

Manage Courses

The Manage Courses screen allows you to add, edit, and review course sections and segments. Course sections and segments are very important in identifying student advancement.

1. Importance of Course Sections and Segments

Proper reporting of course sections, segments, and competencies is critical to determining your students' completion statuses and the 61a (1) or 61b funds your programs may be eligible to receive. Student advancement for reporting is identified as: "enrollees," "participants," "concentrators," or "completers" based on the segments/competencies reported for each course section in which they received a minimum grade of 2.0.

Categories of Student Advancement for reporting:

- **Enrollee** — This student has completed, with a 2.0 or above, less than 4 segments if enrolled in a PIV course and less than one PCC (Perkins Course Competency)
- **Participant** — This student has completed, with a grade of 2.0 or better, course sections covering at least 4 segments of a CTE program. {Perkins 5 Course Competency- 1 PCC.}
- **Concentrator** — This student has completed, with a grade of 2.0 or better, course sections covering at least 8 segments of a CTE program. {Perkins 5 Course Competency- 2 PCC.}
- **Completer**— This student has completed, with a grade of 2.0 or better, course sections covering all 12 segments of a CTE program. {Perkins 5 Course Competency- 3 or more PCC. Or 2 PCC plus OCTE approved Credential.}

Categories of Student Advancement for funding:

- **Enrollee** — This student has completed, with a 2.0 or above, less than 4 segments if enrolled in a PIV course and less than one PCC (Perkins Course Competency)
- **Participant** — This student has completed, with a grade of 2.0 or better, course sections covering at least 4 segments of a CTE program. {Perkins 5 Course Competency- 1 PCC.}
- **Concentrator** — This student has completed, with a grade of 2.0 or better, course sections covering at least 8 segments of a CTE program. {Perkins 5 Course Competency- 2 PCC.}
- **Concentrator Plus**— This student has completed, with a grade of 2.0 or better, course sections covering all 12 segments of a CTE program. {Perkins 5 Course Competency- 3 or more PCC. Or 2 PCC plus OCTE approved Credential.}

2. Course Sections and Subsections

In CTEIS, a course section (also referred to as a "course") is defined by its parent program, location, time and duration, staff, and content. Courses may be further divided into subsections, and the instruction provided in each class is represented as a series of curriculum standards.

Subsections allow districts to report different instruction (segments or competencies) for different sets of students within the same class, eliminating the need to create an individual course section for each group of students. For example, you could place a group of first-year students into Subsection A of a construction class and assign second-year students to Subsection B of the same class. In this case, the students within Subsection A would be granted the segments/competencies you attach to that subsection whereas the second-year students would receive the segments/competencies you associate with Subsection B.

Students must pass their courses with a grade of C (2.0) or higher for the segments or competencies delivered by that course to be recorded.

You define a course section according to its:

1. **CIP Code** (the state-approved curriculum)
2. **Program Type** (Regular, EMC, or Emerging, LTCS)
3. **Time of Year** (fall Semester, 1st trimester, etc.)
4. **Time of Day** (1st hour, 1st period, 1st block, etc.)
5. **Instructor**
6. **Content** (standardized by segments or competencies)

3. Instructional Design Forms

➤ **Perkins IV Instructional Design Forms**

In Perkins IV courses, segments are groups of state CTE program standards that are delivered in CTE courses. Instructional design forms assist in the entry of course sections into the CTEIS system. **Each course section's instructional design (segments) should be determined by an instructor or CTE Administrator and provided to the building reporter.** As a building reporter, you will collect this segment information from a teacher and set up your course sections accordingly. Once the segments have been marked, you must verify the accuracy of your course sections by reviewing the Instructional Design Reports located on the "Building Reports" screen. It is best practice to have the teacher sign off on the instructional design to verify class data is recorded properly.

[Click Here to download a Perkins IV Instructional Design form](#)

➤ **Perkins V Competencies Instructional Designs**

In Perkins V courses, competencies are used to indicate the skills and knowledge enrolled students can demonstrate after completing a course **The instructional design (competencies) of each course section should be determined by an instructor or CTE Administrator and provided to the building reporter.** As a building reporter, you will collect this competency information from a teacher and set up your course sections accordingly. Once the competencies have been marked, you must verify the accuracy of your course sections by reviewing the Instructional Design Reports located on the "Building Reports" screen.

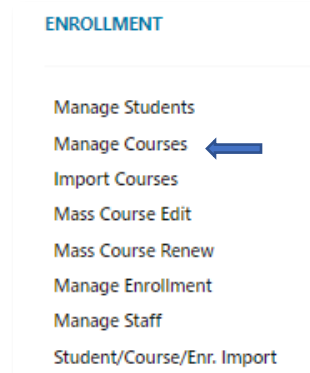
It is best practice to have the teacher sign off on the instructional design to verify class data is recorded properly.

