] [⊘ Cancel]

▸ *To map this course's objectives to a requisite course's objectives, select the Content Review type 'Objective to Objective' from the Content Review Type dropdown. Select the current course objectives and the corresponding requisite course objectives from the checklists tht will appear.*

❗ NOTE: Both courses must have objectives saved in order for items to appear in the checklist.

Content review types may vary somewhat between institutions. Your institution may have more, less, or different content review types than what is included in this example.

Other possible content review types for various institutions include Outcome to Outcome, Objective to Content, Content to Content, and so on. The basic concept of mapping the current course's content/objectives/outcomes to that of a requisite course is the same.

Proposal Functions and Features - continued

Course Blocks

Course blocks are ordered lists that hold requirements for a program. They can include lists of courses, non-course requirements, and groups with courses and/or non-course requirements inside of them. Course blocks for most institutions on META use the new ordered list format rather than the old format, and can be created from scratch or (depending on the institution) imported from an existing course block library.

Some institutions have a **two-tab** system when adding courses and other requirements to programs. There is one tab to add required courses in an ordered list, and another tab where those added courses and groups/other requirements are put into the program sequence in another ordered list.

In almost all cases in the two-tab system, courses cannot be added to the second tab without first being added to the first tab. When adding a course in the second tab, the course selection dropdown in the ordered list item(s) will not populate any courses that have not already been added to the first tab.

Some institutions have a **one-tab** system in which courses and other requirements are added to programs in a single tab. When adding a course item to an ordered list, there are dropdowns for subject and course. All available subjects will populate in the subject dropdown, and all available courses for the selected subject will populate in the course dropdown.

Keep in mind that since many META features are customizable, many of the tabs, function names, and the configuration/layouts of some features may be somewhat different for your institution than what is shown in the included examples, but the basic concepts are the same.

Two-Tab System

In the below example from the two-tab system, this institution has a "Program Courses" tab and a "Program Mapper" tab. Course requirements for programs must first be added to the course list in the "Program Courses" tab before being added and sequenced into course blocks in the "Program Mapper" tab.

Proposal Functions and Features - continued

Course Blocks - continued

Two-Tab System: Adding a Course

In the first tab (in this case, "Program Courses"), courses must be added there first before they can be added, ordered and sequenced in the second tab.

Program Courses
:≡ **Course List**

	+ Add ▾
This list does not contain any items. To add an item, click the add button and select an item from the drop down	Course
	Group

▶ *Click the '+Add' button. You may choose 'Course' or 'Group' from the dropdown.*

After choosing 'Course', a blank item will populate, and once expanded, will show subject/discipline and course dropdowns. The subject/discipline dropdown should show every available subject for the institution when clicked, and the course dropdown should show every available course for the selected subject when clicked.

Program Courses
:≡ **Course List**

				+ Add ▾
↕ ⌃		**Min Units:**	**Max Units:**	
			◯ Exclude ◯ Override	✕ Remove
Discipline				⬍
Course				⬍

▶ *Select a subject/discipline and course from the dropdowns.*

—> **Next Page:** Course Blocks - Two-Tab System: Adding a Course - continued

Proposal Functions and Features - continued

Course Blocks - continued
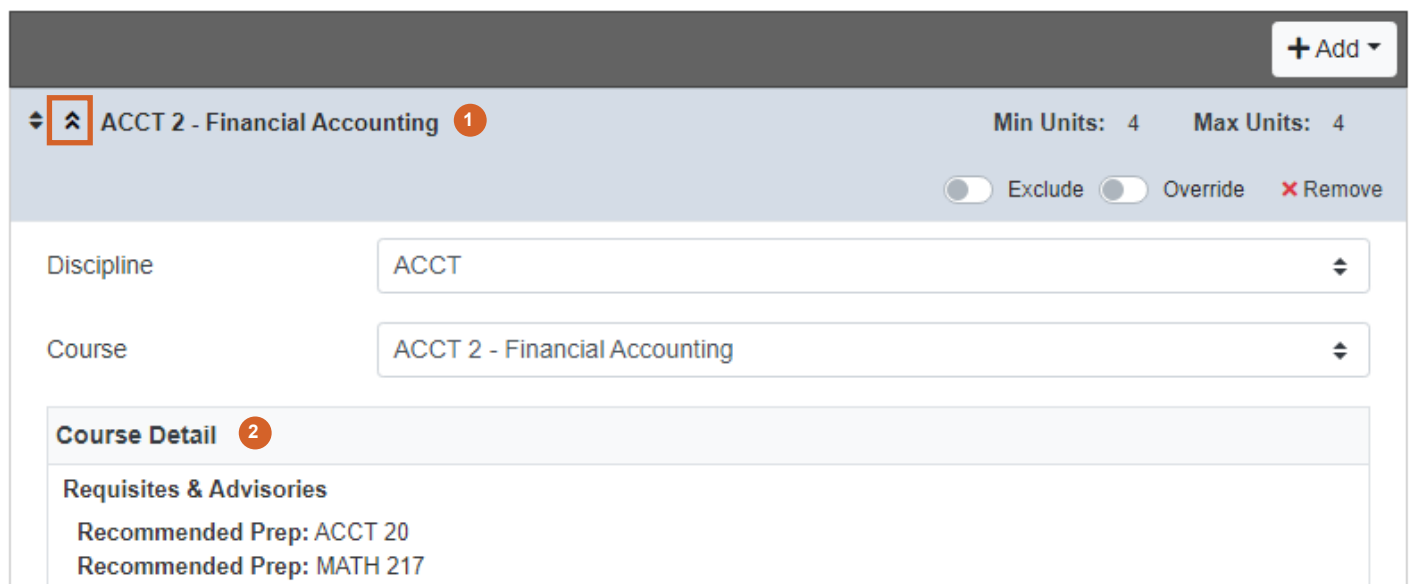
Two-Tab System: Adding a Course - continued

See the example below. After selecting a course, the list item will populate a title (1), which will be the same as the course you selected.

 If there is a Course Detail field (as in the example), any relevant information from the course will populate there (2). Since the Course Detail field is a **querytext**, the information which populates here cannot be directly edited in the list, and can only be edited within the course proposal itself.

Program Courses

Course List

		+ Add ▾

ACCT 2 - Financial Accounting (1)   Min Units: 4   Max Units: 4

Exclude   Override   ✕ Remove

Discipline	ACCT	⬍
Course	ACCT 2 - Financial Accounting	⬍

Course Detail (2)

Requisites & Advisories

Recommended Prep: ACCT 20
Recommended Prep: MATH 217

▸ *Click the upward-facing arrows on the left side of the list item to collapse it.*

Proposal Functions and Features - continued

Course Blocks - continued

Two-Tab System: Adding a Course - continued

Program Courses

≔ Course List

The min/max units for a particular course will automatically populate in the list item on the right (1).

The 'Remove' button (2) will remove the item from the ordered list if clicked.

The 'Exclude' button (3), when clicked, will exclude the number of units for this item from overall unit calculations for the program.

The 'Override' button (4), when clicked, will allow you to manually override the min and max number of units for the course (see below).

Program Mapper

≔ Program Courses

To manually override the unit numbers for the course, click the 'Override' button and type in different unit numbers in the Min Units and/or Max Units fields.

❶ NOTE: Any changes made to a course in the first tab using the Exclude or Override buttons will **not** automatically populate when the course is added to the second tab, and vice versa. All Exclude/Override changes will have to be manually added to the course in both the first and second tabs.

Exception Identifier

Exception

❶ NOTE: The same is true of the 'Exception Identifier' and 'Exception' fields in both course and group items. These fields are for making any special notes about the list item. If changes to these fields are made to items in one tab, they will **not** transfer to the other tab and will have to be manually added/changed in each tab.

Proposal Functions and Features - continued

Course Blocks - continued

Two-Tab System: Adding a Group

To add a group to the ordered list, choose 'Group' from the '+Add' dropdown. A blank item will populate. Once expanded, the group will show a textbox for a group name. The group name will populate in the item title once added.

Program Courses

☰ **Course List**

			+ Add ▾
⬍ ⌃ **Business and Accounting**	**Min Units:** 0	**Max Units:** 0	
⬍	◯ Exclude ◯ Override	**+ Add ▾**	**✕ Remove**

Group Name	Business and Accounting
Exception Identifier	
Exception	

⬍ ⌄ **ACCT 2 - Financial Accounting**	**Min Units:** 4	**Max Units:** 4
	◯ Exclude ◯ Override	**✕ Remove**

⌨ *Type a name/designation for the group in the 'Group Name' textbox.*

❗ NOTE: You may wish to group courses in the first tab for the purpose of consistency and easy reference, but while **courses** that are added as list items or as nested items within groups in the first tab will be selectable in the second tab, **groups** and course groupings will not transfer from one tab to another. Any group(s) added or changed in one tab will have to be manually added/changed in the other tab.

Proposal Functions and Features - continued

Course Blocks - continued

Two-Tab System: Adding a Group

You can add courses or sub-groups to a group in the first tab.
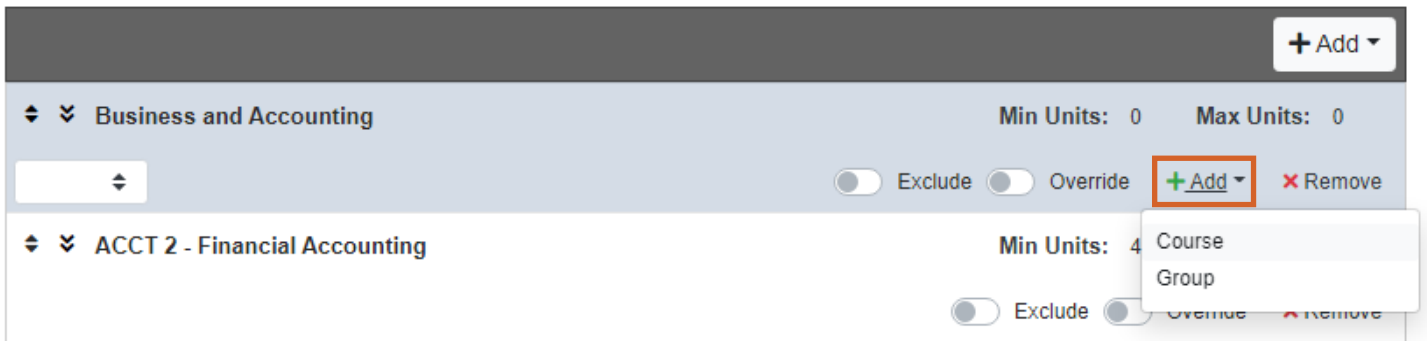
▶ *Click the '+Add' button inside the group item and choose 'Course' or 'Group' to add a course or sub-group to the group.*

Once you have populated a blank course or sub-group within an existing group, follow the exact same procedure as you would if you were adding the course or group item outside of the group (see previous pages).

Note that when at least one item is added to a group, the 'Remove' button disappears from the group list item and appears on the item(s) inside the group instead. In order to remove a group, all items inside the group must first be removed. The 'Remove' button will then reappear on the group list item.

You can potentially have as many nesting levels within groups as you would like. For example, the main group "Business and Accounting" could have one sub-group inside it called "Accounting" for courses with the ACCT subject and another called "Business" for courses with the BUS subject (see example below). Each of those sub-groups could potentially have another group inside of them as well, and so on. Generally speaking, however, despite the ability to nest multiple levels, the number of nesting levels within groups should ideally be kept to as few as absolutely necessary.
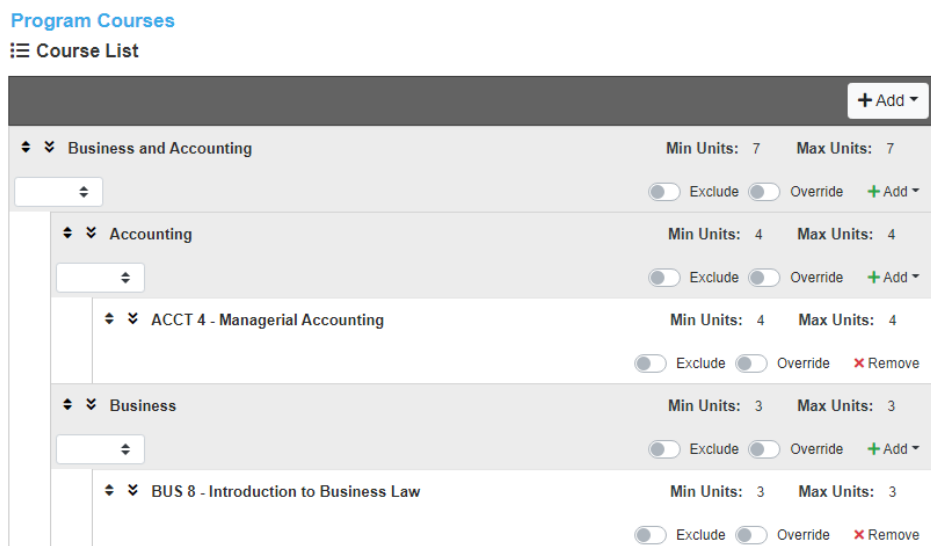
—> Next Page: Course Blocks - Two-Tab System: Creating or Importing a Course Block

Proposal Functions and Features - continued
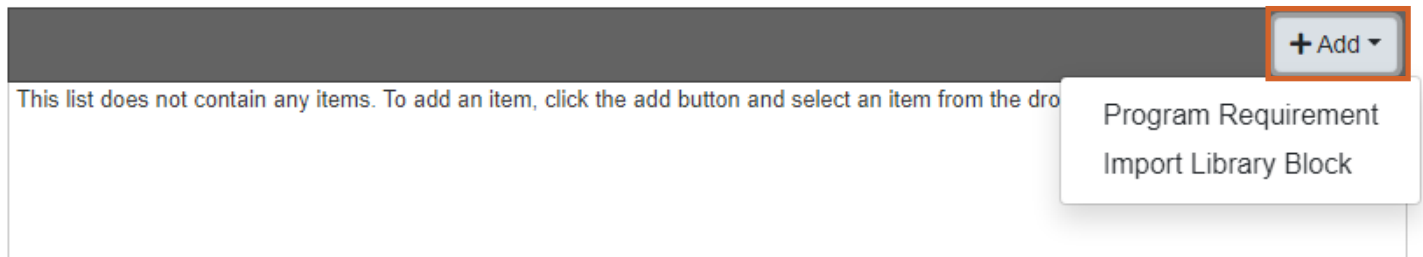
Course Blocks - continued

Two-Tab System: Creating or Importing a Course Block

In the second tab, you will first need to create (or - if your institution has this function - import) at least one course block.

Program Mapper

≔ **Course Block**

	+ Add ▾
This list does not contain any items. To add an item, click the add button and select an item from the dro	Program Requirement
	Import Library Block

➤ *Click the '+Add' button. You may choose 'Program Requirement' (to create your own block) or 'Import Library Block' (to import an existing course library block). See p. 95 for importing a library block.*

As with other ordered list items, any course block you create by clicking 'Program Requirement' will initially be blank with no information.

Program Mapper

≔ **Course Block**

	+ Add ▾
⇅ ⌄⌄	Min Units: 0 Max Units: 0
	◯ Exclude ◯ Override ✕ Remove

➤ *Click the downward-facing arrows on the left side of the list item to expand it.*

—> **Next Page:** Two-Tab System: Creating or Importing a Course Block - continued

Proposal Functions and Features - continued

Course Blocks - continued

Two-Tab System: Creating or Importing a Course Block - continued

Adding a name to 'Course Block Title' will automatically populate a title for the block item.

