



# CourseWalk™

---

## Arizona Student-Teacher-Course Connection FAQs



**ESP Solutions Group**

Author: Kyle Ligon, Barbara Clements  
Date: 21 December 2012  
Version: 3

# Table of Contents

Project Information .....	1
The Student-Teacher Connection Project.....	1
What is CourseWalk?.....	1
Why is Course Mapping Important?.....	2
Why Did the Arizona Department of Education Select CourseWalk?.....	2
Elements of the Arizona Course Catalog .....	2
CourseWalk.....	7
CourseWalk Videos.....	7
Where can I find the CourseWalk training videos?.....	7
What CourseWalk Videos are available? .....	7
AZ State Course Mapping Framework and Mapping to Courses .....	8
Is there a distinction between Secondary and Prior-to-secondary courses? .....	8
If a class has a mixture of students say 1st, 2nd, and 3rd graders in a reading class, do you choose the class section that reflects the grade level the students are reading at, their actual grade level, or an ungraded reading class?.....	8
Our Elementary schools are set-up as each grade level using one year long course. For example first grade uses just one course titled, "First Grade". Will we need to set-up each grade level with a course of Math, Social Studies, etc.?.....	8
SFA courses have different levels. How should SFA courses be coded?.....	8
What courses are designated in the state course catalog for special needs?.....	9
What courses designated in the state course catalog for an ELL or ESL course? .....	9
Why aren't some of the course descriptions aligned with the Common Core Standards?.....	9
Are the LEAs reporting only their course codes or are they also reporting elective courses? .....	9
Can there be more than one course in our catalog with the same state ID? .....	9
Do we need to fill out the Needs Assessment Survey? .....	<b>Error! Bookmark not defined.</b>
Accessing CourseWalk .....	11
What URL should I be using? .....	11
How do I log-in? .....	11
Is it possible for more than one person from an LEA to be logged-on to CourseWalk at the same time? .....	12
My password is not working.....	12
Why do I not see the CourseWalk reports on the log-in page? .....	12
What is DataSpecs?.....	12
How do I navigate to CourseWalk?.....	12
CourseWalk Templates .....	13
What is a CourseWalk template?.....	13
What CourseWalk templates do I use?.....	13
What is the difference between a Subject Area and a Course? .....	13
Where do I download the CourseWalk templates?.....	14
What goes in each column of the CourseWalk templates? .....	14
Which columns of the CourseWalk templates are required?.....	14
Validating and Importing CourseWalk Files .....	15
In what order do I import my CourseWalk files? .....	15
How do I validate my CourseWalk files?.....	15
I click on Validate and Import and nothing happens. ....	15

I got validation errors. What do they mean? ..... 15

I got validation errors. How do I fix them?..... 16

I validated my file and did not get an error, but I don't see anything in CourseWalk..... 16

I validated my file and keep getting required field validations for a blank row..... 16

Subject Area ..... 17

    What is a subject area? ..... 17

    How do I see what subject areas are part of the Arizona State Course Catalog? ..... 17

    How do I see the subject areas for my LEA?..... 17

    Can I use the state subject areas as my local subject areas?..... 17

    Is there a preloaded template I can use as a jumping off point for my Local Subject Area template? ..... 18

Course Information..... 19

    How do I add a course in CourseWalk?..... 19

    How do I see what courses are part of the Arizona State Course Catalog? ..... 19

    How do I see the courses for my LEA?..... 19

    How do I update a local course's information in CourseWalk? ..... 20

    Can my LEA adopt the state course codes as my local course codes?..... 20

    Can I add local courses to the state course catalog to create my own local course catalog? ..... 20

    Is there a preloaded template I can use as a jumping off point for my Local Course to State template? ..... 21

Mapping..... 22

    What does it mean to map a local subject area or a local course to a state subject area or state course? ..... 22

    How do I map my local subject areas to the state subject areas?..... 22

    Is it required to map my local subject areas to the state subject areas? ..... 22

    How do I map my courses? ..... 22

    My local subject area contains courses that could map to courses within multiple state subject areas. How do I map this? ..... 23

    How do I decide if a course is a correct match or not? ..... 23

    How do I use AutoMapping?..... 24

    How do I use the Find State Recommendations option?..... 25

    How do I manually map my courses? ..... 28

    I do not see the correct mapping option on AutoMapping. How do I map the Course? ..... 30

    How do I review my mappings? ..... 30

    How do I edit a course's mapping? ..... 31

Active Only ..... 32

    What is Active Only? ..... 32

Reports..... 32

    What types of reports can I run out of CourseWalk? ..... 32

    How do I run CourseWalk reports? ..... 33

    I click on a report and nothing happens. .... 33

    How do I export the report to Excel or PDF? ..... 33

Transferring Data from Training Site to Production Site ..... 34

    I did all my mapping in the training site. How do I transfer everything to the production site? ..... 34