[Click Here to download Perkins V Instructional Design forms](#)

4. How to Open the Manage Courses Page in CTEIS

To open the Manage Courses page:

1. Log into CTEIS at [MILogin](#) - username, and password.
2. From the navigation bar, click Data Entry, then Manage Courses.
3. Use the Select District drop-down menu to choose a district if necessary. The grid is populated with active courses within that district.



5. How to Manually Add New Courses in CTEIS

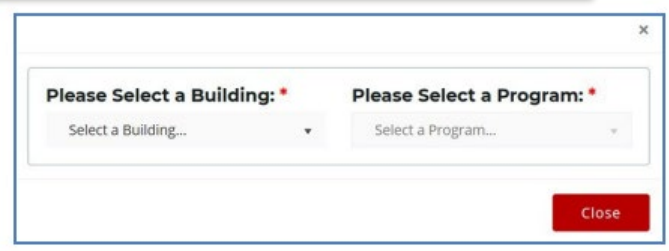
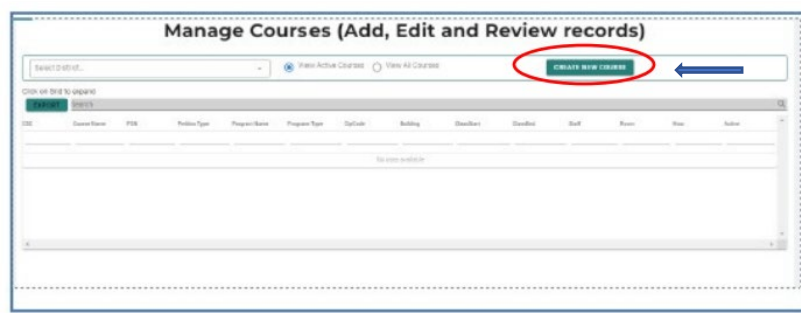
The first step in reporting your CTEIS data is to ensure that you have properly created your course sections. Courses may be entered in two ways:

- Manually enter courses through the Manage Courses screen.
- Import courses with the help of the Import feature.

*Most course sections follow a standard setup procedure except for Family and Consumer Sciences (FCS) programs. For assistance with FCS data input please contact the CTEIS Help Desk.

To add new course sections:

1. Open the Manage Courses page.
2. Click the Create New Course button. A pop-up window is displayed.



- Click the Select a Building... drop-down menu and select the building that will operate your new course.
- Click the Select a Program... drop-down menu and select the parent program to which your new course belongs.

*If you believe a program is missing from your Available Programs list, verify the program's validity with OCTE to avoid future problems.

The screenshot displays the 'Manage Courses (Add, Edit and Review records)' web application. At the top, there's a search bar and buttons for 'New Course' and 'New Section'. Below this is a table with columns for 'Info', 'Availability', 'Sec', 'Section Code', 'Department', 'Program', 'Status', 'Building', 'Section', 'Start', and 'End'. The table lists several existing course sections. Below the table is a form for adding or editing a course. A blue arrow points to the 'Course Sec. Code/CSO' field. The form includes fields for 'Local Course Name', 'Course Sec. Start Date', 'Course Sec. End Date', 'Semester', 'Room Number', and 'Course Sec. Period'. To the right of the form is a 'Virtual Delivery Mode' section with radio buttons for 'Secondary CTE Course (no direct coursework)', 'Postsecondary CTE Course (includes dual enrollment or concurrent enrollment college credit and a college transcript)', and 'College Credit Only'. On the far right, there's a box for '52.0299 Business Admin Mgt & Operations' with details like 'Type: MGT - Pg', 'P/N: 16527', 'CSO: 38', 'SA: Ansonia School District 63070', 'GA: Ansonia School District 63070', and 'Building: Ansonia High School 06076'.

- Enter all course details into the empty text fields.
- Mark segments/competencies within the Segment/Competencies Profile panel.

Explanation of Segment/Competencies Profile Panel contains a series of empty check boxes that correspond to the segments/competencies a course may grant to enrolled students. Generally, you will mark the checkboxes within the column labeled "A" to indicate the segments/competencies delivered by a course. However, you may activate up to three additional subsections within any course. To open additional subsections, mark the segment/competencies checkboxes in any of the other columns labeled "B," "C," or "D." Make sure you have verified all subsections, segments, or competencies.

You may enroll students in any subsection containing active segment/competency selections using the Manage Enrollment feature. Enrolled students who complete the course with a grade of 2.0 or better will receive credit for the segments/competencies delivered by their subsection and progress toward becoming completers. A best practice is to verify your data. * Be extremely careful when marking segments and competencies because they directly influence student advancement status.

7. Click the Create Course button beneath the Segment/Competency Profile Panel to add the course to your grid.

6. How to Navigate the Course Information Panel

Explanation of Course Section Fields- To ensure that the student enrollments within a course section are properly counted for 61a (1) added cost funding, please maintain the following course section fields:

Course Sec. Code (CSC) — Course Section Codes uniquely identify each class within a specified building. The CSC is used to match enrollment records in CTEIS with enrollment records in a local student management system.