Program Mapper

:≣ Course Block

	+ Add ▾

‡ ⌃ **Business and Accounting**   Min Units: 0   Max Units: 0

⬤ Exclude ⬤ Override   ✖ Remove

Course Block Title*

Business and Accounting   ✓

Header

Footer   ✓

:≣ Program Courses

[✎ Edit Program Courses]

This list does not contain any items. To add an item, click the Edit Program Courses button. Then click the Add button and select an item from the drop down list.

▸ *Type a name/designation for the course block in the 'Course Block Title' textbox. Click 'Edit Program Courses' to add courses, groups, and non-course/other requirements to the course block.*

—> Next Page: Two-Tab System: Creating or Importing a Course Block - continued

Proposal Functions and Features - continued
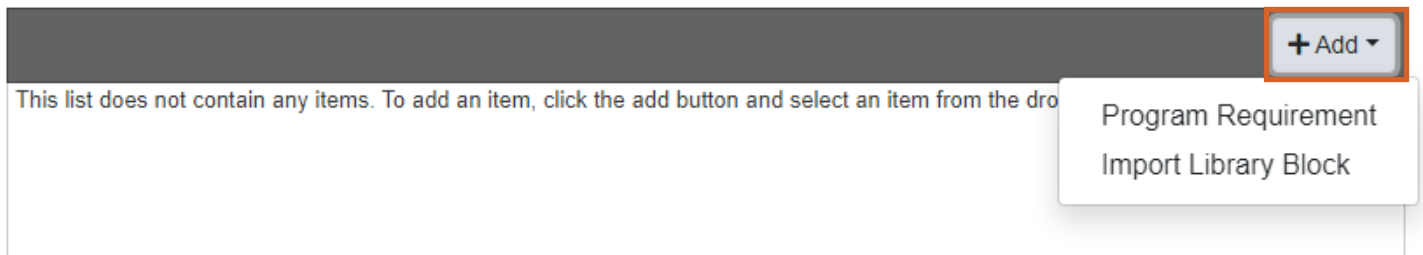
Course Blocks - continued

Two-Tab System: Creating or Importing a Course Block - continued

In addition to being able to create course blocks, some institutions have existing course libraries that can be imported into programs. If your institution does not have this function, you can skip this section of the guide and go to p.

👆 *After clicking the 'Add+' button in the course block ordered list and selecting 'Import Library Block,' a list of course block libraries will appear. Choose one and click 'Import', or click 'Close' to cancel importing a block.*

—> **Next Page:** Two-Tab System: Creating or Importing a Course Block - continued

Proposal Functions and Features - continued

Course Blocks - continued

Two-Tab System: Creating or Importing a Course Block - continued

The imported course block automatically populates with the title, any header or footer text, and all courses contained within it. The title, header, and footer can be edited if necessary.

To view and/or edit the courses in the course block, click 'Edit Program Courses'.

—> **Next Page:** Two-Tab System: Creating or Importing a Course Block - continued

Proposal Functions and Features - continued

Course Blocks - continued

Two-Tab System: Creating or Importing a Course Block - continued

In the example below, this course block has several groups, all of which contain relevant courses within them. Some course blocks do not have groups, only a list of courses. Some course blocks include non-course/other requirements as well.

Imported course blocks can be edited as needed, just as you could if you had created the block yourself. You can add courses to the block, add groups to the block, add items to groups, and/or add non-course/other requirements to the block. You can also remove or change any items (group names, courses, etc.) as necessary.

—> **Next Page:** Course Blocks - Two-Tab System: Adding a Course to a Block

Proposal Functions and Features - continued

Course Blocks - continued

Two-Tab System: Adding a Course to a Block

After creating a course block and clicking the 'Edit Program Courses' button, you will be taken to the following screen, where items can be added to the course block:

Program Mapper
≣ Program Courses

> ➤ *Click the '+Add' button. You may choose 'Course Requirement', 'Group,' or 'Other Requirement' ('Non-Course Requirement' for some institutions). For this example, we'll be choosing 'Course Requirement'.*

Program Mapper
≣ Program Courses
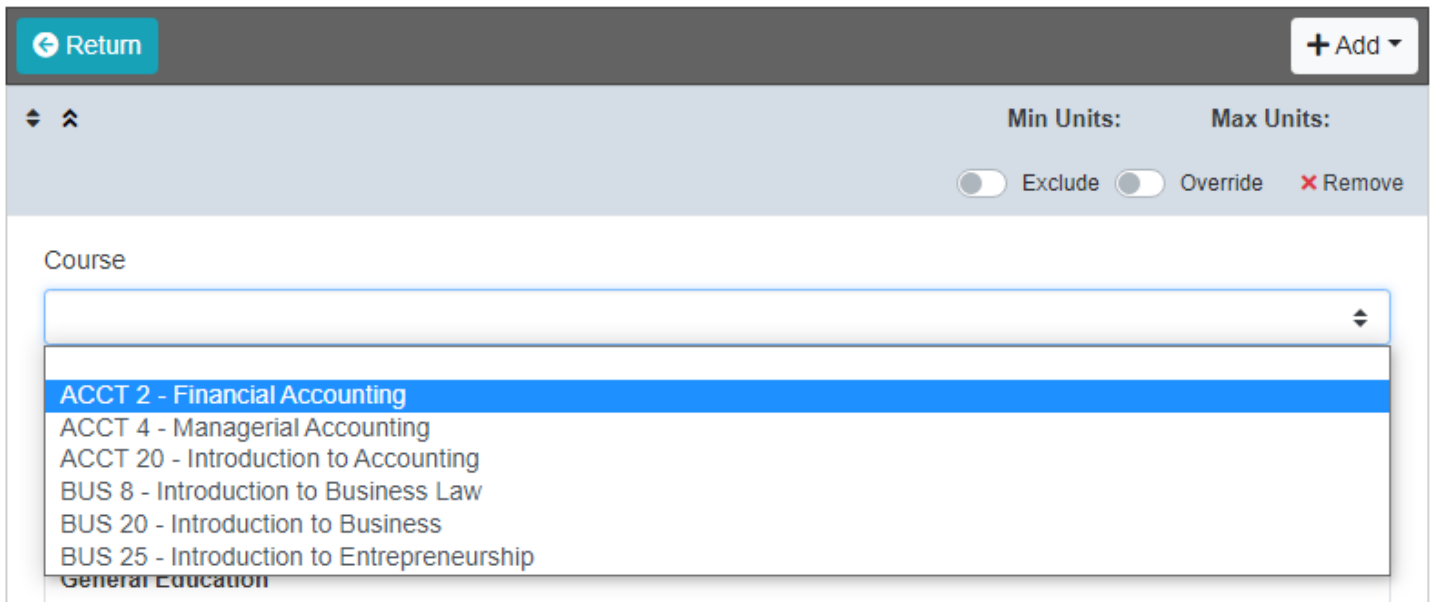
> ➤ *Choose a course from the 'Course' dropdown. If you do not see the course you want to add to the block, you will have to go back to the first tab and add the course there so that you can select it in this tab.*

—> Next Page: Course Blocks - Two-Tab System: Adding a Course to a Block - continued

Proposal Functions and Features - continued

Course Blocks - continued

Two-Tab System: Adding a Course to a Block - continued

Program Mapper

≔ Program Courses

← Return	＋ Add ▾

⇕ ⩔ **ACCT 2** - Financial Accounting   **Min Units:** 4   **Max Units:** 4

◯ Exclude ◯ Override ✕ Remove

Any changes made with the Exclude or Override buttons to a course in a course block on the second tab will show on reports (e.g. Program Summary reports, Program Pathway reports, etc.). See example below, where the number of units for the course have been overridden (changed from 4 units to 2-5 units) and excluded from total program unit calculations. Contrast with the example below that where **no** exclude or override changes were made to the course.

Note that exclude/override changes will **not** show on reports if they are only made to the course on the first tab.

curr**IQ**ūnet   Program Pathway

New Program - w/o NOI: Test

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS
All plans can be modified to fit the needs of part-time students by adding more semesters
Business and Accounting   Units:

Course		Sequence	Units
ACCT 2	Financial Accounting		2.00-5.00

The sequence number is the recommended order in which courses should be taken

Total: 0

curr**IQ**ūnet   Program Pathway

New Program - w/o NOI: Test

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS
All plans can be modified to fit the needs of part-time students by adding more semesters
Business and Accounting   Units: 4.00

Course		Sequence	Units
ACCT 2	Financial Accounting		4.00

The sequence number is the recommended order in which courses should be taken

Total: 4.00

—> Next Page: Two-Tab System: Adding a Non-Course/Other Requirement to a Block

Proposal Functions and Features - continued

Course Blocks - continued

Two-Tab System: Adding a Non-Course/Other Requirement to a Block

Program Mapper

≔ **Program Courses**

⬅ Return		＋ Add ▾
⇕ ⌄ ACCT 2 - Financial Accounting	Min Un	Course Requirement
		Group
	⚪ Exclud	Other Requirement

▶ *Click the '+Add' button and choose 'Other Requirement' (or your institution's equivalent).*

Program Mapper

≔ **Program Courses**

⬅ Return			＋ Add ▾
⇕ ⌄		Min Units: 0	Max Units: 0
	⚪ Exclude ⚪ Override		✕ Remove
⇕ ⌄ ACCT 2 - Financial Accounting		Min Units: 4	Max Units: 4
	⚪ Exclude ⚪ Override		✕ Remove

▶ *Click the downward-facing arrows on the left side of the list item to expand it.*

Program Mapper

≔ **Program Courses**

⬅ Return			＋ Add ▾
⇕ ⌃ At least 6 elective credits		Min Units: 0	Max Units: 0
	⚪ Exclude ⚪ Override		✕ Remove
Group Name			
At least 6 elective credits			✓

⌨ *Type a name/designation for the other requirement in the 'Group Name' textbox. It will populate in the requirement title.*

—> **Next Page:** Course Blocks - Two-Tab System: Adding a Group to a Block

Proposal Functions and Features - continued

Course Blocks - continued

Two-Tab System: Adding a Group to a Block

👉 *Click the '+Add' button and choose 'Group'.*

⌨ *Type a name/designation for the group in the 'Course Block Reference' textbox. It will populate in the group title.*

⌨ *Add items to the group as you would in the first tab (see p. 92) - here, you are also able to add non-course/other requirements in addition to courses and sub-groups.*

—> **Next Page:** Course Blocks - One-Tab System

Proposal Functions and Features - continued

Course Blocks - continued

One-Tab System

In the below example from the one-tab system, this institution has a single "Program Sequencing" tab for adding course blocks, to which courses, groups, and non-course requirement items can then be directly added.

One-Tab System: Adding a Course Block

New Undergraduate Program: Test

Status: Draft — Remaining Launch Requirements: **5** — Launch — Delete Draft

General Information	2/5
Faculty Information	
Proposal Rationale	0/1
Description	0/1
Degree Requirements	
Program Sequencing	
Program Learning Outcomes	
Attach Files	

Program Sequencing

Program Sequencing contains the heading that defines a block of courses. This section is for attaching courses to different blocks within the programs.
Examples of Program Sequencing are: Program Requirements (10 courses; 45 quarter units); Preparation for the Major (2 courses; 9 quarter units); Approved Electives; The footer is for information that you would like to have follow the course block, such as: "Note: Only ABC 100 and prerequisites can be taken prior to admission."

≡ **Program Sequences**

+ Add ▾

This list does not contain any items. To add an item, click the add button and select an item from the dro

Program Requirement

▸ *Click the '+Add' button and choose 'Program Requirement' (or your institution's equivalent).*

Program Sequencing

Program Sequencing contains the heading that defines a block of courses. This section is for attaching courses to different blocks within the programs.
Examples of Program Sequencing are: Program Requirements (10 courses; 45 quarter units); Preparation for the Major (2 courses; 9 quarter units); Approved Electives; The footer is for information that you would like to have follow the course block, such as: "Note: Only ABC 100 and prerequisites can be taken prior to admission."

≡ **Program Sequences**

+ Add ▾

⇕ ⌄	Min Units: 0	Max Units: 0
	Exclude ⬤ Override	✕ Remove

▸ *Click the downward-facing arrows on the left side of the blank list item to expand it.*

Proposal Functions and Features - continued

Course Blocks - continued

One-Tab System: Adding a Course Block - continued

:≡ **Program Sequences**

⌨ *Type a name/designation for the course block in the 'Sequence Title and Unit Count' textbox (or equivalent). It will populate in the course block title. Click 'Edit Sequence Courses' (or equivalent) to add items to the block.*

Proposal Functions and Features - continued

Course Blocks - continued

One-Tab System: Adding Items to a Block

☰ Sequence Courses
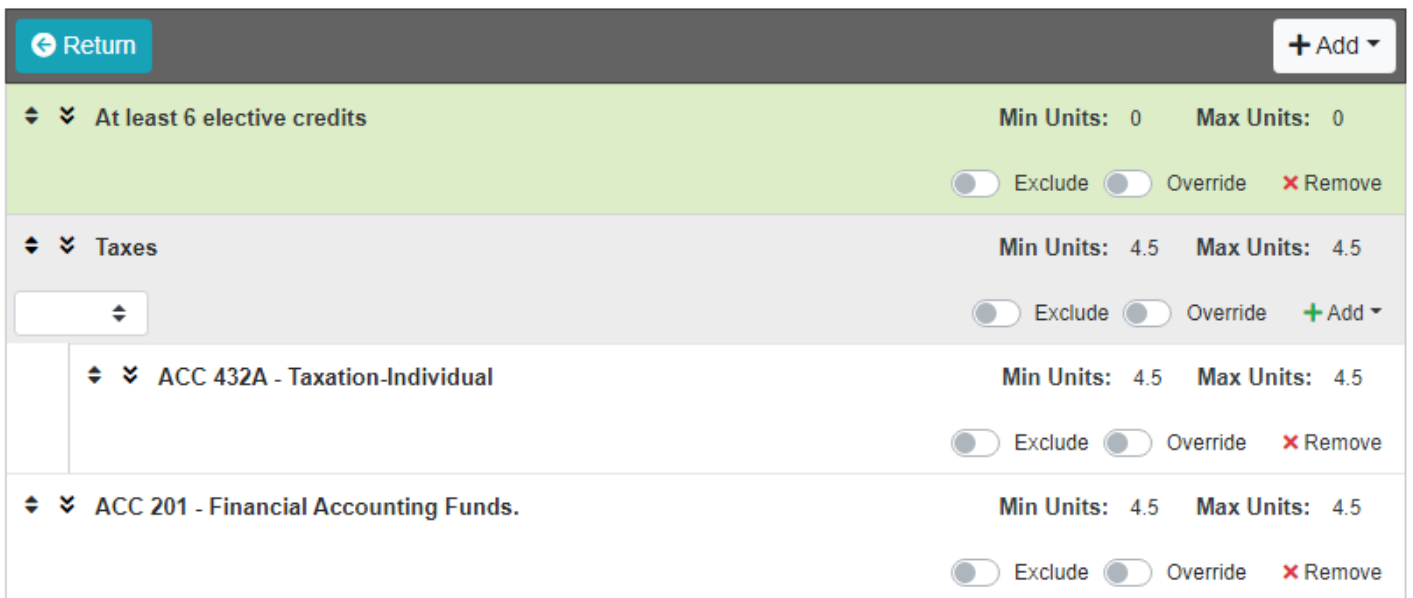
[Return]   [+ Add ▾]

Course Requirement
Grouping
Non Course Requirement

▸ *Click the '+Add' button and choose a course, group, or non-course requirement to add. Follow the same procedure to add a course, group (and items within a group), and non-course requirement as on pp. 98-101.*

Below is a very simple example of what the ordered list in a one-tab system would look like with a non-course requirement, a group with one nested course item, and a course item added.