Appendix A – Validation Error Message Descriptions ..... 34

    Corrupt File Error Message..... 34

    Number of Columns Mismatched..... 35

    Expected Header Violation ..... 36

    Duplication within the Uploaded File..... 36

Validation Rule 1 (R001) – Required Field Validation ..... 37  
Validation Rule 2 (R002) – Not a Valid Value..... 38  
Validation Rule 3 (R003) – Field Length Exceeded..... 38  
Validation Rule 4 (R004) – Invalid Data Type..... 39  
Validation Rule 5 (R005) – Child with No Parent..... 39  
Validation Rule 6 (R006) – Data Collision ..... 40

# Project Information

---

## The Student-Teacher Connection Project

The Arizona Department of Education (ADE) contracted with ESP Solutions Group (ESP) to collect standardized course information linking Arizona students to teachers as part of requirements identified in the State Fiscal Stabilization Fund. There are two components of this Student-Teacher Connection system. The first component is a state course coding structure based on the national course coding structure called the School Codes for the Exchange of Data (SCED), developed by the National Center for Education Statistics. The second component entails the reporting of individual student and teacher records with Arizona Statewide Course Mapping Framework v1 codes and other information relevant to making the required match.

For the first component, ADE wanted a web-based hosted software tool that allows the Local Education Agencies (LEAs), Charter Holders (CHs), and Charter Schools (CSs) to map their existing course catalogs and course codes with the existing Arizona Statewide Course Mapping Framework v1 and Data Dictionary v1. ADE decided to use the ESP proposed solution, CourseWalk™. LEAs, CHs, and CSs may use CourseWalk to map their local course codes to the Arizona state course codes. These standard course codes will be used to report on courses taught by teachers and taken by students.

The second component will entail the collection of standardized data all LEAs, CHs, and CSs. ESP will establish a reporting system using its software solution called State Report Manager (SRM)™. This software will be configured to meet the Arizona requirements. Local Education Agencies, Charter Holders, and Charter Schools will be provided a required format for submitting data and will be trained on how to use the system to submit their data. Once student and teacher records are submitted, LEAs, CHs, and CSs will receive immediate feedback on the quality of their submissions, including specific guidance on where there are problems in the submission, if any. Business rules identified by ADE and ESP will help to ensure the highest quality data possible.

## What is CourseWalk?

- CourseWalk is a tool that facilitates the matching of local course descriptions and codes to the state course descriptions and codes and matching of the state course codes to SCED, the

national course code standards (School Codes for the Exchange of Data) developed by the National Center for Education Statistics.

- The CourseWalk tool stores local, state, and SCED course catalogs in a central database accessible via web application to users with CourseWalk accounts.
- CourseWalk makes course mapping recommendations (via AutoMapping) for local and state courses to SCED or local courses to the state's course codes.
- Users may run reports to export their mapped course catalogs out of CourseWalk to put their course code mappings to use.

## Why is Course Mapping Important?

- 600+ LEAs have the potential for 600+ sets of courses and coding structures.
- Future connections between student and teacher data will require alignment to:
  - Assist in the evaluation of student performance,
  - Promote equitability of teacher evaluations,
  - Assist in the improvement of instruction, and
- Provide consistent data on transcripts and student records sent to receiving districts or postsecondary institutions.
- This information is needed to fulfill the teacher student connection requirements of ARRA (American Recovery and Reinvestment Act) and SFSF (State Fiscal Stabilization Fund).
- This information will be helpful to ensure that children in each LEA are given the same choices and opportunities

## Why Did the Arizona Department of Education Select CourseWalk?

- ESP's tool can be easily used by the most and least sophisticated LEAs/districts. As long as an LEA has access to the Internet, its personnel can access and use CourseWalk.
- Other states have successfully used CourseWalk for similar projects.

## Elements of the Arizona Course Catalog

The School Codes for the Exchange of Data (SCED) Course Coding Structure consists of five basic elements. Taken together, they create a unique identification code for any prior-to-secondary or secondary course. For secondary courses, the five component elements are subject area, course identifier, course level, available credit, and sequence. For prior-to-secondary courses, grade span is used instead of available credit. This document contains a description of the course coding structure and considerations for Arizona in determining what should be used by districts.

The Arizona Course Catalog is centered around the SCED with Arizona specific additions and deletions that will make sharing course content between districts and between states as seamless as possible.

**Element 1. Subject Area.** These are 22 general secondary content categories, each represented by a two-digit code. There are 21 prior-to-secondary content categories. The categories are mutually exclusive and, to date, can include any course offered in schools. The Subject Areas are:

Secondary Subject Area Code	Secondary Subject Area	Prior-to-Secondary Subject Area Code	Prior-to-Secondary Subject Area
AZ01	English Language and Literature	AZ51	English Language and Literature
AZ02	Mathematics	AZ52	Mathematics
AZ03	Life and Physical Sciences	AZ53	Life and Physical Sciences
AZ04	Social Sciences and History	AZ54	Social Sciences and History
AZ05	Fine and performing Arts	AZ55	Fine and performing Arts
AZ06	Foreign Language and Literature	AZ56	Foreign Language and Literature
AZ07	Religious Education and Theology	AZ57	Religious Education and Theology
AZ08	Physical, Health, and Safety Education	AZ58	Physical, Health, and Safety Education
AZ09	Military Science		
AZ10	Computer and Information Sciences	AZ60	Computer and Information Sciences
AZ11	Communication and Audio/Video Technology	AZ61	Communication and Audio/Video Technology
AZ12	Business and Marketing	AZ62	Business and Marketing
AZ13	Manufacturing	AZ63	Manufacturing
AZ14	Health Care Sciences	AZ64	Health Care Sciences
AZ15	Public, Protective, and Government Services	AZ65	Public, Protective, and Government Services
AZ16	Hospitality and Tourism	AZ66	Hospitality and Tourism
AZ17	Architecture and Construction	AZ67	Architecture and Construction
AZ18	Agriculture and Natural Resources	AZ68	Agriculture, Food, and Natural Resources
AZ19	Human Services	AZ69	Human Services
AZ20	Transportation, Distribution, and Logistics	AZ70	Transportation, Distribution, and Logistics
AZ21	Engineering and Technology	AZ71	Engineering and Technology
AZ22	Miscellaneous	AZ72	Miscellaneous

For Arizona, AZ was added to the beginning of the SCED subject area code so that the resulting number will be identified as an Arizona State Course Code. Thus, the subject area of English Language and Literature in Arizona will be AZ01. This will identify the course on a transcript or in other uses as a course from the Arizona Course Catalog.

**Element 2. Course Identifier.** Courses within a Subject Area are distinguished by a three-digit code. The codes carry no meaning within themselves. “999” is reserved for courses coded as “other.” Only some numbers between 001 and 999 have been used in this system; unused numbers can accommodate new courses as these are needed.

The Course Descriptions are fairly general. They provide enough specificity to identify the course’s topic and to distinguish it from other courses in that Subject Area. However, the Course Descriptions do not include course objectives.

For each course that is specific for Arizona, a unique number within a Subject Area will be assigned. These courses will be mapped to the SCED course.

**Element 3. Course Level/Description** conveys the course’s level of rigor or other important distinguishing characteristics. There are four options for coding this element:

- *B* for basic or remedial. A course focusing primarily on skills development, including literacy in language, mathematics, and the physical and social sciences. These courses are typically less rigorous than standard courses and may be intended to prepare a student for a general course.
- *G* for general or regular. A course providing instruction in a given subject area that focuses primarily on general concepts appropriate for the grade level. General courses typically meet the state’s or district’s expectations of scope and difficulty for mastery of the content
- *E* for enriched or advanced. A course that augments the content and/or rigor of a general course but does not carry an honors designation.
- *H* for honors. An advanced level course designed for students who have earned honors status according to educational requirements. These courses typically include additional content not found in general courses and are formally designated as honors courses.

The majority of courses that schools offer are general: intended for any student in the proper grade level range. However, some courses are distinguished by having more or less rigorous requirements than the “usual” course and are designated as advanced/ enriched, honors, or basic/remedial. Some school systems place students in, or allow students to select from, different “tracks”—particularly in academic subject areas—while others do not use such distinctions, holding all students to the same standards. The coding structure enables schools to portray such differences. Courses are assumed to be general unless they are coded B, E or H.

Personal judgment is needed in assigning and interpreting the Course Level element. While individual schools, districts, and states may have criteria that clearly distinguish one level of course from another, these criteria are not the same in every state or school district. And, not every course catalog will include courses at all of these four levels.

**Element 4. Grade Span or Available Credit** identifies the intended grade span for a prior-to-secondary course. This element indicates the grade span for which the course is appropriate. The span is represented as a four-character code with no decimals. Each grade level from 1 through 12 is represented by a two-digit code, ranging from 01 to 12; kindergarten is represented by the letters KG, and prekindergarten by the letters PK. For example, a course appropriate for kindergarten and first grade would be assigned a Grade Span of KG01.

For secondary courses, this element indicates the amount of Carnegie unit credit available to a student who successfully meets the objectives of the course. A course meeting every day for one period of the school day over the span of a school year offers one Carnegie unit. A Carnegie unit is thus a measure of “seat time” rather than a measure of attainment of the course objectives. While some schools and districts use a performance—or competency—based metric of student progress, the Carnegie unit remains the predominant metric of student progress in schools in the United States and is part of the national SCED framework.

Available Credit is coded as a one-digit number carried out to two decimal places, with an explicit decimal. That is, one Carnegie unit would be coded as 1.00. A half-unit of Carnegie credit would be reported as 0.50. Note that Available Credit for a given course can vary from school district to school district.

**Element 5. Sequence** describes the manner in which school systems may “break up” increasingly difficult or more complex information. School districts operating on a semester or trimester schedule frequently offer consecutive courses fitting one course description. For example, Accounting may be broken into two different courses that together make up a complete Accounting course. Or, the requirements for studio arts could include Creative Arts—Comprehensive (SCED #05154) and two additional studio arts courses selected from a number of choices (drawing, ceramics, sculpture, painting, etc.)