- This field is user-defined and required.
- To import data, the course section code must match the local Student Management System (SMS) code.
- The CSC may be changed if necessary.
- A CSC may be reused if it has been previously deactivated.
- The CSC must be unique within a building.

Local Course Name — The local name that identifies your course. This field is user defined but matching it to your local records is recommended.

Course Sec. Start / End Date — The dates when the course section begins and ends.

These fields ensure that your enrolled students are properly counted and are required for all course sections. To enter a date, use the calendar icon to select the correct date, or manually type it into the provided fields using one of the following formats:

(m)m/(d)d/yy, (m)m/(d)d/yyyy, mm-dd-yy, or mm-dd-yyyy
Examples: 04/05/67, 04/05/1967, 04-05-67, 04-05-1967

Semester — The semester defines the time of year that a class is in session and the general length of a marking period. The beginning date entered for each course section will determine what options are available in the “Semester” field. This field is critical to the Spring Enrollment Report as it defines the duration of the course and the rules that determine how students are counted for funding.

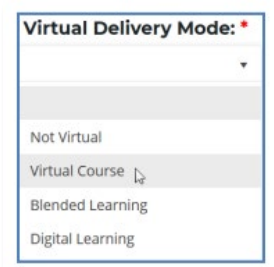
CTEIS provides the following semester options:

1. First Semester - Indicates a course section that runs 18-22 weeks and typically begins in August or September.
2. Second Semester - Indicates a course section that runs 18-22 weeks and typically begins in January or February.
3. Summer Session - Indicates a course section that begins in June or July and runs during the summer months only. The number of weeks may vary depending on the class location. The only programs that may offer summer courses are:
4. All Agriculture programs (01.0000, 01.0101, 01.0601, 03.0000, 26.1201)
5. Cosmetology (12.0400)
6. Trimester/Special Semester - Indicates a course section that runs less than 18 weeks. This type may run at any time during the year.

Room Number- The room or location in which the course section is taught.

Course Sec. Period -The period or hour during which the course section begins, as defined by the school. Enter the period or hour that the course section begins (as defined by the school), even if the course section runs multiple non-consecutive hours.

Virtual Delivery Mode — A virtual course is a class that is taken through a computer-based or internet-connected environment in which students are separated from their teachers by time, location, or both. A virtual course may be offered at a supervised school facility as a scheduled class period or through self-scheduled learning where pupils have some control over the time, location, and pace of their education. Please refer to the MSDS Collections Details Manual for guidance in coding virtual courses.



Virtual learning courses are typically categorized as one of the following:

- **Not Virtual (NV)** — The course is not delivered virtually.
- **Online Course (OC)** — The course instruction is provided in an interactive learning environment where most of the curriculum is delivered through the internet.
- **Blended Learning (BL)** — Instruction is provided through a combination of direct instruction and virtual/online instruction.
- **Digital Learning (DL)** — All or most of the course instruction is delivered through technology.

Course Type — This section is used to supply 61b funding information as well as the Teacher Student Data Link (TSDL) information required for dually enrolled students and those participating in Early Middle College programs.

- Select the **Secondary CTE Course** radio button for general classes in which no postsecondary credit is awarded.
- Select the **Postsecondary CTE Course** radio button for dually enrolled students and Early Middle College programs in which postsecondary credit is awarded.

Please select the appropriate course type:*

☒ **Secondary CTE Course**
(No dual or concurrent enrollment college credit on college transcript. May earn articulated or AP Credit)

☐ **Postsecondary CTE Course** (Provides dual enrollment or concurrent enrollment college credit on a college transcript.)

The Segment Profile Panel (Perkins IV Courses Only)

Subsections are used to indicate the instruction, defined by segments, enrolled students receive within a course. At least one of the four available subsections must be enabled in each course section, and most reporters use Subsection A. Groups of students receiving different content standards during a single class may be reported either:

1. In separately created course sections
2. OR by activating additional subsections that grant different sets of segments. 24 Remember, building reporters are NOT responsible for determining instructional design (segments) and should not attempt to create or interpret the instructional design. Instructors or CTE Administrators must provide instructional design.

As an example, this could occur when a teacher instructs both first and second-year students simultaneously. In this case, first-year students might receive instruction addressing different content standards, represented by a different set of segments, than those of the second-year student.

Segments — Segments are groups of state CTE program standards that are delivered in CTE courses. Each activated subsection must include at least 1 segment of material. When students earn a grade of 2.0 or better, all segments delivered by their subsections will be permanently added to their segment profiles. A student must earn all 12 possible segments within a program for advancement status.

The instructional design (segments) of each course section should be determined by an instructor or CTE Administrator and provided to the building reporter. As a building reporter, you will collect this segment information from a teacher and set up your course sections accordingly by using the labeled checkboxes on the “Segment Profile” panel. Once the segments have been marked, you must verify the accuracy of your course sections by reviewing the Instructional Design Reports located on the “Building Reports” screen and it is recommended to have the teacher sign off on the instructional design.