☰ Sequence Courses

[Return]			[+ Add ▾]
⬍ ⌄ At least 6 elective credits	Min Units: 0	Max Units: 0	
	○ Exclude ○ Override	✕ Remove	
⬍ ⌄ Taxes	Min Units: 4.5	Max Units: 4.5	
[⬍]	○ Exclude ○ Override	+ Add ▾	
⬍ ⌄ ACC 432A - Taxation-Individual	Min Units: 4.5	Max Units: 4.5	
	○ Exclude ○ Override	✕ Remove	
⬍ ⌄ ACC 201 - Financial Accounting Funds.	Min Units: 4.5	Max Units: 4.5	
	○ Exclude ○ Override	✕ Remove	

Proposal Functions and Features - continued

Course Blocks - continued

Dragging and Dropping Items in the Ordered LIst

Below is an example of an ordered list with one non-course requirement, one course, and two groups that each have one course nested inside of them.

≔ Sequence Courses

G Return		**+ Add ▾**
⇕ ⌄ At least 6 elective credits	**Min Units:** 0	**Max Units:** 0
	◯ Exclude ◯ Override	✕ Remove
⇕ ⌄ ACC 201 - Financial Accounting Funds.	**Min Units:** 4.5	**Max Units:** 4.5
	◯ Exclude ◯ Override	✕ Remove
⇕ ⌄ Math	**Min Units:** 4.5	**Max Units:** 4.5
[⇕]	◯ Exclude ◯ Override	**+ Add ▾**
⇕ ⌄ MTH 418 - Statistical Analysis	**Min Units:** 4.5	**Max Units:** 4.5
	◯ Exclude ◯ Override	✕ Remove
⇕ ⌄ Finances and Taxes	**Min Units:** 4.5	**Max Units:** 4.5
[⇕]	◯ Exclude ◯ Override	**+ Add ▾**
⇕ ⌄ ACC 432A - Taxation-Individual	**Min Units:** 4.5	**Max Units:** 4.5
	◯ Exclude ◯ Override	✕ Remove

What if you want to change the order of the items in the list, nest items within groups, or take items out of groups without having to remove and re-add them? That is where the drag-and-drop function comes in.

Proposal Functions and Features - continued

Course Blocks - continued

Dragging and Dropping Items in the Ordered LIst - continued

The first method is the simplest one - changing the order of items within the ordered list. We'll move the group 'Finances and Taxes' above the ACC 201 course.

▶ *To move an item (non-course requirement, course, or group) from one position in the list to another, click and hold the up-and-down triangles icon on the far left of the list item. Hold your mouse button down as you drag the item into the desired position. Release your mouse button when the item is in the correct spot.*

Proposal Functions and Features - continued

Course Blocks - continued

Dragging and Dropping Items in the Ordered LIst - continued

The second method involves nesting an existing item inside of an existing group. In this example we'll take a course that is not in a group and put it into a group. We'll move the ACC 201 course into the 'Finances and Taxes' group.

▶ *To move an item into a group, click and hold the up-and-down triangles icon on the far left of the list item. Hold your mouse button down as you drag the item into the desired group, on the same level as any other courses or items in the group.. Release your mouse button when the item is in the correct spot inside the group.*

Proposal Functions and Features - continued

Course Blocks - continued

Dragging and Dropping Items in the Ordered LIst - continued

Now we'll take a group and nest it inside of another group. We'll move the 'Math' group into the 'Finances and Taxes' group. Note that when a group is moved to another position in the list or nested inside of another group, all items in the group move with it.

To move a group into another group, click and hold the up-and-down triangles icon on the far left of the group item. Hold your mouse button down as you drag the group into the desired group, on the same level as any other courses or items in the group. Release your mouse button when the group item is in the correct spot inside the group.

Proposal Functions and Features - continued

Course Blocks - continued

Dragging and Dropping Items in the Ordered LIst - continued

Now we'll take an item and put it in a nested group. We'll move the 'At least 6 elective credits' non-course requirement into the 'Math' group, which itself is inside the 'Finances and Taxes' group.

▶ *To move an item into a nested group, click and hold the up-and-down triangles icon on the far left of the group item. Hold your mouse button down as you drag the item into the desired nested group, on the same level as any other courses or items in the nested group. Release your mouse button when the item is in the correct spot inside the nested group.*

Proposal Functions and Features - continued

Course Blocks - continued

Dragging and Dropping Items in the Ordered LIst - continued

What if you want to move items out of a group, or out of a nested group and into a main group? The process is exactly the same. Simply drag the item to the level or group in which you want it to be. You can also change the order of items within a group or nested group exactly the same as you would change the order of non-grouped items in the list.

≔ **Sequence Courses**

↩ Return			**+ Add ▾**
⬍ ⌄ Finances and Taxes		Min Units: 13.5	Max Units: 13.5
⬍	◯ Exclude ◯ Override		+ Add ▾
⬍ ⌄ ACC 201 - Financial Accounting Funds.		Min Units: 4.5	Max Units: 4.5
	◯ Exclude ◯ Override		✕ Remove
⬍ ⌄ ACC 432A - Taxation-Individual		Min Units: 4.5	Max Units: 4.5
	◯ Exclude ◯ Override		✕ Remove
⬍ ⌄ Math		Min Units: 4.5	Max Units: 4.5
⬍	◯ Exclude ◯ Override		+ Add ▾
⬍ ⌄ At least 6 elective credits		Min Units: 0	Max Units: 0
	◯ Exclude ◯ Override		✕ Remove
⬍ ⌄ MTH 418 - Statistical Analysis		Min Units: 4.5	Max Units: 4.5
	◯ Exclude ◯ Override		✕ Remove

—> **Next Page:** Course Blocks: Conditions in the Ordered List

Proposal Functions and Features - continued

Course Blocks - continued

Conditions in the Ordered List

Conditions in the ordered list (for nested items within groups only) can be accessed by clicking on the dropdown inside of a group (see below). Options include AND, OR, and Require.

On the next page is a detailed breakdown of how each condition affects the items in the groups.

—> **Next Page:** Course Blocks: Conditions in the Ordered List - continued

Proposal Functions and Features - continued

Course Blocks - continued

Conditions in the Ordered List - continued

In the below screenshot, you can see the 'Finances and Taxes' group has an AND condition (1), meaning that all items within it - courses, items in the nested group, and the non-course requirement - must be taken.

The nested 'Math' group has a Require condition with 9 units specified (2), meaning that at least 9 units must be taken ('Items' may also be chosen instead of units). This number of units is added to the parent group 'Finances and Taxes' for a total of 18 units (3).

The 'Business' group has an OR condition (4), meaning that any one of the items within it must be taken, but not all. Because only one item in this group must be taken, and one item has 0 units while one has 4.5, there is a range of total units for the group (5).

Proposal Functions and Features - continued

Course Blocks - continued

Conditions in the Ordered List - continued

Below is an example of how the conditions would affect the appearance of a course block on a report.

Degree Requirements

Degree Requirements
Accounting

Finances and Taxes		18.00
ACC 201	Financial Accounting Funds.	4.50
AND		
ACC 432A	Taxation-Individual	4.50
	Prerequisite: *ACC 431*	
AND		
Math		9.00
MTH 418	Statistical Analysis	4.50
	Prerequisite: *MTH 210 and MTH 220*	
MTH 460	Problem Solving Strategies	4.50
	Prerequisite: *MTH 416 and MTH 417*	
AND		
At least 6 elective credits		
Business		0.00-4.50
BUS 100	Intro to Business	4.50
OR		
BUS 500C	Macro & Micro Economics	0.00

Proposal Functions and Features - continued

Course Blocks - continued

Sequencing Items

Courses, groups, or other requirements within a block may have a sequencing feature. Configurations may vary somewhat, but the basic concept is that items will show in a specific numbered order in the proposal and on certain reports. In the below example, a sequence order number for the list item in a block can be chosen by clicking on a dropdown and choosing from the available list of numbers.

Course Sequence

☐ Include Course in SLO Map

Sequence Order 1

☐ "Gateway" course?

▸ *Choose a sequence order number from the 'Sequence Order' dropdown.*

Below is an example of what sequenced courses in a course block would look like on a Program Pathway report.

Program Pathway

1. Program: New Degree/Certificate: Test

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Accounting			Units: 8.0
Course		**Sequence**	**Units**
ACCTG 10A	Intermediate Accounting A 🖥	2	3.0
ACCTG 1	Introduction to Financial Accounting 🖥	1	5.0

The sequence number is the recommended order in which courses should be taken
🖥 Approved for Distance Education

Total: 8.0

—> **Next Page:** Proposal Functions & Features - Read-Only Fields

Proposal Functions and Features - continued

Read-Only Fields

If at any point you are unable to click into or make changes to a field's information, you do not have edit privileges for that field. If you need to make changes to a such a field, contact your institution's currIQūnet administrators.

Auto Calculations

Some institutions have automatically calculated fields on their Units/Hours pages. When users enter the base measurement into the white numerical fields, the grayed-out fields will automatically calculate.

Class Hours

CB04: Credit Status

☐ Variable Hour Exist

Number of Weeks *	12
Units - Min	1
Weekly Lecture Hours Min	1
Weekly Lab Hours Min	1
Weekly Activity Hours Min	1
Hours/Units Override	
Min Out of Class Hours	30
Total In Class Hours	36
Total Contact Hours Min	66

—> **Next Page:** Proposal Functions & Features - Show/Hide Pages

Proposal Functions and Features - continued

Show/Hide Pages

Show/hide pages are used in areas where additional information is required because the proposal meets certain criteria. Responses on a field of any type may cause additional fields to appear.

Most frequently, the trigger field and the unlocked fields will be on the same proposal page. For example, on this proposal page, the user is to indicate which methods will be used to evaluate students.

Methods of Evaluation

Last updated by CurriQunet SupportAdmin on 11/2/2021 at 12:52 PM

Written Assignments *

A. WRITTEN ASSIGNMENTS

☐ Formal Essay (ENGL 1A level)

☐ Informal Essay/Short Composition

☐ Other written Assignments

B. PROBLEM SOLVING

☐ Computational

☐ Noncomputational

☐ Other Problem Solving

When a user selects one of the checkboxes, a textbox appears beneath it for the user to provide examples of the selected method.

A. WRITTEN ASSIGNMENTS

☑ Formal Essay (ENGL 1A level)

Provide examples *

☐ Informal Essay/Short Composition

☐ Other written Assignments

Proposal Functions and Features - continued

Show/Hide Pages - continued

Show/hide triggers may also unlock a different proposal path. In the following example, when a user selects the Credit for Prior Learning tab, there is a message stating "This Tab will only show if Yes is chosen for Credit for Prior Learning on the Units/Hours tab".

If the user navigates to the Units/Hours tab, selects 'Yes' from the dropdown under 'Credit for Prior Learning', and then saves the tab, they will be able to select newly populated options upon returning to the Credit for Prior Learning tab.

—> **Next Page:** Proposal Functions & Features - Rich Text Editor (RTE)

Proposal Functions and Features - continued

Rich Text Editor (RTE)

This feature is used in numerous places throughout META. The Rich Text Editor within the META system provides several tools to help you format text entries, and allows you to add hyperlinks and insert images. Other features include find-and-replace, word and character counts, the ability to create tables, special characters, etc. (An in-depth tutorial on formatting tables in the RTE can be found on pp. 121-137).

Copying and pasting an outline straight from Microsoft Word or a similar word-processing program will NOT provide a properly formatted outline. The embedded formatting information that word-processing programs include will cause issues within the editor.

If you are pasting a paragraph of text (as you might for a Course Description) into the RTE, you must paste it as plain text. Type **Ctrl+Shift+V** (in Windows) or right-click on your mouse and select **Paste as Plain Text.** If you do not do this, hidden formatting tags will interfere with the internal tools of the editor and cause problems with reports.

Creating an Outline in the Rich Text Editor

The simplest and best way to produce a properly formatted outline is directly in the Rich Text Editor. You may enter your line headings as you see fit, or use the built-in list tools.

The List Tools buttons create lists. There is a button to create numbered lists (1) and a button to create bulleted lists (2). You can also use the left and right indent buttons (Decrease Indent or Increase Indent) next to the List Tools to create indentation in the lists, or simply use the Tab key on your keyboard.

Below is an example of a bulleted list with several levels of indentation.
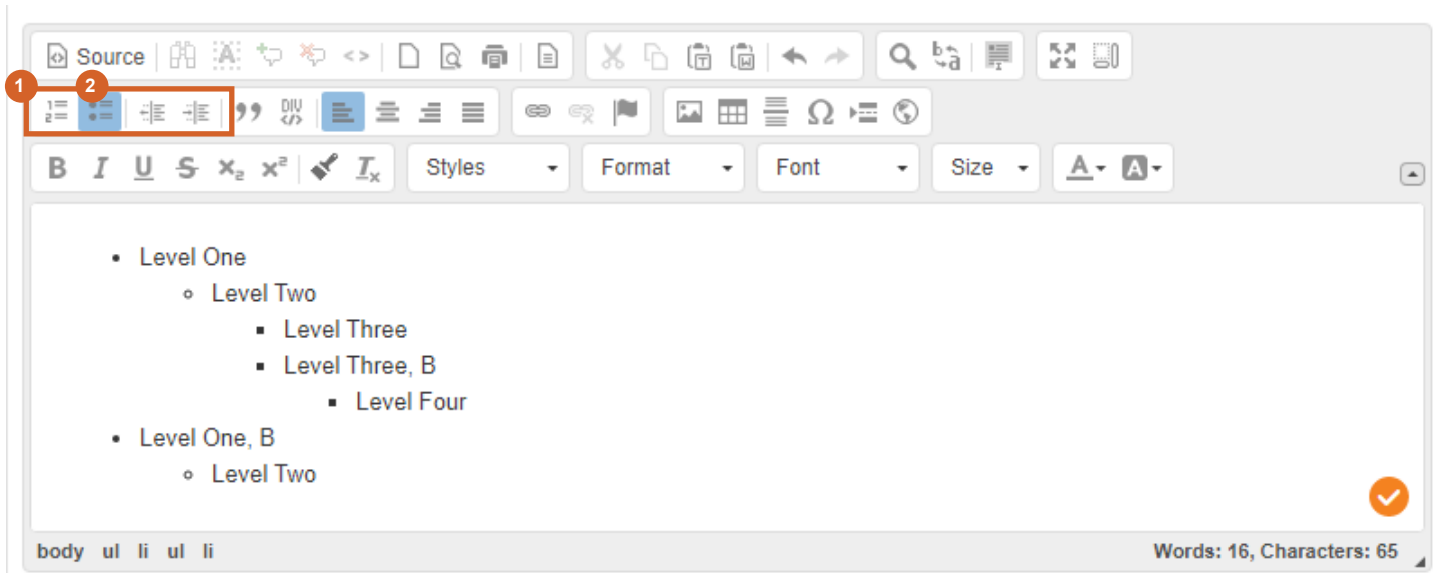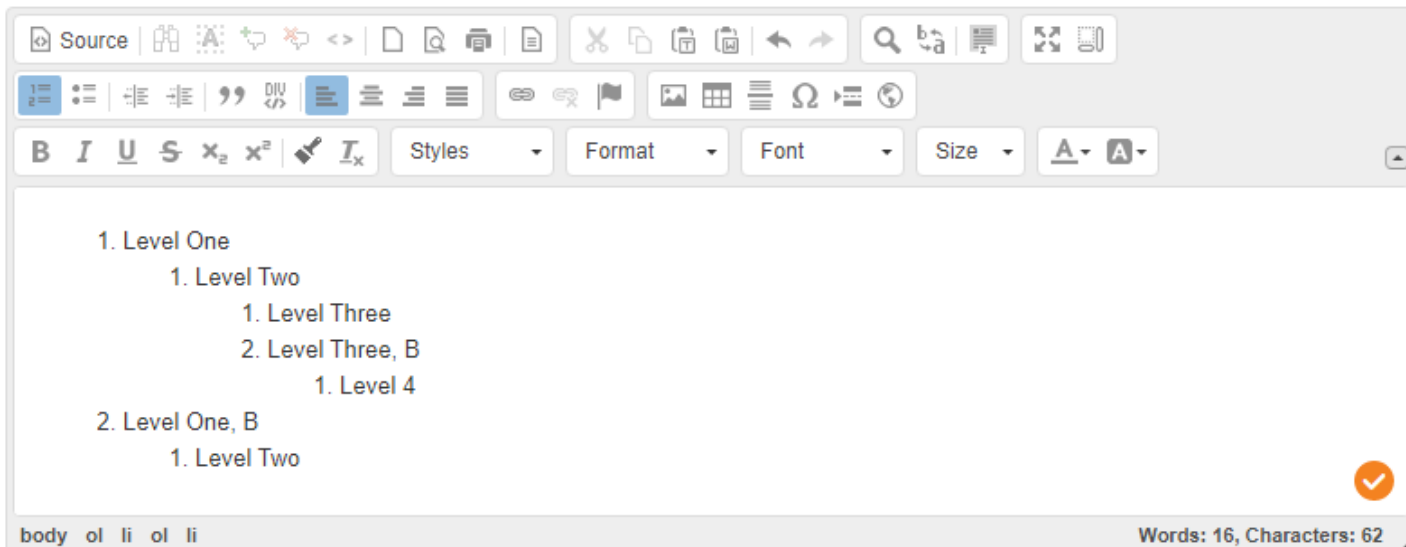
—> **Next Page:** RTE: Creating an Outline in the Rich Text Editor