Sequence is a two-character element that should be interpreted as “part ‘n’ of ‘m’ parts.” In the example given above, if each course were a year in length, Creative Arts—Comprehensive would be course “one of three,” or “1 3.” It is important to remember that sequence describes only the order in which the courses are taken. If the arts sequence in this example required six semester-long courses, the second semester of the introductory Creative Arts—Comprehensive could be shown with the sequence “2 6,” or, “part 2 of 6 parts.” The Sequence indicated for a given course can vary from school district to school district.

Exhibit 1 is an example of how the five SCED elements are used to identify a specific course, and the Level, Credit and Sequence that can differ for the same course.

**Exhibit 1. Course code structure: Life and Physical Sciences**

*Prior-to-Secondary*

course description	course level	grade span	sequence
<b>AZ53</b> Life and Physical Sciences	<b>G</b> General	<b>03 04</b> Grades 3 and 4	<b>1 1</b> “1 of 1”—not part of a sequence

*Secondary*

course description	course level	available credit	sequence
<b>AZ03</b> Life and Physical Sciences	<b>H</b> Honors	<b>0.50</b> one-half Carnegie unit	<b>1 2</b> “1 of 2”—1st part of a 2-course sequence

**Length of Course Code.** In Exhibit 1 above, the course code is 14 characters long: 4 for Subject Area, 3 for Course Identifier, 1 for Course Level, 4 for Grade Span or Available Credit, and 2 for Sequence. The essential components of the Course Code are the Subject Area and the Course Identifier, so for Arizona that will be 7 characters. The additional identifiers are optional, and it will be up to Arizona educators to decide which identifiers must follow the courses. For instance, the state may only require the first 7 characters, while districts may choose to maintain the full code.

**Additional State-Specific Information.** Some states have identified additional state-specific information about a course that they wanted included in the course coding structure. For instance, two states have an indicator following a course number that identified a course as applicable for a state awarded scholarship. One state wanted a code identifying courses provided over the state-sponsored on-line network. These indicators were used along with some of the optional indicators described above. These types of indicators may be considered by Arizona for inclusion in its coding structure.

# CourseWalk

---

## CourseWalk Videos

### *Where can I find the CourseWalk training videos?*

The videos are on the following link:

[CourseWalk Training Videos](#)

### *What CourseWalk Videos are available?*

- CourseWalk – Downloading CourseWalk Templates
- CourseWalk – Filling-out the CourseWalk Excel Templates
- CourseWalk – Uploading CourseWalk Files
- CourseWalk – Validation Error Descriptions
- CourseWalk – Local Subject Area Page
- CourseWalk – Local Course to State Page
- CourseWalk – AutoMapping Local Course to State
- CourseWalk – Running CourseWalk Reports
- CourseWalk – Versioning and History Tracking
- CourseWalk – Adding a Subject Area through the UI

## AZ State Course Mapping Framework and Mapping to Courses

### Is there a distinction between Secondary and Prior-to-secondary courses?

Yes.

Secondary courses (9th grade – 12th grade) are represented by the Arizona course catalog by the state subject areas AZ01 – AZ22.

Prior-to-secondary courses (Pre-Kindergarten – 8th Grade) are represented in the Arizona course catalog by the state subject areas AZ51 – AZ72.

### If a class has a mixture of students say 1st, 2nd, and 3rd graders in a reading class, do you choose the class section that reflects the grade level at which the students are reading, their actual grade level, or an ungraded reading class?

If the first, second, and third grade students are grouped together to learn the reading objectives of a third grade course, then the course is Reading (Grade 3). This occurs when students are grouped according to instructional level irrespective of actual grade level or age group. Similarly, if the students are grouped together to learn the reading objectives of a first grade course, then the course is Reading (Grade 1).

If the first, second, and third grade students are grouped together in a single “class” or “section,” but are learning the reading objectives at their respective (different) grade levels, then the course is Reading – undifferentiated (AZ51049).

### Our Elementary schools are set-up as each grade level using one year long course. For example first grade uses just one course titled, "First Grade". Will we need to set-up each grade level with a course of Math, Social Studies, etc.?

Yes. The requirement is to assign each elementary course subject for each student and each teacher.

### SFA courses have different levels. How should SFA courses be coded?

After reviewing the SFA website, it appears that these are not courses with unique content, rather they are specific programmatic ways of instructing content and skills. According to their website, they are aligned with the Common Core State Standards, thus they do not address different content. Levels of instruction are common at the elementary and middle school levels. These various “courses” are really levels of instruction with different techniques used for different levels. For these courses, use the reading courses by grade level included in the Arizona Course Catalog.

*What courses are designated in the state course catalog for special needs? For instance, AZ51 English Language and Literature (Prior to Secondary), which course is identified as special needs?*

There are no course descriptions in SCED/Arizona Course Catalog that are intended solely for students with disabilities, or that indicate that a course has been modified for these students. In order to indicate that a course is adapted to meet the individual needs stated in a student's Individual Education programs (IEP), an indication will be needed in the course description provided when the data are submitted. There are federal regulations against providing this information in a course numbering system that could be used in a student's transcript. In English Language and Literature (prior-to-secondary), you may use AZ51009-Language Arts Laboratory, AZ51037-Language Arts, or a grade level version that is appropriate. When the course descriptors are reported, special needs students can be indicated.