Segment Profile				
Subsections				
	A	B	C	D
Segment 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 1
Segment 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2	<input type="checkbox"/> 2
Segment 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3	<input type="checkbox"/> 3
Segment 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4	<input type="checkbox"/> 4
Segment 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5	<input type="checkbox"/> 5
Segment 6	<input type="checkbox"/> 6	<input type="checkbox"/> 6	<input type="checkbox"/> 6	<input type="checkbox"/> 6
Segment 7	<input type="checkbox"/> 7	<input type="checkbox"/> 7	<input type="checkbox"/> 7	<input type="checkbox"/> 7
Segment 8	<input type="checkbox"/> 8	<input type="checkbox"/> 8	<input type="checkbox"/> 8	<input type="checkbox"/> 8
Segment 9	<input type="checkbox"/> 9	<input type="checkbox"/> 9	<input type="checkbox"/> 9	<input type="checkbox"/> 9
Segment 10	<input type="checkbox"/> 10	<input type="checkbox"/> 10	<input type="checkbox"/> 10	<input type="checkbox"/> 10
Segment 11	<input type="checkbox"/> 11	<input type="checkbox"/> 11	<input type="checkbox"/> 11	<input type="checkbox"/> 11
Segment 12	<input type="checkbox"/> 12	<input type="checkbox"/> 12	<input type="checkbox"/> 12	<input type="checkbox"/> 12
Segment Q	<input type="checkbox"/> Q	<input type="checkbox"/> Q	<input type="checkbox"/> Q	<input type="checkbox"/> Q

Segment Q (REG CTE) — When a course covers specialized or advanced program content beyond the state program standards, that content is delivered as Segment Q. Segment Q course sections are designed for students who have already received credit for all 12 segments within a program. When segment Q is marked within a subsection, no other segments may be reported within that same subsection.

A student must complete course sections covering all 12 segments with a grade of 2.0 or better and be identified as a program completer before enrolling in a course section delivering Segment Q. If students who have already completed the program are in the same course as students who are not yet completers, segments may be reported in two subsections.

Segment Q (CTE EMC)- When a course covers specialized or advanced program content beyond the state program standards, that content is delivered as Segment Q. Segment Q course sections are designed for post-secondary courses covering content beyond the 12 segments and state program standards.

The Competency Profile Panel (P5 Courses Only)

Subsections — In Perkins V courses, subsections are used to indicate the instruction, defined by competencies, enrolled students receive within a course. When reporting competencies in CTEIS, at least one of the four available subsections must be enabled in each course section, and most reporters use Subsection A. Groups of students receiving different competencies during a single class may be reported either:

1. In separately created course sections
2. OR by activating additional subsections that grant different sets of competencies.

As an example, this could occur when a teacher instructs both first and second-year students simultaneously. In this case, first-year students might receive instruction addressing different competencies than those of second-year students.

Competencies — Competencies are used to indicate the skills and knowledge enrolled students can demonstrate after completing a course. The competencies that comprise each program are defined by OCTE and published in various Excel workbooks, which are available on the CTEIS Knowledge Base at: support.cteis.com. Each activated subsection must include at least 1 competency. When students earn a grade of 2.0 or better, all competencies delivered by their subsections will be permanently added to 26 of their profiles. A student must earn all 12 competencies available within a program for advancement status.

Each course section's instructional design (competencies) should be determined by an instructor or CTE Administrator and provided to the building reporter. As a building reporter, you will collect this competency information from a teacher and set up your course sections accordingly by using the labeled checkboxes on the "Competency Profile" panel. Once the competencies have been marked, you must verify the accuracy of your course sections by reviewing the Instructional Design Reports located