Proposal Functions and Features - continued

Rich Text Editor (RTE) - continued

Creating an Outline in the Rich Text Editor - continued

Below is an example of a numbered list with several levels of indentation.
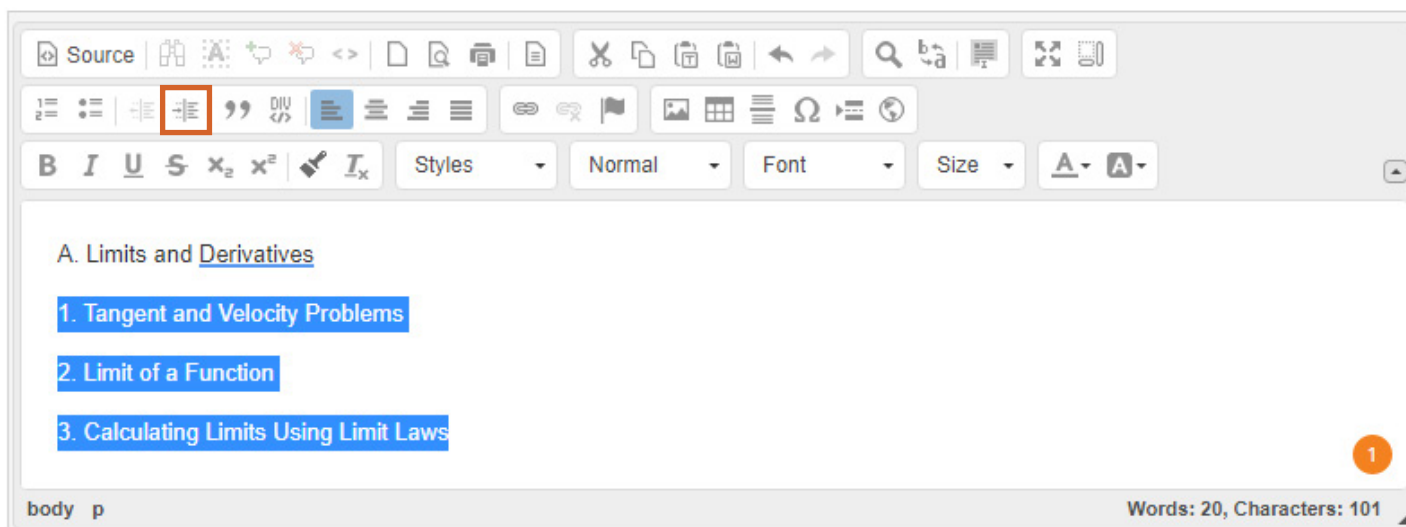
If you would prefer to specify your own level designations, you may do so as well, using the indentation tools as necessary.
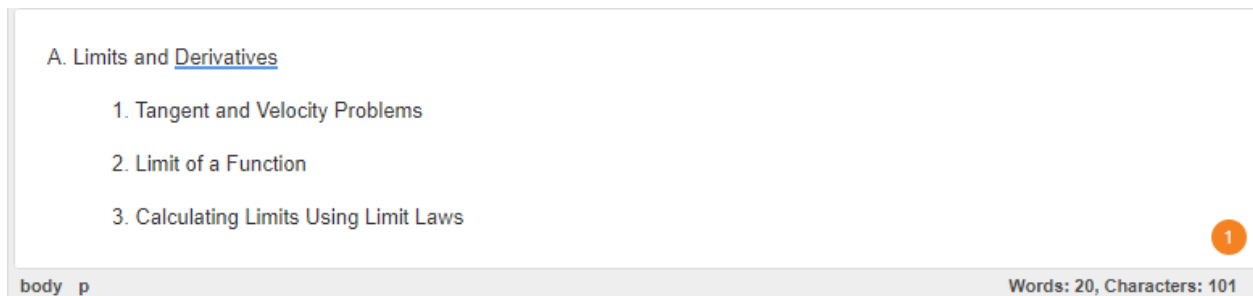
To create indented levels, select the text you would like to indent. Click one of the Indent Tool buttons (in this case, Increase Indent).

Proposal Functions and Features - continued

Rich Text Editor (RTE) - continued

Creating an Outline Using HTML

Another way to create a properly formatted outline requires knowledge of coding HTML.
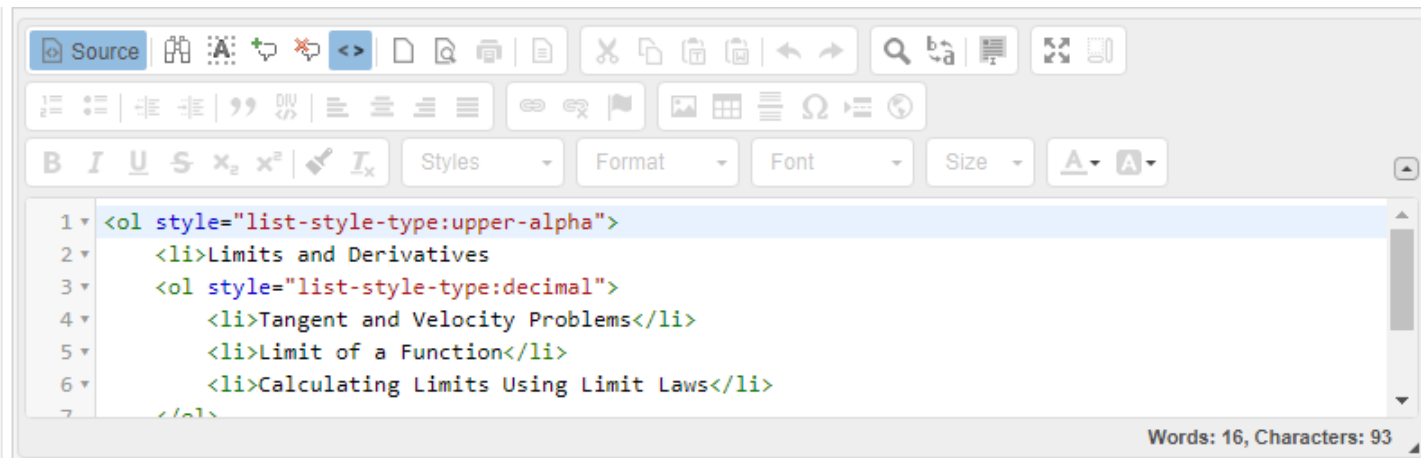
▸ *Click the 'Source' button (1). This will change the view of the Rich Text Editor. Enter or copy and paste your content and HTML code as desired. (Note that the code itself does not add to the word or character count, only the content within the code tags.) When finished, click the Source button again to go back to normal view in the RTE.*
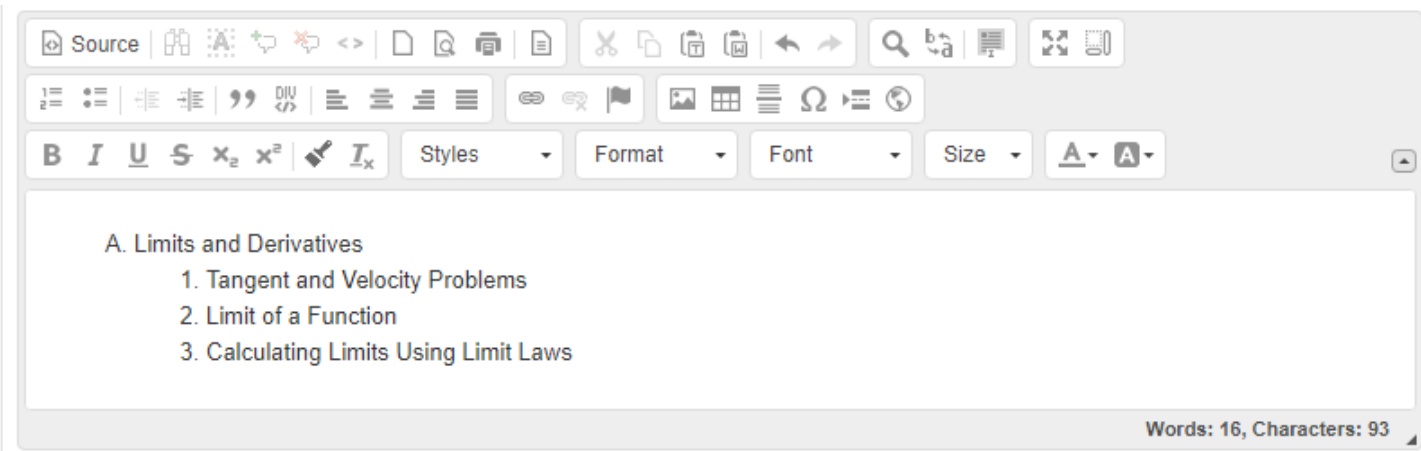
If done correctly, this will produce an outline in the RTE.

—> **Next Page:** Formatting a Table in the RTE

Formatting a Table in the RTE

When adding tables to an RTE in META, whether in programs, courses or catalog pages, the default formatting may not be suitable for catalog output. This portion of the guide will help you have more control over the output format and appearance of tables when they are rendered in the online catalog.

Terminology

CSS

Cascading Style Sheets - a stylesheet language used for the formatting and presentation (layout and design) of a webpage.

Inline styles

Inline styles refer to using the style attribute to add CSS to a specific HTML element in order to style it individually.

Example: `<p style = "color:red;">This is a paragraph.</p>`

Bootstrap

Bootstrap is a CSS framework or library that includes a large variety of specific styling for the purpose of consistency across internal tools.

Getting Started

The catalog is based on Bootstrap, so the table output can be easily changed by applying some simple bootstrap styles. However, when pasting from another source such as Word, some styles are preserved in the paste.

These styles can interfere with any additional applied styles because inline styles have the highest specificity, or priority. In such cases it may be necessary to remove those styles before attempting to tweak the table appearance.

Having a clean table to begin with will make formatting much easier and less frustrating.

Cleaning Pasted Tables

When pasting tables either alone or as part of a larger document, there is often clutter that comes along with the code that is unnecessary and often detrimental to the appearance of the table.

When pasting, using Ctrl-V will invoke the paste from Word option that attempts to clean out the unnecessary elements. While this is quite effective, when dealing with tables there are some styles that cannot be removed. These are typically the inline styles used for cell-level formatting.
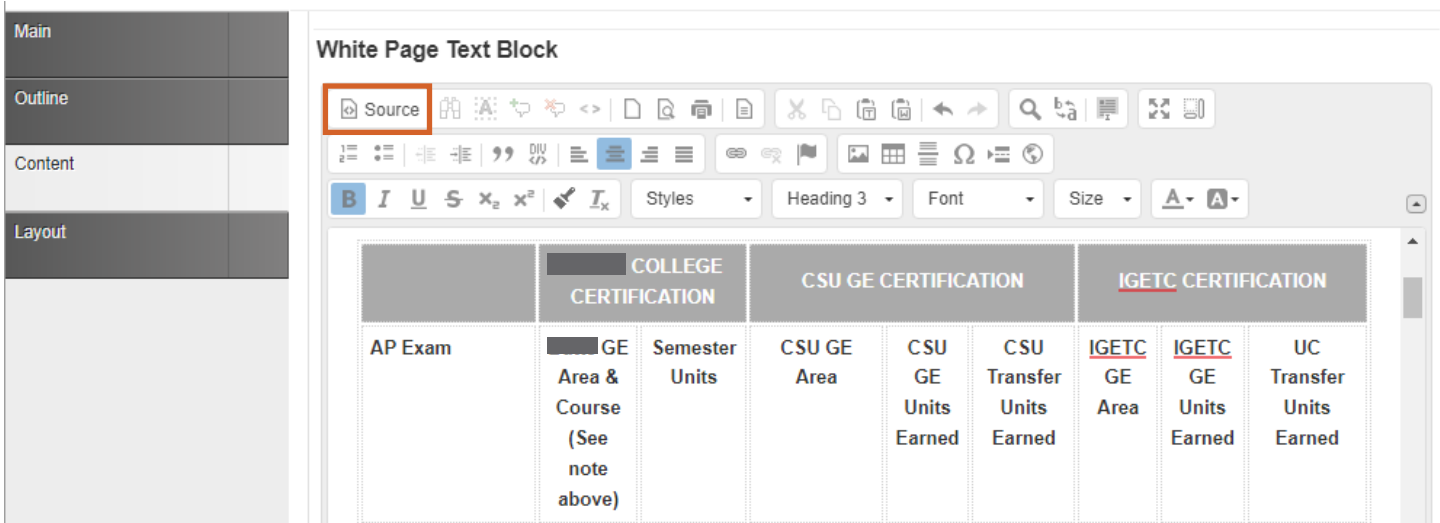
This may not be a problem and can be left as-is. Sometimes though, it is necessary to remove these styles to prevent overriding global styles from your catalog styles, from being applied to tables in content blocks.

The techniques in this tutorial can help with cleansing tables for better global control.