*What courses designated in the state course catalog for an ELL or ESL course?*

AZ51008 is English as a Second Language for Prior-to-Secondary students. AZ 01008 is English as a Second Language for Secondary Students. Structured Emersion Immersion (SEI) courses are broken up by Pre-Emergent and Emergent, Elementary Basic, Elementary Intermediate, represent courses AZ51011 – AZ51025.

*Why aren't some of the course descriptions aligned with the Common Core Standards?*

The U.S. Department of Education's National Center for Education Statistics will align the SCED course descriptions (on which the Arizona Course Catalog descriptions are based) to the Common Core Standards within the next year. As a result, you should match your local courses primarily to Arizona course titles. When the course descriptions are aligned, the descriptions will be automatically updated in CourseWalk for you.

*Are the LEAs reporting only their core courses or are they also reporting elective courses?*

All credit courses need to be included in the course mapping process.

*Can there be more than one course in our catalog with the same state ID?*

Yes. You can have multiple courses mapped to a single state ID. More than one local course may map to the same state course. Please see the [How do decide if a course is a correct match or not?](#) FAQ for further information on mapping courses.



## Accessing CourseWalk

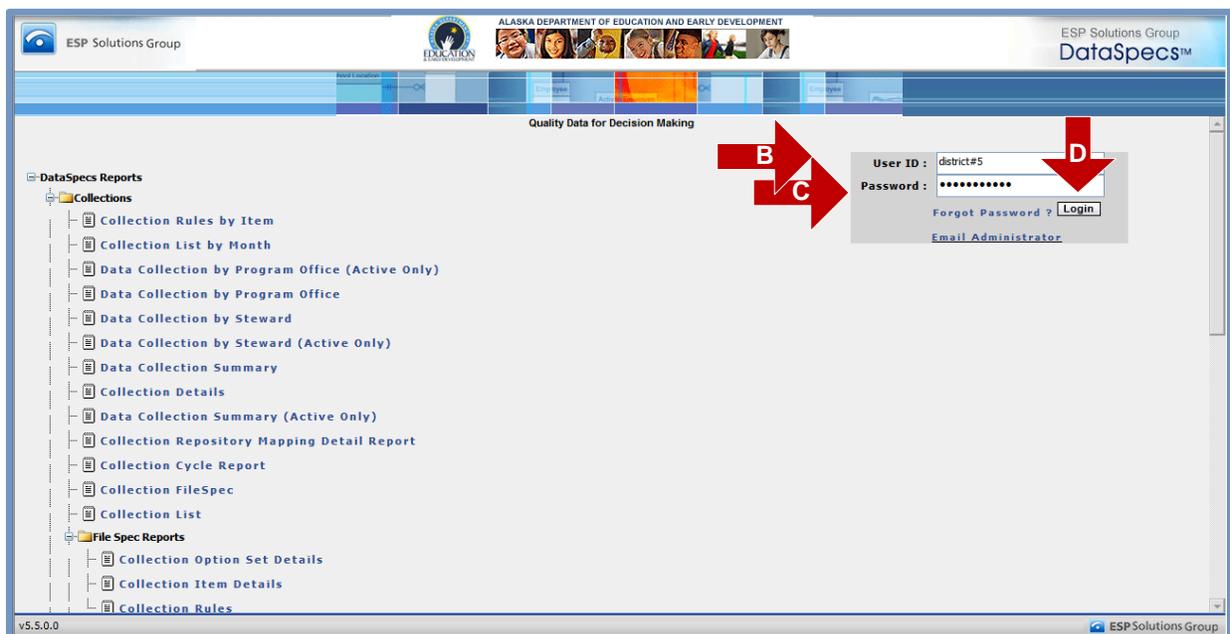
### What URL should I be using?

**Training Site:** <http://www.azed.gov/CourseMappingTest>

**Production Site:** <http://www.azed.gov/CourseMapping>

### How do I log-in?

- A. Type the appropriate URL into your internet browser. See [What URL should I be using?](#)
  - a. The CourseWalk application works best in Internet Explorer with Compatibility Mode turned on.
- B. On the log-in screen, type in your User ID. If you have not yet received a user ID, contact [stconnection@azed.gov](mailto:stconnection@azed.gov) for your LEA's user ID.
- C. Type in your password or click the Forgot Password link to retrieve your password.
- D. Click the Login button.



### *Is it possible for more than one person from an LEA to be logged-on to CourseWalk at the same time?*

Yes. For each LEA, one CourseWalk user is created that limits that LEA to work within CourseWalk with their specific district. Multiple users may be signed-on at the same time with that log-on. CourseWalk is updated in real time, so one person would see the other's changes but there is a possibility of editing the same subject area or course, so a team needs to work with each other as to understand in which sections the others are working.

### *My password is not working.*

1. On the log-in screen, for your username type in "district#" and then your district's ID (E.g., District#1).
2. Click the Forgot Password link to retrieve your password.