Competency Profile			
<input checked="" type="checkbox"/> A1	<input type="checkbox"/> A1	<input type="checkbox"/> A1	<input type="checkbox"/> A1
<input checked="" type="checkbox"/> A2	<input type="checkbox"/> A2	<input type="checkbox"/> A2	<input type="checkbox"/> A2
<input type="checkbox"/> A3	<input type="checkbox"/> A3	<input type="checkbox"/> A3	<input type="checkbox"/> A3
<input checked="" type="checkbox"/> A4	<input type="checkbox"/> A4	<input type="checkbox"/> A4	<input type="checkbox"/> A4
<input checked="" type="checkbox"/> B1	<input type="checkbox"/> B1	<input type="checkbox"/> B1	<input type="checkbox"/> B1
<input type="checkbox"/> B2	<input type="checkbox"/> B2	<input type="checkbox"/> B2	<input type="checkbox"/> B2
<input checked="" type="checkbox"/> B3	<input type="checkbox"/> B3	<input type="checkbox"/> B3	<input type="checkbox"/> B3
<input checked="" type="checkbox"/> B4	<input type="checkbox"/> B4	<input type="checkbox"/> B4	<input type="checkbox"/> B4
<input checked="" type="checkbox"/> B5	<input type="checkbox"/> B5	<input type="checkbox"/> B5	<input type="checkbox"/> B5
<input checked="" type="checkbox"/> B6	<input type="checkbox"/> B6	<input type="checkbox"/> B6	<input type="checkbox"/> B6
<input checked="" type="checkbox"/> B7	<input type="checkbox"/> B7	<input type="checkbox"/> B7	<input type="checkbox"/> B7
<input checked="" type="checkbox"/> B8	<input type="checkbox"/> B8	<input type="checkbox"/> B8	<input type="checkbox"/> B8
<input checked="" type="checkbox"/> B9	<input type="checkbox"/> B9	<input type="checkbox"/> B9	<input type="checkbox"/> B9
<input type="checkbox"/> B10	<input type="checkbox"/> B10	<input type="checkbox"/> B10	<input type="checkbox"/> B10
<input type="checkbox"/> B11	<input type="checkbox"/> B11	<input type="checkbox"/> B11	<input type="checkbox"/> B11
<input checked="" type="checkbox"/> B12	<input type="checkbox"/> B12	<input type="checkbox"/> B12	<input type="checkbox"/> B12
<input checked="" type="checkbox"/> B13	<input type="checkbox"/> B13	<input type="checkbox"/> B13	<input type="checkbox"/> B13
<input checked="" type="checkbox"/> B14	<input type="checkbox"/> B14	<input type="checkbox"/> B14	<input type="checkbox"/> B14

on the “Building Reports” screen and it is recommended to have the teacher sign off on the instructional design.

*Remember, building reporters are NOT responsible for determining instructional design (segments/competencies) and should not attempt to create or interpret the instructional design. Instructors or CTE Administrators must provide instructional design.

Z Course (REG CTE) — When a course covers specialized or advanced program content beyond the state program standards, that content is delivered as a Z course. Z course sections are designed for students who have already received credit for all competencies within a CIP Code. When a Z course is marked within a subsection, no other competencies may be reported within that same subsection. A student must complete course sections awarding all available competencies with a grade of 2.0 or better. If students who have already completed the program are in the same course as students who have not obtained 12 credits, competencies may be reported in two separate subsections.

Z Course (CTE EMC)- When a course covers specialized or advanced program content beyond the state program standards, that content is delivered as a Z course. Z Course (CTE EMC) is designed for post-secondary courses covering content beyond the Perkins Course Competencies and state program standards.

7. CTEIS Course Input Special Cases

FCS CIP Code 19.0000 Family and Consumer Science (FCS) programs contain standardized segments classified by the type of material taught in the classroom and identified in CTEIS by a segment number as follows:

1. Parenting and Family Studies
2. Nutrition and Food Services
3. Consumer and Family Finance
4. Development Across the Lifespan
5. Health and Wellness
6. Design (Interior and Textile)
7. Hospitality Services
8. Early Childhood Education and Development

The only FCS course eligible for 61a (1) funding is Parenthood Education. However, to be eligible to receive 61a (1) funds for Parenthood, districts must also operate FCS courses from at least three separate, non-Parenthood Education categories each school year. If you need assistance inputting information about FCS, please contact the PTD Help Desk.

8. How to Select Dual Enrollment and Early Middle College

Any student who is participating in a course for which he/she will earn postsecondary (college) credits is considered a dual-enrollment participant. All courses for dual enrollment participants are required to be reported for the Teacher Student Data Link (TSDL) Report.

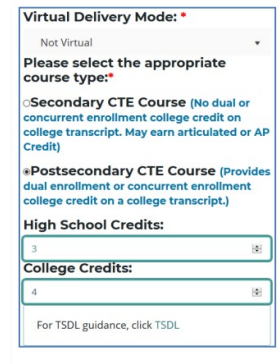
Early Middle College (EMC) participants are students who attend an EMC school/program through which a student earns a high school diploma and either an associate degree, professional/technical certification, up to 60 transferable college credits, or the Michigan Early/Middle College Association (MEMCA) certificate.

To report non-CTE courses in an EMC program, please contact OCTE for guidance. To report dual-enrolled students, fill out the course section fields as described in Course Section Fields on the right side of the Course Section Fields panel:

Locate the prompt that states "Please select the appropriate course type:" and select the second option, Postsecondary CTE Course.

- **High School Credits:** Enter a number from 0 to 10 representing the default number of secondary credit hours you wish to grant to enrollees of the course.
- **College Credits:** Enter a number from 1 to 10 representing the default number of postsecondary credit hours you wish to grant to enrollees of the course.