Formatting a Table in the RTE - continued

Technique: Global Search and Replace

When inline styles are applied in a table, they are usually applied at the cell level. This can make removing them time consuming. In such cases, you can use the 'Source' view and the replace option to remove them all en masse.
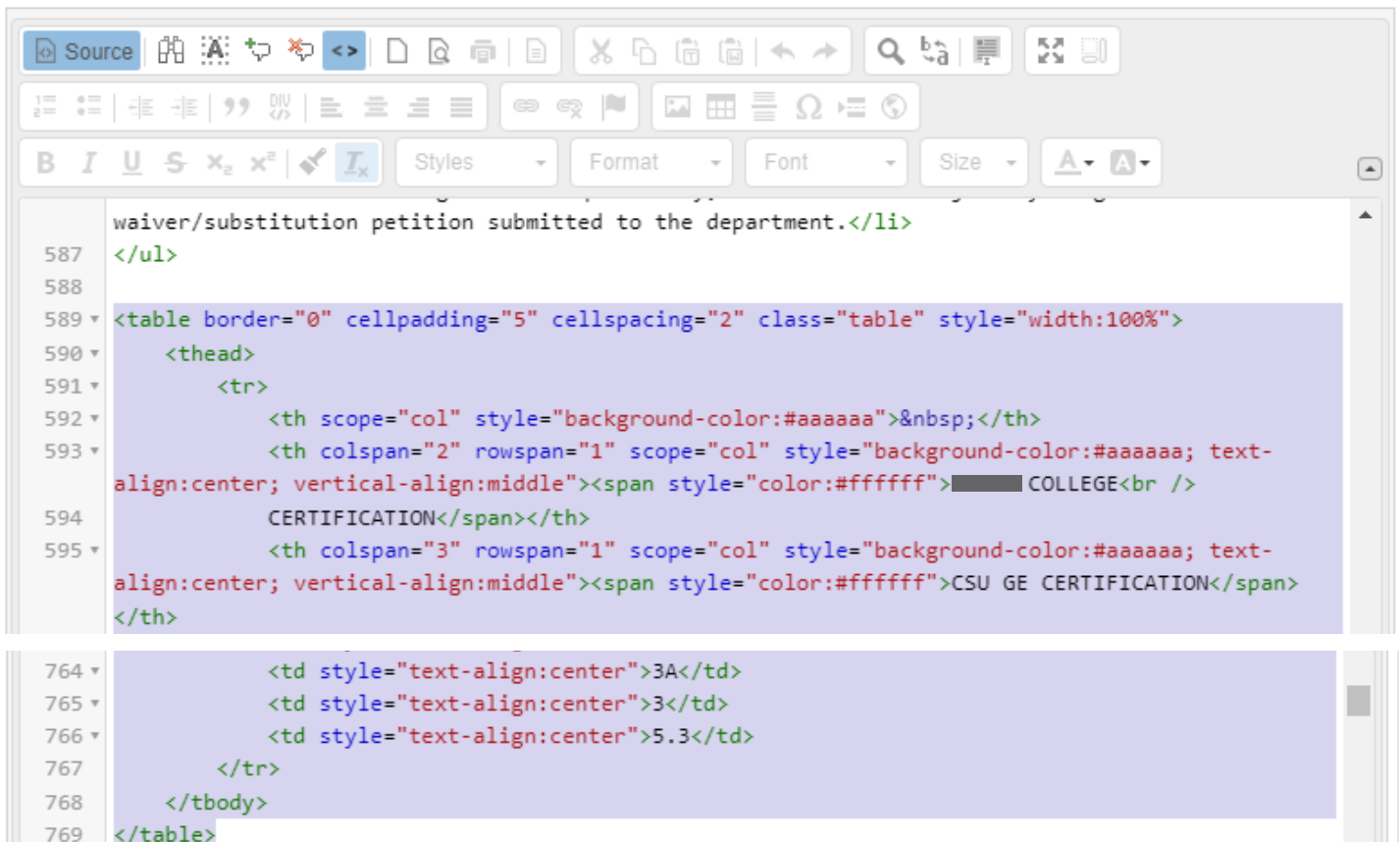
To do this, open a content block containing the table and click on the 'Source' button.

In the Source view, find the code for the table you want to change.

It will begin with a `<table>` tag and end with a `</table>` tag.

—> **Next Page:** Technique: Global Search and Replace - continued

Formatting a Table in the RTE - continued

Technique: Global Search and Replace - continued

Everything between the `<table>` and `</table>` tags makes up the content of the table. Throughout the content you might see many `style=` statements. These affect the appearance of the cells of the table. Some may be desirable, but others can cause problems with formatting.

For example, if you want to control font size for the entire table with a single style, you will need to remove all the individual font size styles throughout the content first. You can do this with the search and replace function.

In this example we will remove the font-size style. First, we need to highlight all the table code.
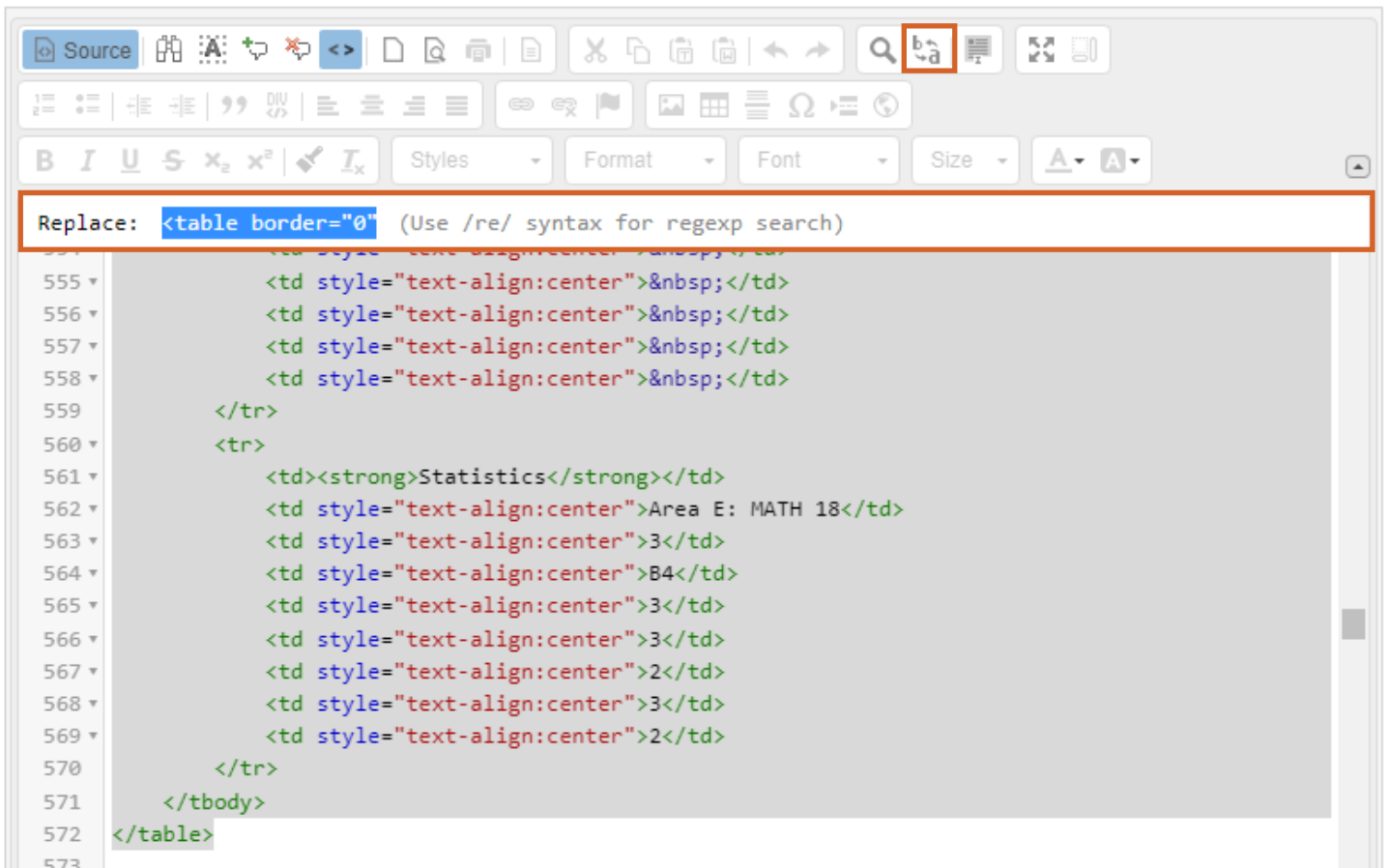
⌨ *Place the cursor just before the <table> tag. Scroll down to the `</table>` tag and Shift-click immediately after that tag. This should highlight all the table code.*

🖱 *Click the Replace button (the button to the right of the magnifying glass).*

After clicking the Replace button, a `Replace:` field will appear below the toolbars (see screenshot above). You can add the text to find in this field. You can scroll through the highlighted code to see the various styles you may want to remove (see screenshot below with highlighted examples).
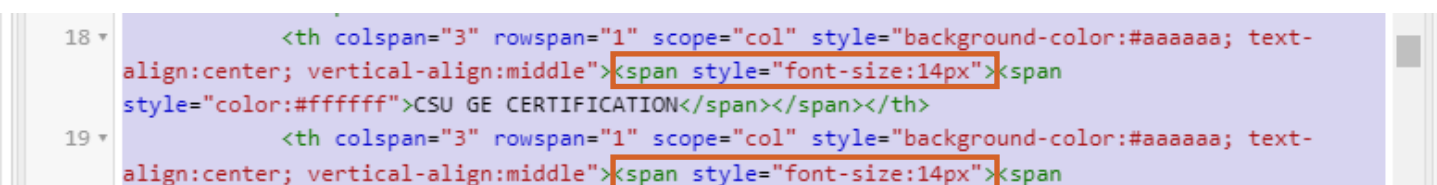
⟶ **Next Page:** Technique: Global Search and Replace - continued

Formatting a Table in the RTE - continued

Technique: Global Search and Replace - continued

Replace: ="font-size:14px" (Use /re/ syntax for regexp search)
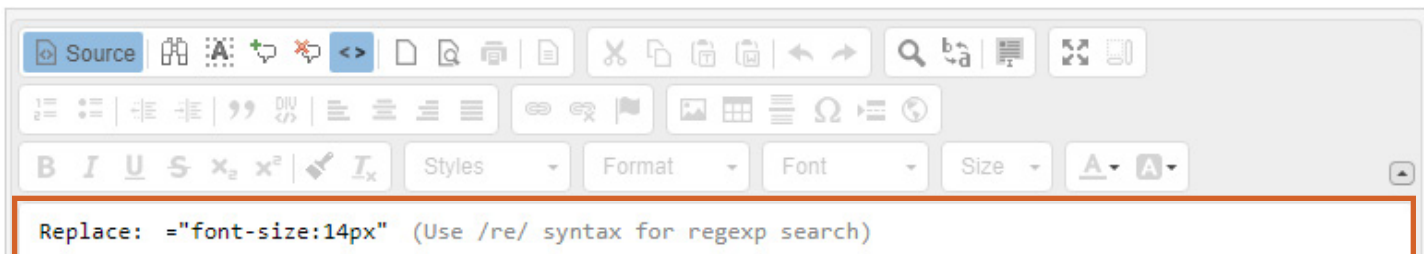
⌨ *In the* `Replace:` *field, enter* `style="font-size:14px"` *and press 'Enter.'*

The `Replace:` field will now read `With:`

With: |
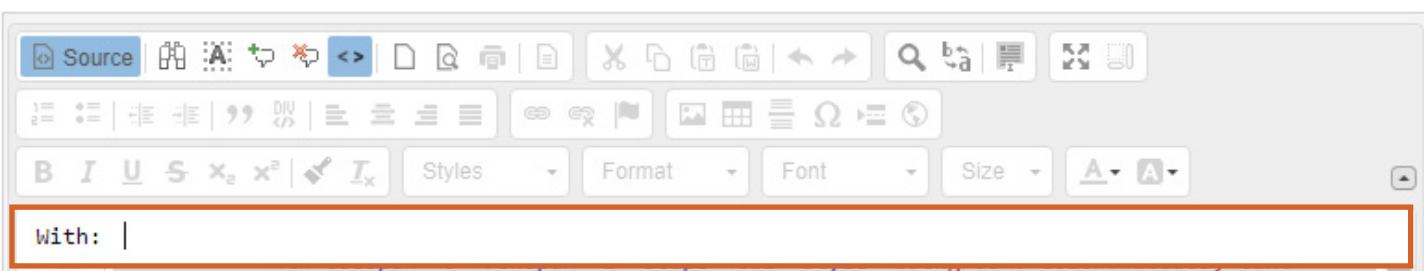
⌨ *Leave this field blank to remove the style and press 'Enter' again.*

This will show the replace options.

Replace? Yes No All Stop
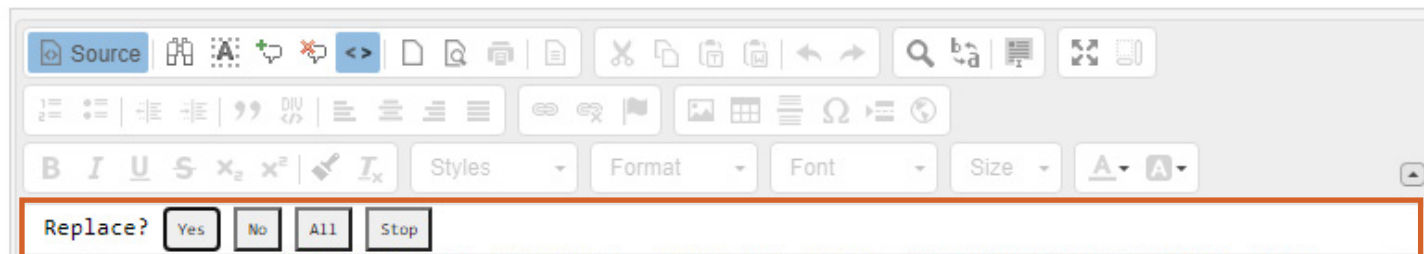
▶ *Press 'All' to immediately replace all occurrences. To step through individual replacements, press 'Yes' or 'No' for each one ('Yes' will replace, 'No' will not). To stop the replacement process, press 'Stop.'*

Formatting a Table in the RTE - continued
Technique: Global Search and Replace - continued