If that doesn't work email [stconnection@azed.gov](mailto:stconnection@azed.gov) and a DataSpecs administrator will need to

1. Log-into DataSpecs.
2. Go to the System Administration -> User Management page.
3. Click on the appropriate LEA's user.
4. Click on Change Password.
5. Create a new password for the LEA.
6. Click Save New Password.
7. Notify the LEA user of the new password.

### *Why do I not see the CourseWalk reports on the log-in page?*

The log-in page contains DataSpecs reports only. The user will need to log-in to DataSpecs and navigate to the CourseWalk Reports page (CourseWalk -> CourseWalk Reports).

### *What is DataSpecs?*

DataSpecs™ is a metadata inventory tool used to document a state's data collections, repositories, indicators/indexes, and outputs/reports. CourseWalk is a component of DataSpecs. At this time, the metadata inventory component is not being used in Arizona. For more information about DataSpecs, go to

[http://www.espsolutionsgroup.com/espweb/assets/docs/1d\\_DataSpecs.pdf](http://www.espsolutionsgroup.com/espweb/assets/docs/1d_DataSpecs.pdf).

### *How do I navigate to CourseWalk?*

1. Log-in to DataSpecs.
2. On the upper menu bar, click CourseWalk. You should see all of the CourseWalk pages on the lower menu bar.

## CourseWalk Templates

### What is a CourseWalk template?

CourseWalk has a number of Microsoft Excel templates that can be filled-out and imported into the application. These templates can help you to efficiently load multiple rows of data without the burden of individually entering data. Before the Excel files are imported, CourseWalk will run a series of validation checks to be sure the data in each column of the file are consistent with CourseWalk's database. If there are validation errors, you will receive an error report. Once there are no fatal errors in the file to be imported, users may confidently import their data.

### What CourseWalk templates do I use?

The LEA users will use two CourseWalk templates and will load them in the following order:

1. Local Subject Area
2. Local Course to State

### What is the difference between a Subject Area and a Course?

**Subject Areas** are the broad categories of content taught within schools. Often these are the same as certification/licensure areas for teachers. Within subject areas there are usually subareas of content. For example, within the Subject Area of Life and Physical Sciences, there are subareas such as Biology, Chemistry, and Physics. Within the course coding structure, all Science courses are grouped under AZ03. Subareas do not have different codes. There are 22 secondary and 22 prior-to-secondary subject areas in the course coding structure.

A **Course** represents a specific curriculum provided in a set period of time at a school or online. Logically, a course can be offered more than once during a semester or school year, sometimes with multiple teachers teaching the same course. Within the Subject Area of Science (subarea of Biology) there may be courses such as Biology 1, Microbiology, Anatomy, and AP Biology. Each of these courses will have a 3 character code that follows the Subject Area Code, which is four characters. Biology has a course code of AZ03051.

#### **Examples:**

#### **Subject Area: AZ01 – English Language and Literature**

##### Courses

- 001 – English/Language Arts I (9<sup>th</sup> grade)
- 002 – English/Language Arts II (10<sup>th</sup> grade)
- 003 – English/Language Arts III (11<sup>th</sup> grade)
- 004 – English/Language Arts VI (12<sup>th</sup> grade)
- 005 – AP English Language and Composition

#### **Subject Area: AZ02 – Mathematics**

### Courses

001 – Informal Mathematics

002 – General Mathematics

003 – Particular Topics in Foundation Math

### [Where do I download the CourseWalk templates?](#)

1. Log-in to DataSpecs.
2. Go to the CourseWalk -> Course Info Upload page.
3. In the File to be Uploaded drop-down box, select the desired template.
  - a. Local Subject Area
  - b. Local Course to State
4. On the bottom right of the screen, click Download Template.

### [What goes in each column of the CourseWalk templates?](#)

Please refer to the CourseWalk Annotated Templates Excel file for a full description, column by column, of the templates. The *AZ CourseWalk Annotated Templates 2007 Excel* file is available at <http://www.azed.gov/racetothetop/stc/stcresources/stcphaseonerresources/>.

### [Which columns of the CourseWalk templates are required?](#)

Please refer to the CourseWalk Annotated Templates Excel file for a full description, column by column, of the templates. The *AZ CourseWalk Annotated Templates 2007 Excel* file is available at <http://www.azed.gov/racetothetop/stc/stcresources/stcphaseonerresources/>.

## Validating and Importing CourseWalk Files

### *In what order do I import my CourseWalk files?*

1. Local Subject Area
2. Local Course to State

Since Local Subject Area is a required field on the Local Course to State template, the local subject areas for your LEA must be entered into CourseWalk before the local courses can be linked to them.

### *How do I validate my CourseWalk files?*

1. Log-in to CourseWalk.
2. Go to the CourseWalk -> Course Info Upload page.
3. In the File to be Uploaded drop-down box, select the appropriate file.
4. Click on the Choose File button and browse your computer for the file you would like to validate.
5. Click on the Validate and Import button at the bottom right of the screen.
6. If there are no violations in your file, you will click on the Upload button to finish the upload process.
7. If you get violation error messages, you should fix the appropriate cells in your file and repeat the process until you have successfully uploaded your file.