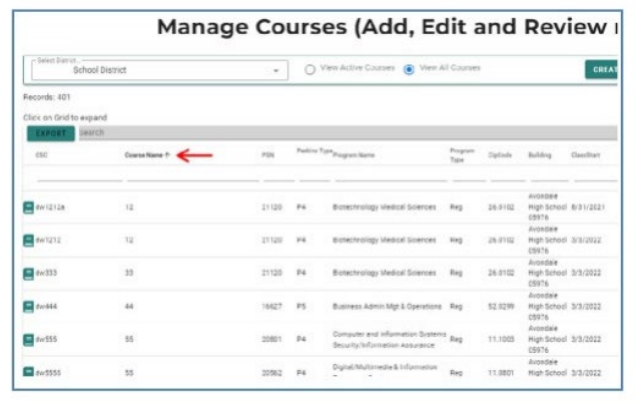
*You may edit the credits that individual students receive via the Manage Students or the Manage Enrollment screen.



9. How to Search for Courses

To search for existing courses:

1. Open the Manage Courses screen. For details, refer to the Open the Manage Courses Page on page 15. Upon selecting a district, a default list of your currently active courses is displayed.
2. The option to View All Courses is available above the course grid if you wish to display previously deactivated classes. You may sort your list in various ways by clicking on any of the column headers within the grid. An upward (↑) or downward pointing arrow (↓) indicates the order of the sort.



ID	Course Name	PPS	Postsecondary Program Name	Program Type	Credits	Building	Classlist
ev12128	12	21120	P4	Biotechnology Medical Sciences	Reg	28-01102	Avondale High School 8/9/2021 0915
ev1212	12	21120	P4	Biotechnology Medical Sciences	Reg	28-01102	Avondale High School 3/3/2022 0915
ev233	33	21120	P4	Biotechnology Medical Sciences	Reg	28-01102	Avondale High School 3/3/2022 0915
ev444	44	18027	P5	Business Admin Mgt & Operations	Reg	52-0209	Avondale High School 3/3/2022 0915
ev555	55	20801	P4	Computer and Information Systems Security/Information Assurance	Reg	11-1003	Avondale High School 3/3/2022 0915
ev5555	55	20802	P4	Digital/Multimedia & Information	Reg	11-0801	Avondale High School 3/3/2022

3. Remember that the following features are also available to you:
 - Clicking inside a grid expands it so you may view additional records.
 - Any column with a funnel icon may be filtered.

- Several columns may be filtered simultaneously.
- The Clear button (x) next to a funnel icon allows you to remove a filter that has been applied.
- Click any book icon to view or edit the details of the selected course.

In the following example:

The word "Sport" was typed in the Course Name field and then the corresponding Building number was typed in the space available. Notice that the grid lists only those courses which have a course name of "Sport Management" and operate within the assigned building appears as a result.

Course ID	Course Name	PRN	Prerequisites	Program Name	Program Type	Class Code	Building	Classroom	Classroom
15027209-1	SPORT MANAGEMENT	15027	PS	Business Admin Mgt S	Reg	52-0209		9/8/2015	1/18/2016
15027209-1	SPORT MANAGEMENT	15027	PS	Business Admin Mgt S	Reg	52-0209		9/8/2015	1/18/2016
15027209-1	SPORT MANAGEMENT	15027	PS	Business Admin Mgt S	Reg	52-0209		9/8/2015	12/15/2015
15027209-1	SPORT MANAGEMENT	15027	PS	Business Admin Mgt S	Reg	52-0209		9/8/2015	12/15/2015
15027209-1	Sport Management	15027	PS	Business Admin Mgt S	Reg	52-0209		9/8/2015	1/18/2016

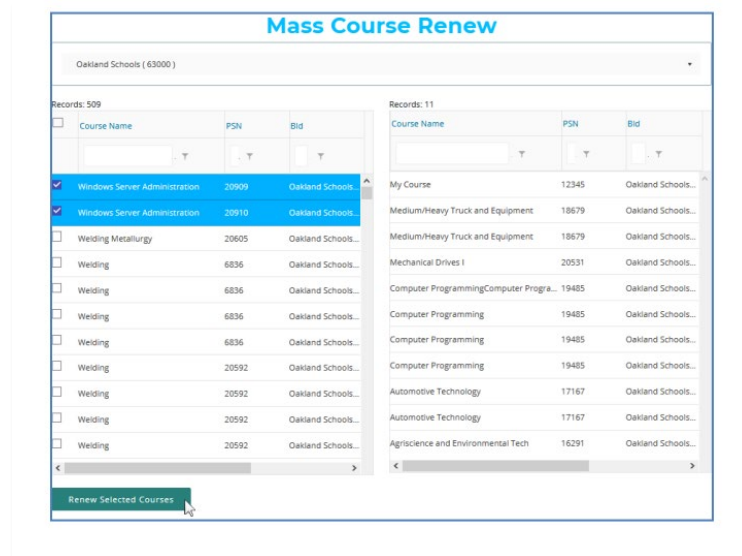
It is strongly suggested to use the Manage Courses screen. A report, such as the Class Student List Report, allows your teachers to review the number of high school and college credits earned by each student.