In this specific example, only the `font-size` inline style has been removed from the `<span>`. The span itself remains, but is now blank and will not affect the text.

```
18 ▾            <th colspan="3" rowspan="1" scope="col" style="background-color:#aaaaaa; text-
     align:center; vertical-align:middle"><span ><span style="color:#ffffff">CSU GE
     CERTIFICATION</span></span></th>
19 ▾            <th colspan="3" rowspan="1" scope="col" style="background-color:#aaaaaa; text-
     align:center; vertical-align:middle"><span ><span style="color:#ffffff">IGETC
     CERTIFICATION</span></span></th>
```
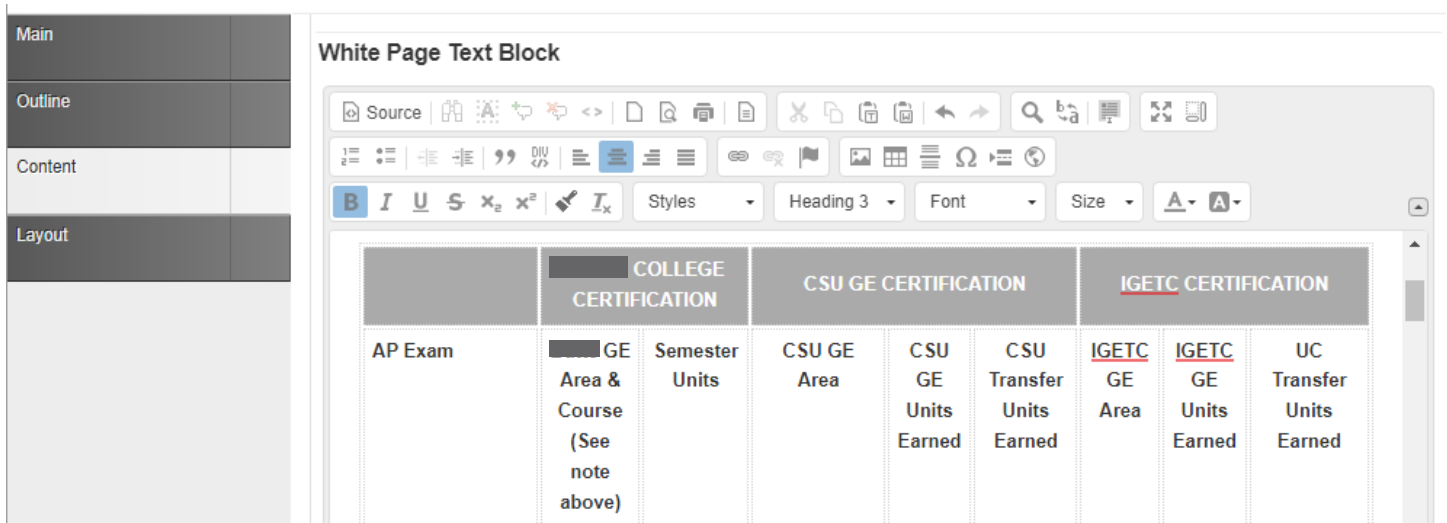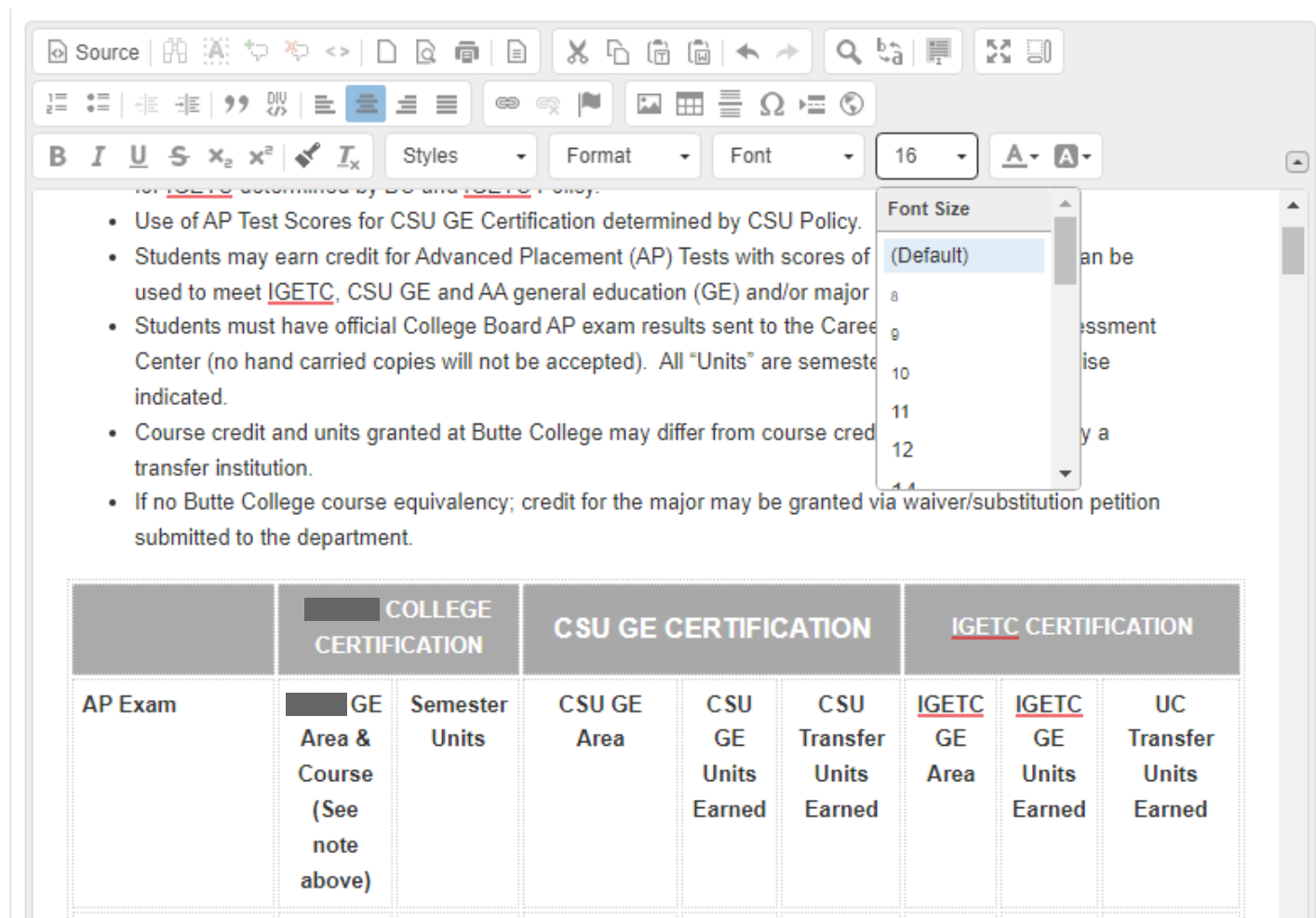
❗ NOTE: The global search and replace feature is best used by someone that is familiar with HTML. Make sure when doing global search and replacements that you include the entire statement you want removed.

If replacements leave HTML fragments, you will get unexpected results. If you don't feel comfortable using this feature, you can instead use the table editor user interface to make changes, though it will be a bit more time consuming.

—> **Next Page:** Formatting a Table in the RTE - Technique: Table Editor Interface

Formatting a Table in the RTE - continued

Technique: Table Editor Interface

To use the table editor interface, you should first get familiar with the navigation and behaviors of the various tools.

▶ *To begin, open a content block containing a table. Click on the cells in the table.*

As you click on the cells of the table, pay attention to the formatting options on the toolbar (e.g. Font, Size, etc.). If the cell has any of these formats set as an inline style, it will show.
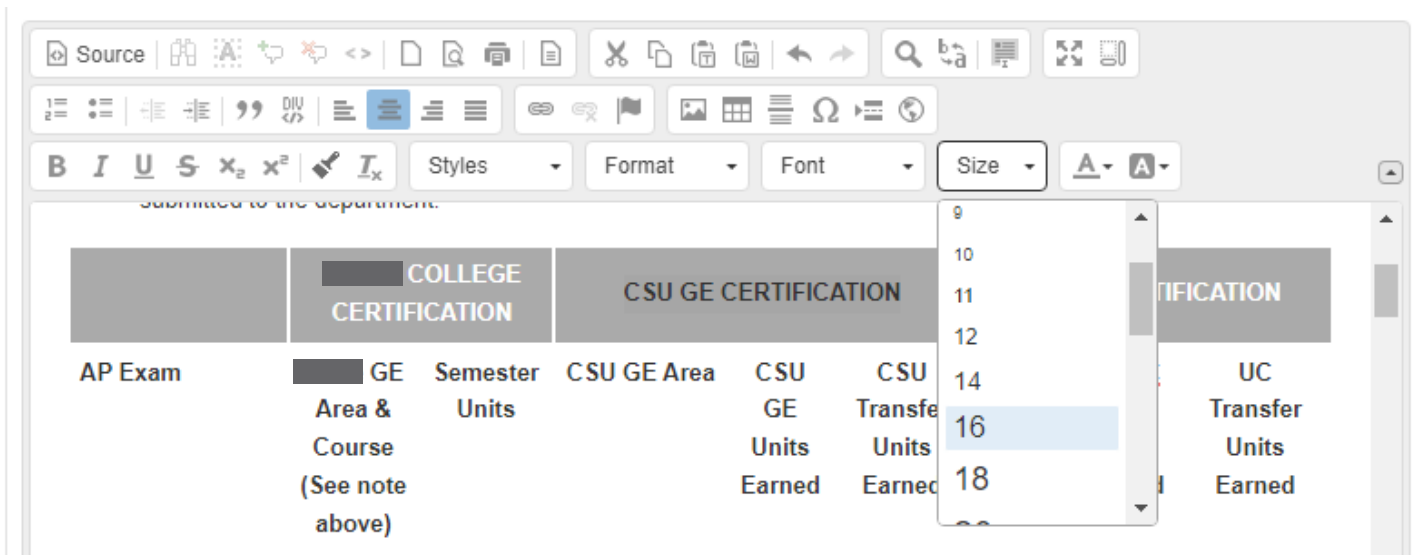
You can change any of these options on a cell-by-cell basis (see next page).

❗ NOTE: You can select multiple cells to set or clear styles. However, there are times when this may not work. In such cases, modify the cells individually.

—> **Next Page:** Technique: Table Editor Interface - Add Inline Style(s) to a Cell

Formatting a Table in the RTE - continued

Technique: Table Editor Interface - continued

Add Inline Style(s) to a Cell

⌨ ➤ *If you want to change the font size in a single cell, highlight the text in the cell and select the size value from the dropdown.*

This will add an inline style attribute in the source.

➤ *If you want, you can open the source and locate the text you highlighted. It will have a* `<span>` *tag with the* `font-size` *style applied.*

    —> Next Page: Technique: Table Editor Interface - Remove Inline Style(s) from a Cell

Formatting a Table in the RTE - continued

Technique: Table Editor Interface - continued

Remove Inline Style(s) from a Cell

If a cell has a font family or font size applied and you want to remove it, highlight the text and select (Default) from the dropdown.

This will remove the `<span>` tag and associated style from the code (in this case, `<span style="font-size:16px">`) and clear the style, restoring the text to its default font size.

—> **Next Page:** Technique: Table Editor Interface - Using Context Items to Modify Tables

Formatting a Table in the RTE - continued

Technique: Table Editor Interface - continued

Using Context Menus to Modify Tables

In addition to the formatting tools on the toolbar, there are also context menus that give additional options for modifying table, row, column, and cell properties.
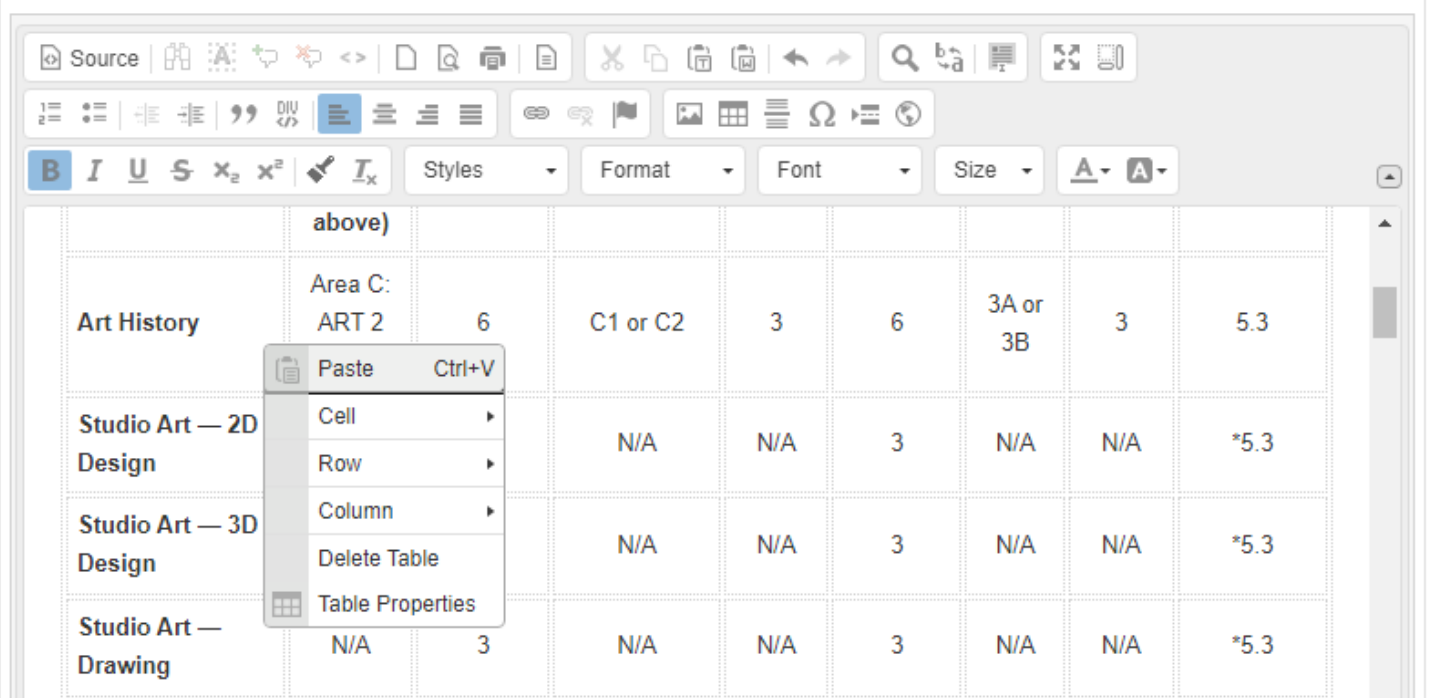
▶ *To explore these tools, right-click anywhere in the table. This will open the context menu (see above).*

Below are screenshots of the Cell, Row, and Column sub-menus, which include the ability to add and remove cells, rows and columns. See next page for more on the Cell sub-menu and its option 'Cell Properties'.

—> **Next Page:** Technique: Table Editor Interface - Cell Properties
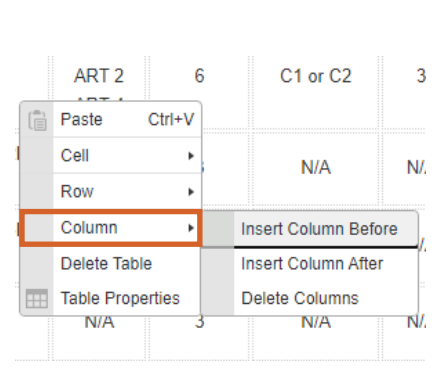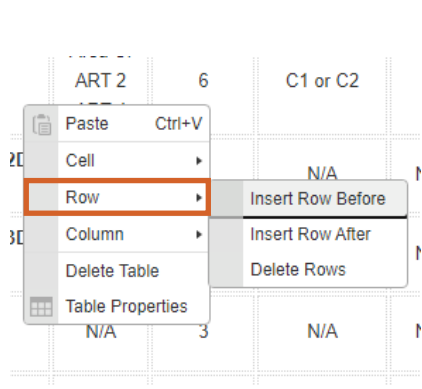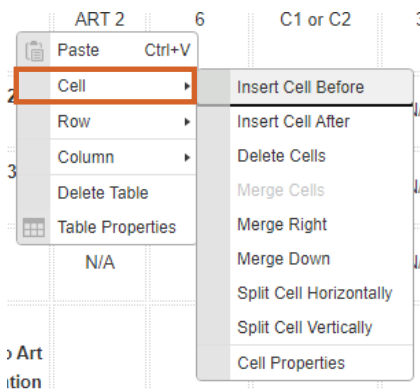
Formatting a Table in the RTE - continued