### *I click on Validate and Import and nothing happens.*

1. Make sure your internet browser is not blocking any pop-ups. If your file has any validation errors, you will be notified via pop-up window.
2. Make sure a pop-up window did not appear behind the window you are viewing.
3. If you have a message that says there were no violations, then you need to click Upload and Commit to confirm your upload. You will then get a success message.

### *I got validation errors. What do they mean?*

For descriptions of the validation errors, please see the CourseWalk video [Validation Error Descriptions](#) or see Appendix A. CourseWalk Training Videos are available at <http://www.azed.gov/racetothetop/stc/stcresources/stcphaseoneresources/>.

### *I got validation errors. How do I fix them?*

CourseWalk will identify all of the cells in the file you are trying to upload that trigger a validation error. You will need to make the appropriate changes to the file you are validating and try the upload again.

For descriptions of the validation errors, please see the CourseWalk video [Validation Error Descriptions](#). CourseWalk Training Videos are available at <http://www.azed.gov/racetothetop/stc/stcresources/stcphaseoneresources/>.

### *I validated my file and did not get an error, but I don't see anything in CourseWalk.*

After you validate your file and get the message that reads, “There are no violations in the uploaded file, please click on upload,” you must click on the Upload button at the bottom right of the screen to complete the process. Once you get a message saying that you successfully uploaded your file, you will be able to see your data in CourseWalk.

### *I validated my file and keep getting required field validations for a blank row.*

Sometimes, the Excel file will think there are extra rows in the file you are trying to upload. Delete the appropriate blank rows below your last row with data and retry the upload.

## Subject Area

### What is a subject area?

Subject Areas are the broad categories of content taught within schools. Often these are the same as certification/licensure areas for teachers. Within subject areas there are usually subareas of content, e.g., within the Subject Area of Life and Physical Sciences, there are subareas such as Biology, Chemistry, and Physics. Within the course coding structure, all Science courses are grouped under AZ03. Subareas do not have different codes.

For a list of the Arizona State Mapping Framework Subject Areas:

1. Log-in to DataSpecs.
2. Go to the Course Walk -> CourseWalk Reports page.
3. Click on the State Subject Area with SCED Mapping report link.

### How do I see what subject areas are part of the Arizona State Course Catalog?

For a list of the Arizona State Mapping Framework Subject Areas:

1. Log-in to DataSpecs.
2. Go to the Course Walk -> CourseWalk Reports page.
3. Click on the State Subject Area with SCED Mapping report link.
4. Select the appropriate parameters and click the View Report button.

### How do I see the subject areas for my LEA?

For a list of the subject areas for a given LEA:

1. Log-in to DataSpecs.
2. Go to the Course Walk -> CourseWalk Reports page.
3. Click on the Local Subject Area with State Mapping report link.
4. Select the appropriate parameters and click the View Report button.

### Can I use the state subject areas as my local subject areas?

Yes, it is fine if your LEA would like to adopt the state subject areas as your local subject areas. There are no restrictions about local subject areas or courses being different from the state.

For an explanation on how to use the state subject areas as your LEA's local subject areas, please see the question, *Is there a preloaded template I can use as a jumping off point for my Local Subject Area template?*

[Is there a preloaded template I can use as a jumping off point for my Local Subject Area template?](#)

Yes, there is a CourseWalk report where you can download the Arizona state subject areas in the Local Subject Area upload format. You can then make any edits needed to fit your LEA's needs and use the file to upload your Local Subject Areas into CourseWalk.

To run the report:

1. Go to the CourseWalk -> CourseWalk Reports page.
2. Select the Preloaded Local Subject Area Template report link.
3. Select the appropriate parameters and click the View Report button.
4. In the drop-down box next to the Export link, select Excel and then click the Export link.
5. **Be sure to open the Excel file and unhide and delete the row after your last row of data in the file.**
6. You can make any changes necessary to the file and validate and import your local subject areas. Please see the Validating and Importing section of this document for a further description of the process.

## Course Information

### How do I add a course in CourseWalk?

There are two ways to add a course in CourseWalk: On the CourseWalk -> Courses -> Local Course to State page or on the CourseWalk -> Course Info Upload page.

- CourseWalk -> Courses -> Local Course to State
  - Go to the CourseWalk -> Courses -> Local Course to State page.
  - Click on the Add Local Course button.
  - A pop-up window will appear. Select the Add New radio button and then click the Add Item button.
  - You will get a blank Local Course Information to State page.
  - You can then fill out the appropriate course information and click the Save button.
- CourseWalk -> Course Info Upload
  - Please see the Uploading Local Course to State File section of this document for further information.

\* Please Note: The required fields must be filled in or you will get a validation error message. For the Local Course to State page, the required fields are District, Local Course ID, Local Subject Area, Local Course Title, Elementary Mapping Allowed, Secondary Mapping Allowed, Effective Date, and Version.

### How do I see what courses are part of the Arizona State Course Catalog?

For a report of the courses within the Arizona State Mapping Framework:

1. Log-in to DataSpecs.
2. Go to the Course Walk -> CourseWalk Reports page.
3. Click on the State Course Catalog report link.
4. Select the appropriate report parameters and click the View Report button.