10. How to Edit Courses

To update or edit course sections:

1. Open the Manage Courses screen. Upon selecting a district, a default list of your currently active courses is displayed.
2. Click the book icon of a course that you want to update. Course Details are displayed in a panel.
3. Make the necessary changes to the course detail fields.
4. Click the Update Course button to save any changes. The "Course Updated" message is displayed. If the course is a previous year course, and you need to renew course details click the Renew Course for the New Year button at the bottom of the screen first.
5. Click the Cancel/Return button to return to the course list grid.

*To renew multiple courses, from the navigation bar, click Data Entry, the Mass Course Renew. On the Mass Course Renew, screen select your district, then mark any classes you wish to renew in the left-hand column. Click the Renew Selected Courses button to renew your selected classes.



11. How to Copy Course Information

The Copy Course Information feature is useful because it allows you to:

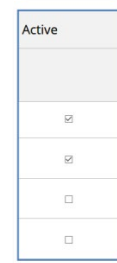
- Copy the details from a course section in your database and apply them to a new course section. This is beneficial to building reporters who must enter recurring classes.
- Quickly generate additional sections of a course while preserving segmenting information and other details specific to that class.

*Remember the CSCs must remain unique among active courses; therefore, you must deactivate old course sections before you may reuse a CSC.

12. How to Determine Course Status

To determine whether a course is active or inactive:

1. Open the Manage Courses screen.
2. Drag the horizontal scroll bar at the bottom of the course grid to the far right to reveal the Active column. A checkmark indicates an active course, whereas an empty check box indicates that the course is inactive.



13. How to Deactivate an Active Course

To deactivate an active course section:

1. Open the Manage Courses screen. Upon selecting a district, a default list of your currently active courses is displayed.
2. Click the book icon of a course that you want to update. Course Details are displayed in a panel.
3. Scroll to the bottom of the Manage Courses screen and click the Deactivate Course button.



*You may NOT reactivate an inactive course; however, CTEIS preserves the details of inactive courses, allowing you to copy them into new course sections at any time.

14. How to Copy a Course Section

1. Open the Manage Courses screen. Upon selecting a district, a default list of your currently active courses is displayed.
2. Click the book icon of a course that you want to update. Course Details are displayed in a panel.
3. Scroll to the bottom of the Manage Courses screen and click the Copy Course button.



4. Make the necessary changes to identify the new course section. Changing the "Course Section Start Date" or "End Date" may require you to reselect a "Semester" type from the corresponding drop-down list. Remember that all classes operate with unique CSCs — if you need to deactivate an old course section you may assign its CSC to the new course section.



5. Scroll to the bottom of the Manage Courses screen and click the Update Course button.

15. How to Add Staff to Courses

Before CTEIS can validate your enrollment information for submission, you must:

1. Assign a primary instructor to each active course section.
2. For TSDL purposes, ensure that you add all additional teachers and paraprofessionals to the appropriate course sections as well.

Add a Staff Member to a Course

To add a staff member to a course section:

1. Open the Manage Courses screen. Upon selecting a district, a default list of your currently active courses is displayed.
2. Click the book icon of the course you wish to assign your staff to. The Course Staff panel is displayed.
3. Select a role for the staff member using the Select a staff type drop-down menu. Roles are as follows:
 - a. **Primary** — The instructor who is responsible for developing the lesson plans for and teaching the course. This person must have a teaching certificate and needs to be vocationally certified.
 - b. **Additional Full Time** — Any teacher, aide, or paraprofessional who assists with instruction for the entire duration of the session.
 - c. **Additional Part Time** — Any teacher, aide, or paraprofessional who assists with instruction for part of the session.
 - d. **Secondary Full Time** — An additional teacher who assists with instruction for the entire duration of the session and who has a teaching certificate and vocational certification.
 - e. **Secondary Part Time** — An additional teacher who assists with instruction for part of the session and who has a teaching certificate and vocational certification.
4. In the Course Staff panel, find the Search Staff field and enter the first several digits or letters of the staff member's PIC number or last name. CTEIS displays any instructor in Michigan who matches your entry in a drop-down list.
5. Select the desired staff member from the drop-down list. If the instructor is a mentor to students within a virtual classroom, check the Mentor box.

Additional or secondary instructors

- Mentor- is a professional employee of the district who monitors a pupil's progress, ensures the pupil has access to needed technology, is available for assistance, and ensures access to the teacher of record. A mentor may also serve as the teacher of record if the mentor meets the definition of a teacher of record.
 - If a staff member does not appear on your list, you may add that instructor through the "Create New Staff Member."
 - CTEIS only recognizes one primary teacher per course section. Other on-site staff should be identified as additional or secondary instructors.
6. Click the Update Course button
 7. To remove a staff, record from a course section, click the trash icon button next to that instructor's name within the Course Section Staff List grid.