Technique: Table Editor Interface - continued

Cell Properties

The Cell sub-menu has a number of options for cell manipulation, as well as an option to open the cell attribute manager.
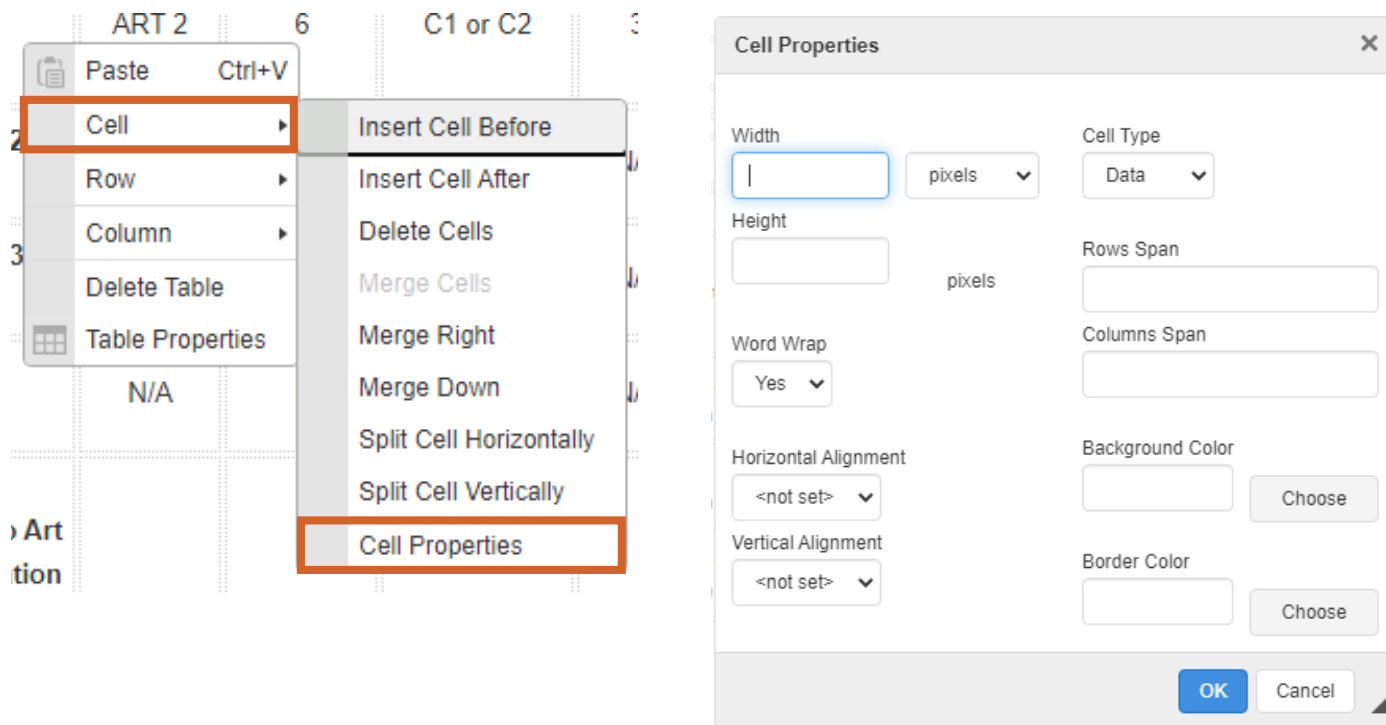
▸ *Hover over the Cell menu item until the sub-menu opens. Click on 'Cell Properties' to open the Cell Properties manager.*
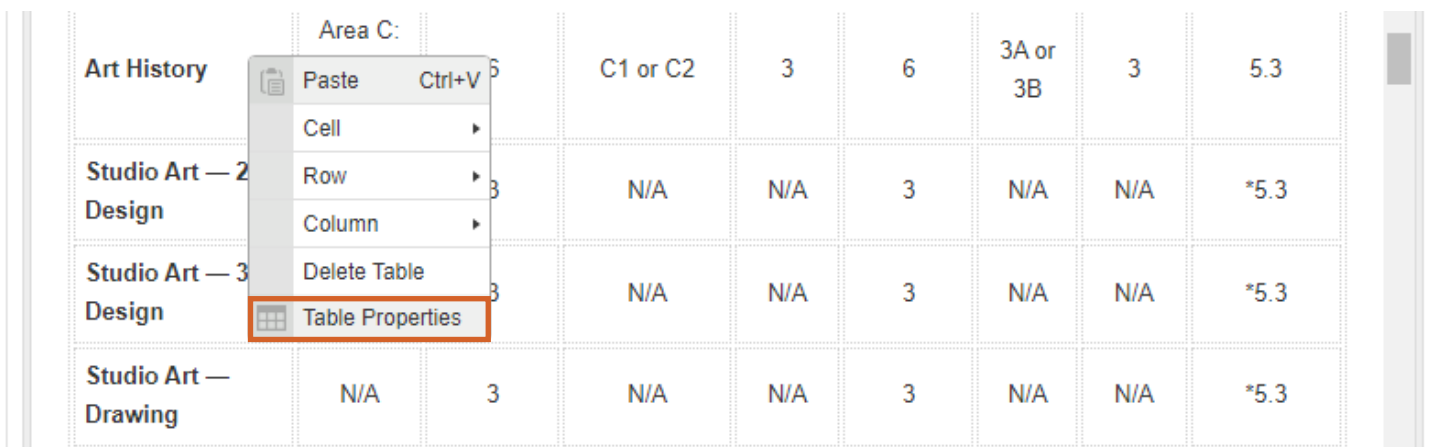
Each of the fields in the Cell Properties manager will add inline styles to the code to affect the appearance of the table cell. This can also be done for multiple cells by highlighting the desired cells and then right-clicking on the desired set of cells.

Experiment with different values for the fields in the Cell Properties manager to see how it affects the table layout and appearance.

—> **Next Page:** Technique: Table Editor Interface - Table Properties

Technique: Table Editor Interface - continued

Table Properties

👆 *Right-click anywhere in the table to bring up the context menu. Select 'Table Properties.' This will open the Table Properties manager.*
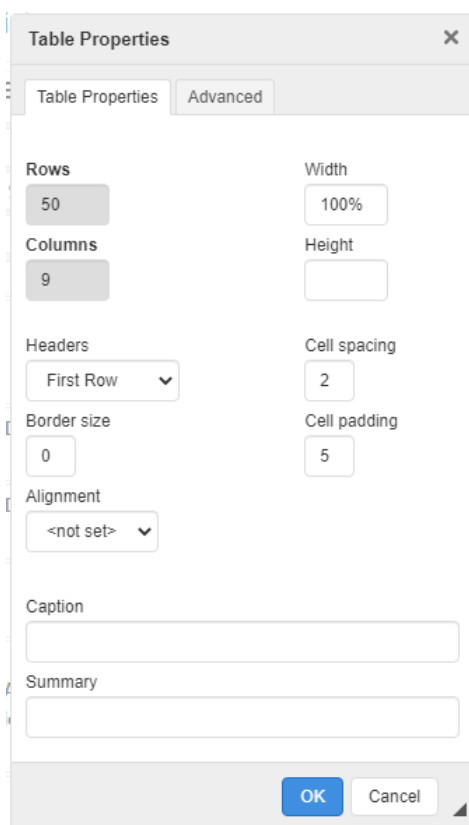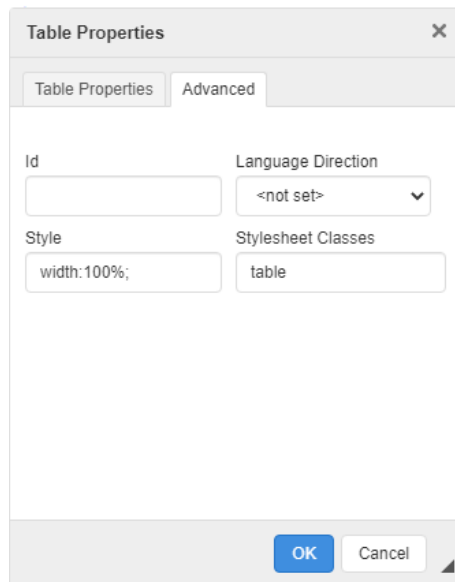

The Table Properties manager has two tabs. The first, Table Properties, controls various inline attributes for the table. Often there will be a width constraint when pasting from another source.

If you want your table width to be different or full width, you can change it here, or remove it for full responsive behavior. Experiment with different values to see how they affect the appearance and layout of the table.

—> **Next Page:** Technique: Table Editor Interface - Table Properties: Advanced

Formatting a Table in the RTE - continued

Technique: Table Editor Interface - continued

Table Properties: Advanced

The second tab, Advanced, contains more advanced options for styling.

The **Id** field is used to give your table a unique id. If you were to type "table-1" in the Id field, this is what the corresponding source code would look like in the `<table>` tag:

Similarly, if you were to add an id to your table (or change an existing id) by typing it directly into the source code, it would show and/or update in the Id field in the Advanced tab.

The **Language Direction** dropdown can be used to determine whether you want your cells to go Left to Right (LTR) or Right to Left (RTL). This depends largely on the language being used in the table (A table in Japanese, for example, would use RTL rather than LTR since it is read from right to left). This does not need to be changed or specified if the default setting for your table is already the correct setting.

If you were to specify a Language Direction in the Advanced tab, this is what the corresponding source code would look like in the `<table>` tag:

Similarly, if you were to type the language direction attribute into the source code, it would show and/or update in the Language Direction dropdown in the Advanced tab.

Formatting a Table in the RTE - continued

Technique: Table Editor Interface - continued

Table Properties: Advanced - continued

The **Style** field can be used to directly input additional inline `style=` attributes into the `<table>` tag. Currently, the only style attribute shown here is the width of the table. Height and other settings/attributes are not specified and are using defaults.

(You can also see on p. 132 that the value in the Width field in the Table Properties tab, which is set at 100%, corresponds to the inline style attribute for width in both the Style field in the Advanced tab and in the source code.)

If you were to change the width in either the source code, the Style field in the Advanced tab, or the Width field in the Table Properties tab, all three would update accordingly. This would also be true if you changed or added another style attribute or setting in any of the three.

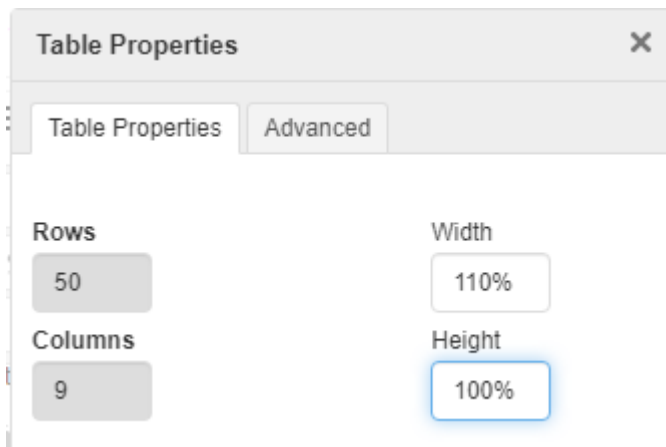Let's examine this by changing the Width to 110% and setting the Height to 100% in the Table Properties tab:
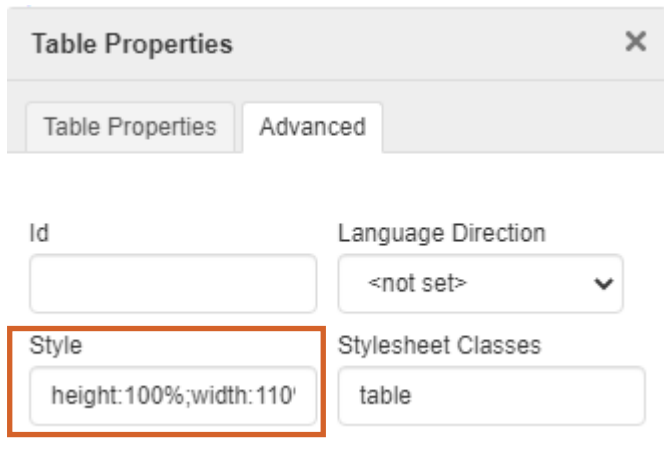

⌨ ▶ *Navigate to the Table Properties tab, change the width and set the height, and click 'OK'.*
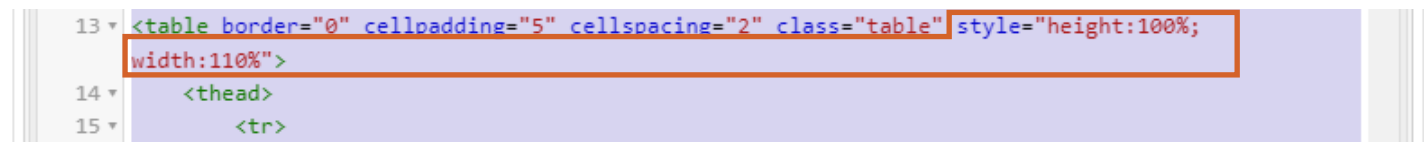
Formatting a Table in the RTE - continued

Technique: Table Editor Interface - continued

Table Properties: Advanced - continued

Now the width has been updated in the source code and in the Style field in the Advanced tab, and an additional inline style attribute has been added for height (in this case, the actual height of the table has not changed since the default was already 100%, but it is now explicitly noted in the settings and code).

Whether particular style attributes are changed or added by directly typing them into the source code, inputting them into the Style field in the Advanced tab, or by editing the corresponding setting in the Table Properties tab, the outcome is the same.

The **Stylesheet Classes** field is used to give your table a styling class. A class can be applied to multiple tables and does not have to be unique like an id. There can be more than one class applied to a table, separated by spaces.

This table currently has a single class of "table" (noted in both the Stylesheet Classes field in the Advanced tab and in the source code). The "table" class is a pre-defined Bootstrap class. If you were to add an additional class "table-striped" in the Stylesheet Classes field, this is what the corresponding source code would look like in the `<table>` tag:

Similarly, if you were to add or edit a table class in the source code, it would show and/or update in the Stylesheet Classes field in the Advanced tab. (See next page for additional pre-defined Bootstrap classes.)

❗ NOTE: It is recommended that you clear the Style and Stylesheet Classes fields after pasting a table from another source, especially if the Stylesheet Classes field contains one of the Mso styles. Any style prefixed with Mso comes from a paste from Word. They have no effect in the output, so they are unnecessary clutter.

—> Next Page: *Formatting a Table in the RTE -Technique: Bootstrap Styling*

Formatting a Table in the RTE - continued

Technique: Bootstrap Styling

There are several pre-defined Bootstrap styles/classes that can be used to control output layout and styling. These can be typed directly into the source code or used in the Stylesheet Classes field in Table Properties > Advanced (as detailed on the previous page).

Below are just a few. Most of these can be used at the same time, as long as they do not conflict.

table

This style must be used in conjunction with all other table styles listed here.

table-striped

This adds a subtly different coloring to alternate rows for greater visibility.

table-dark

This inverts the colors of the table to light text on a dark background.

table-bordered

This adds additional table borders around and between columns.

table-borderless

This removes borders from the table cells, rows, and columns. (Note: table-bordered and table-borderless cannot be used in conjunction with each other - only one or the other can be used.)

table-hover

This highlights rows as the mouse passes over.