16. How to Perform Mass Course Edits

Mass Course Edits are useful in cases where you need to:

- Update multiple detail fields across several course section records.
- Adjust the beginning and end dates of old courses to roll them into the current school year.

Try using mass edits in circumstances when:

- Course beginning and end dates need to be altered.
- A building begins block scheduling.
- Semesters or trimesters are implemented mid-year.
- High school or college credits awarded by a class must be corrected.

After editing courses, you are encouraged to verify the instructional design of your courses—refer to Verify Instructional Design. Building reporters should not attempt to create or interpret instructional design without instructor or CEPD Administrator assistance.

To apply Mass Course Edits:

1. From the CTEIS homepage navigation bar, click Data Entry, then Mass Course Edits.
2. Use the Select District field to choose a district if necessary. The grid is populated with active courses within that district.
3. Click a row in the grid to select the course you would like to edit. To select multiple individual records, hold the Control (Ctrl) key. Hold the Shift key instead to select multiple contiguous records.
4. Click the Update Courses button above the grid.
5. Enter new course information within the Edit Instructions window.
6. Click the Update Courses button to apply your changes.

Course Name	Building	ID#	Program Name	Update	Building	Status	Class Start	Class End
<input checked="" type="checkbox"/> Welding Course 2		19418	Welding Course 2	15-184	017	1	9/8/2021	1/16/2022
<input checked="" type="checkbox"/> Welding Course 1		19419	Drafting/Design Technology	15-181	018	9	9/8/2021	1/16/2022
<input checked="" type="checkbox"/> Welding Course 3		19419	Drafting/Design Technology	15-181	1	9	9/1/2021	12/1/2021
<input checked="" type="checkbox"/> Welding Course 1		19419	Drafting/Design Technology	15-181	1	1	9/1/2021	12/1/2021
<input type="checkbox"/> Business		19427	Business Admin Mgt & Operations	02-020	1	1	9/1/2021	12/1/2021
<input type="checkbox"/> Business		19427	Business Admin Mgt & Operations	02-020	1	1	9/1/2021	12/1/2021
<input checked="" type="checkbox"/> Business		19427	Business Admin Mgt & Operations	02-020	1	1	9/1/2021	12/1/2021
<input type="checkbox"/> Business		19427	Business Admin Mgt & Operations	02-020	1	1	9/1/2021	12/1/2021

*As described previously, you can filter and sort columns by clicking on various column headers.

To Mass Deactivate Courses:

You can use the Mass Course Edits screen to deactivate multiple courses at once:

1. Select the courses within the Mass Course Edit grid that you wish to deactivate.
2. Click the Deactivate Courses button above the grid, then confirm your selection by clicking the Deactivate Courses button in the resulting pop-up window.

Deactivated courses no longer appear in the Mass Course Edit grid but do appear as inactive courses when viewed on the Manage Courses screen.

17. How to Import Courses

Importing courses is important because:

- Importing courses is the easiest way to add and update several course records simultaneously and can be a significant time saver.
- Imported courses can be edited later if necessary.
- Importing courses is more accurate than manual data entry.

Before You Begin Importing Courses

- Identify the data that you need.
- Format the data for easy import.

*For formatting and other detailed import information, please see importing course formats.

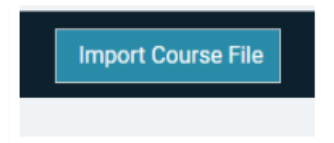
[Imports \(cteis.com\)](https://cteis.com)

To import data, carry out the following steps:

1. From the navigation menu, click Data Entry, then Import Courses
2. On the Select building to import screen, click the building you wish to import records into.
3. Beneath the selected Building name, click the Import Course File button and locate your import file.



4. Click the Import Enrollment File button to upload your file. Errors, if any, are displayed in the Error column of the temporary grid on the resulting screen.
5. To correct any errors, click the Remove File button to reset the screen, adjust your import file, then upload the file again.
6. Click the Upload button at the top of the grid to import your courses.



<div> <div>REMOVE FILE</div> <div>EXPORT</div> <div>UPLOAD</div> </div>					
<div> <div> <div></div> <div>Total Students: 3</div> </div> <div> <div></div> <div>Total Enrollments: 2</div> </div> </div>					
SEX	DOB	SENDOIST	SENDBUILD	PHONE1	PHONE2
M	11/17/2001	63070	00161	65465	654
BEGDATE		ENDDATE			
09/02/2021		01/15/2022			
SEX	DOB	SENDOIST	SENDBUILD	PHONE1	PHONE2
F	10/09/2005	63070	00161	52665	222
BEGDATE		ENDDATE			
06/01/2000		9/9/2000			
SEX	DOB	SENDOIST	SENDBUILD	PHONE1	PHONE2
M	11/17/2001	63070	00161	65465	654

18. How to Review Course Data

To review your courses, please see the Data Review reference document.

Last Updated: September 2022