Experiment with these styles to see how the catalog output is affected. Once you are familiar with the behaviors, you can then combine other table attributes in the Table Properties manager or in the source code to further tweak the output.
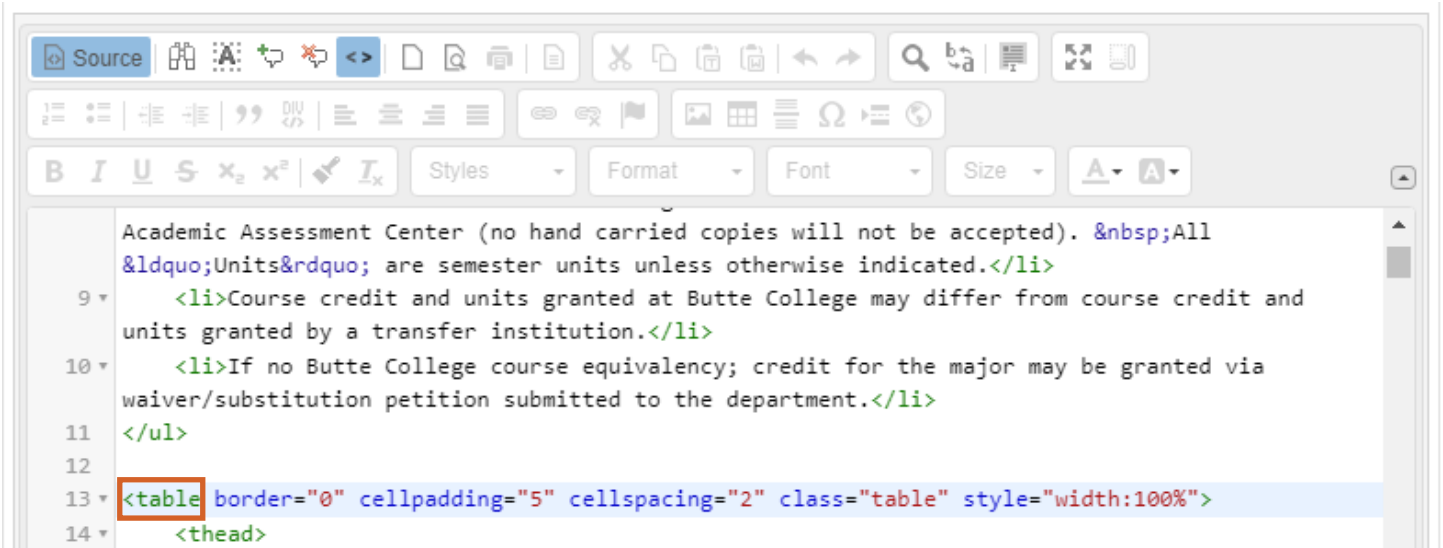
One of the drawbacks to tables is how they display on mobile devices. As the screen size decreases, it becomes impossible to show all columns. (See next page for how to make tables responsive on smaller devices.)

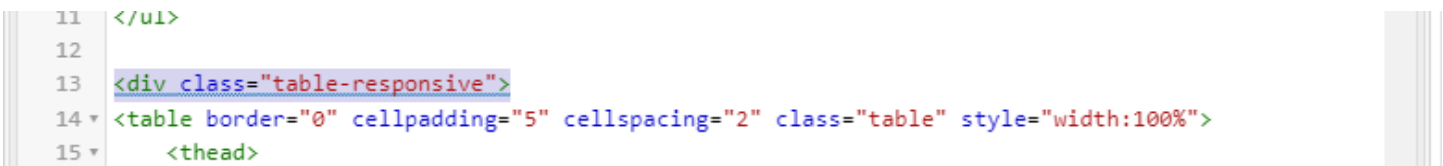# Formatting a Table in the RTE - continued

Technique: Responsive Tables

❗ NOTE: This is advanced functionality. If you're comfortable editing the HTML code for the document, you can add the ability for the table to act responsively when viewed on smaller devices such as a tablet or phone.

To make a table responsive, the table will need to be wrapped in a `<div>` tag.

⌨ ➤ *Open the content block and click the Source button in the RTE. Locate the table start tag* `<table>`.
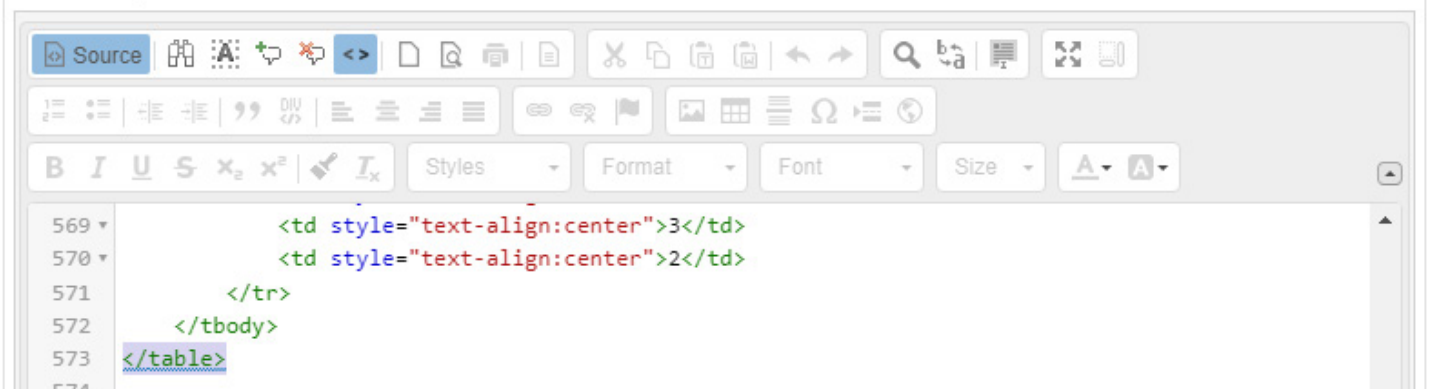

⌨ *Place the cursor at the beginning of the line and insert a new line to make room for the* `<div>` *wrapper. Add the following:* `<div class="table-responsive">`.

❗ NOTE: The RTE will automatically insert a closing `</div>` tag right after the one you just entered in an effort to ensure well-formed HTML.

⌨ *Delete the closing* `</div>` *tag added by the editor since you will be adding it at the end of the table definition.*
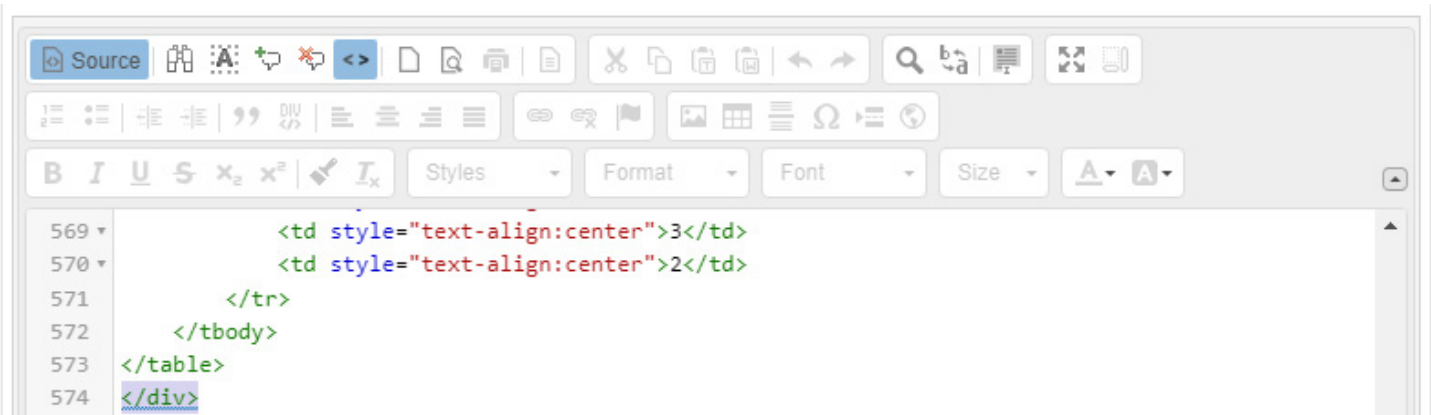
Formatting a Table in the RTE - continued

Technique: Responsive Tables - continued

⌨ *Find the closing* `</table>` *tag for the same table you are editing. If you have more than one table, be careful that you choose the closing tag for the table you are editing rather than a closing tag for another table.*


⌨ *Immediately after the closing* `</table>` *tag, enter a new line. Add a closing* `</div>` *tag to close out the wrapper.*

As the screen size reduces, the table will reformat itself as much as it can until it is no longer possible to display everything. At that point, a horizontal scroll bar will appear at the bottom of the table to allow for scrolling, or on touch devices, it will be swipe scrollable.

—> **Next Page:** Approvals

Approvals

To view pending approvals, click the **Approvals** button at the top of any page. If you have any approvals waiting for you, there will be an orange box with a number in it attached to the **Approvals** button. The process is similar for all proposal types.

The standard user without administrative privileges will not be able to see the **All Approvals** option. They will only be able to see approvals for which they are the originator or the next member of the approval process.
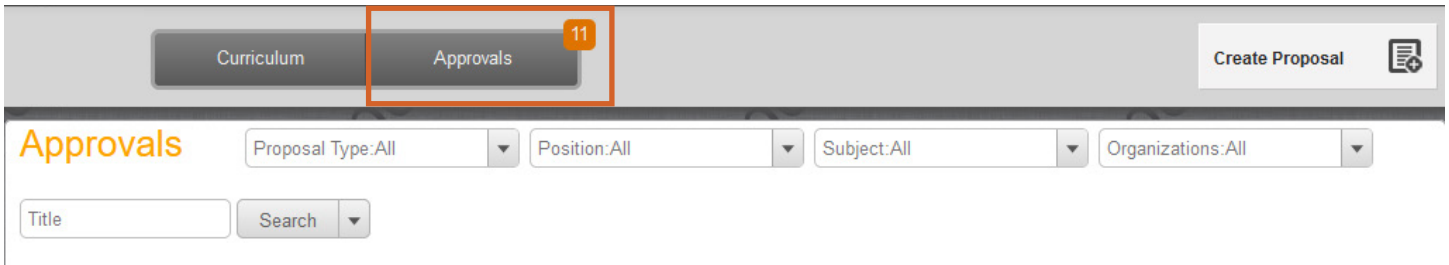
If you are the next user in the approval process, you will see a screen like the one below.

The Approval History page shows what has happened in the approvals process for this proposal and who is next in line. It also shows the actions that have been taken on the proposal, the time and date each action was taken, and a permanent history of comments ('Show Details' may need to be clicked to show details for actions each position has taken).
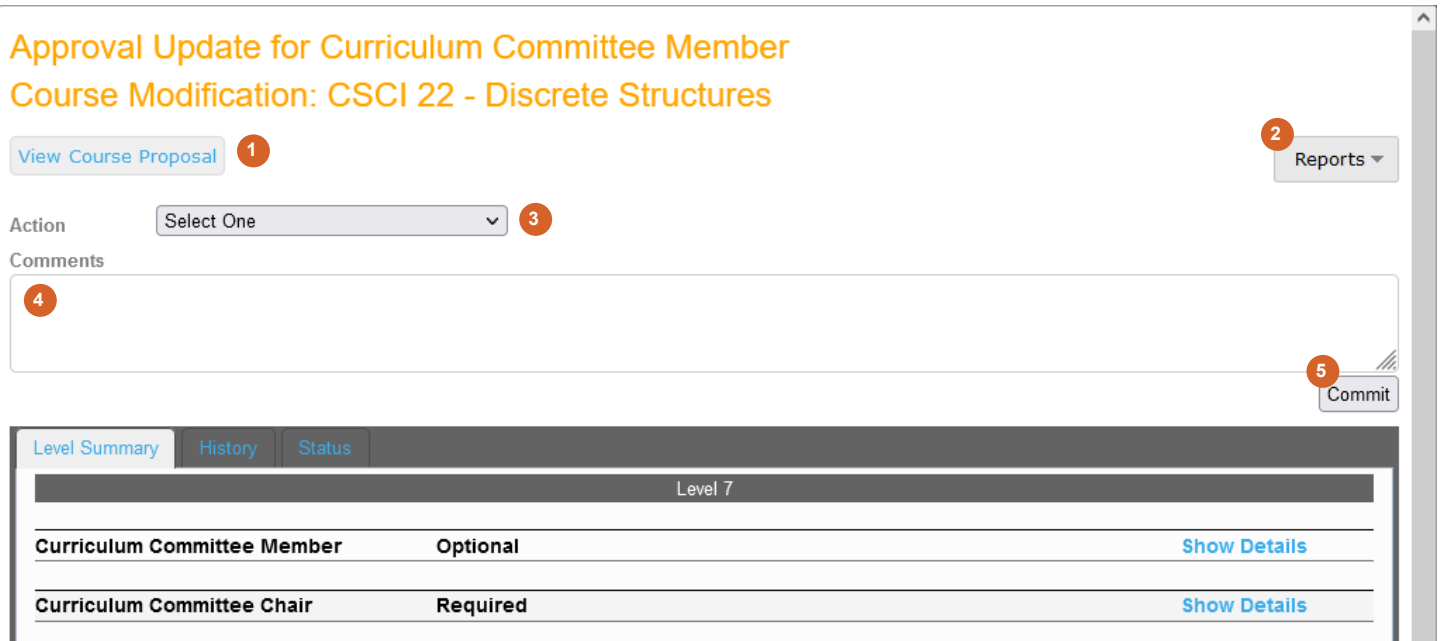

If you wish to view the course, you can select View Proposal (1). You may also view any available reports by clicking the Reports button (2). Use the Action dropdown menu (3) to select the action you wish to take on the proposal. Add any Comments (4), and then click Commit (5). When you make a comment, it will become a permanent part of the comments once you click Commit.

Committing your actions will move the proposal to the next part of the approval process. If you reject the proposal, it will remove the proposal from the system. If you request changes, it will send the proposal back to the originator. Once these changes have been made, the proposal will return to the person who requested the changes.

Approvals - continued

Make sure you see a confirmation message to confirm that when you clicked **Commit**, the action was received. The confirmation will appear in a popup window.
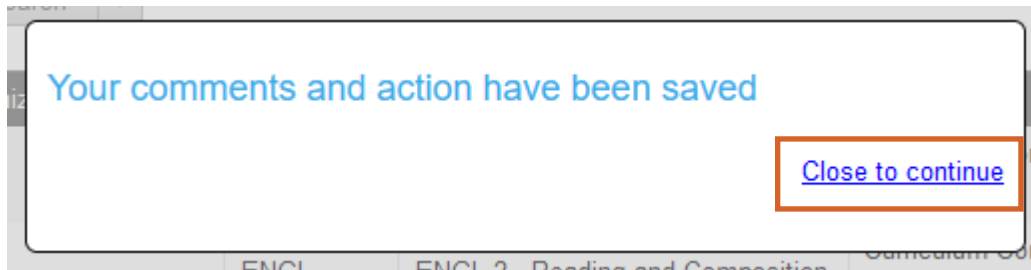
You must click 'Close to continue' to ensure your actions are committed.

This is vital. If you do not see this popup, your action has not been saved, and you must perform your action again.

Implementing or Publishing Curriculum

To implement a curriculum proposal and add it to the college's offerings, the last user in the approval process must select **Implement** (or equivalent) from the action menu.
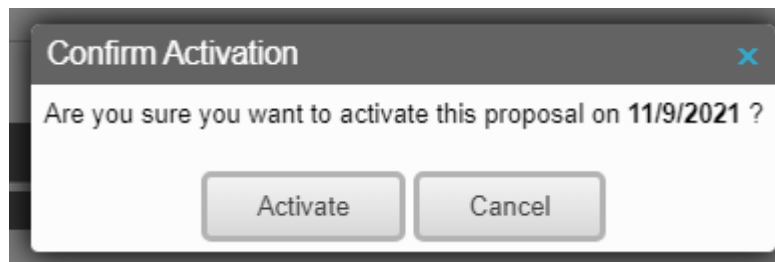

If you are the last user in the approval process, select the Implement action from the action menu (1). Select the Activation Date - the date the course will become active - by clicking on the Calendar icon (2). Add any comment necessary and click Commit (3).

You must confirm the final action by clicking Activate in the popup window that will appear. To cancel activation, click Cancel.

Clicking the Activate button in the popup **is a vital action** to activate the proposal. If you do not see this popup, your action has not been saved, and you must perform it again.

This concludes the General User tutorial.