### How do I see the courses for my LEA?

For a report of the courses within a specific LEA course catalog:

1. Log-in to DataSpecs.
2. Go to the Course Walk -> CourseWalk Reports page.
3. Click on the Local Course Catalog with State Mappings report link.
4. Select the appropriate report parameters and click the View Report button.

### [How do I update a local course's information in CourseWalk?](#)

To update a course's information, go to the CourseWalk -> Courses -> Local Course to State page. You can select the course from the Course Selection drop-down box. Then, you are free to make any edits you want to the course's information or mapping. You can then click Save to save the changes you made.

If you would like to keep the old information on hand to refer back to, then you will want to create a new version of the course and expire the old version. This will allow you to look back at the course information at a particular point in time. To do this:

- Go to the CourseWalk -> Courses -> Local Course to State page.
- In the Local Course Selection drop down box, select the course you would like to update.
- Click on the Add Local Course button on the bottom of the screen.
- A pop-up window will appear. Select the New Version radio button and click the Add Item button.
  - This will make a copy of the selected course and increment the version of the course by 1. You can now make the appropriate changes and click the Save button.
  - It will also give the previous version of the course an expiration date of today. The old course is now considered inactive. Please see the Active Only section of this document for a further description.

### [Can my LEA adopt the state course codes as my local course codes?](#)

Yes. If your LEA would like to adopt the state course codes as its local course codes, then that is perfectly fine. There are no restrictions about local subject areas or courses being different from the state.

### [Can I add local courses to the state course catalog to create my own local course catalog?](#)

Yes, your LEA may adopt the state course codes as your local course codes. There are no restrictions about adding local subject areas or courses.

The state course catalog has spaces in the numbering to allow for courses to be added. At the local level, your LEA can add courses and choose where they best fit within the codes to fill-out a complete list of local courses. You must, however, map each unique local course to one of the state courses.

Please see the question, *Is there a preloaded template I can use as a jumping off point for my Local Course to State template?* for a further description on how to do this.

*Is there a preloaded template I can use as a jumping off point for my Local Course to State template?*

Yes, there is a CourseWalk report where you can download the Arizona state course catalog in the Local Course to State upload format. You can then make any edits needed to fit your LEA's needs and use the file to upload your Local Course to State file into CourseWalk.

To run the report:

1. Go to the CourseWalk -> CourseWalk Reports page.
2. Select the Preloaded Local Course to State Template report link.
3. Select the appropriate parameters and click the View Report button.
4. In the drop-down box next to the Export link, select Excel and then click the Export link.
- 5. Follow the instruction on the report to prime the file for upload into CourseWalk.**
6. You can make any changes necessary to the file and validate and import your local courses. Please see the Validating and Importing section of this document for a further description of the process.

## Mapping

### What does it mean to map a local subject area or a local course to a state subject area or state course?

CourseWalk allows you to map your local subject areas to the state subject areas. By mapping subject areas, you are telling CourseWalk that they are equivalent. For example, if you map your local subject area “Math” to the state subject area “Mathematics,” when CourseWalk is generating course mapping recommendations for a local course in your local subject area “Math,” only courses within the state subject area of “Mathematics” will be listed.

If your subject area list is longer than the state subject area list, then you may need to map more than one subject area to a single state subject area. For instance, if you have Biology, Chemistry, and Physics as subject areas on your list, you must map all three to the state subject area Science.

### How do I map my local subject areas to the state subject areas?

There are two options when you are mapping your local subject areas to the state subject areas.

1. Upload the mappings when you import your local subject area file.
  - a. When you are filling out CourseWalk’s Local Subject Area template, there is a column for State Subject Area. Enter the state subject area code into this column before you import your local subject area file. Please see the *Validating and Importing CourseWalk Files* section of this document for further information on the process.
2. From the CourseWalk -> Subject Areas -> Local Subject Area page:
  - a. Go to the CourseWalk -> Subject Areas -> Local Subject Area page.
  - b. Select the subject area which you would like to map from the Local Subject Area Selection drop-down box.
  - c. Then, select the state subject area you would like to map in the State Subject Area Code drop-down box.
  - d. Click the Save button.

### Is it required to map my local subject areas to the state subject areas?

No. Mapping your local subject areas to the state subject areas helps CourseWalk determine within which subject area to make mapping recommendations. If you have not mapped a local course’s subject area to a state subject area, CourseWalk will do its best to match the subject area based on your course’s title and description.

### How do I map my courses?

There are 4 ways to map local courses to state courses in CourseWalk:

1. Fill out state mappings in the Local Course to State upload file.

- a. Please refer to the CourseWalk Annotated Templates Excel file for a full description, column by column, of the templates. The *AZ CourseWalk Annotated Templates 2007 Excel* file is available at <http://www.azed.gov/racetothetop/stc/stcresources/stcphaseonerresources/>.
2. Use AutoMapping to select from CourseWalk's top three course mapping recommendations.
  - a. Please see the *How do I use AutoMapping?* question for further description of the process.
3. Use the Find State Recommendations to view and select all of CourseWalk mapping recommendations.
  - a. Please see the [How do I use the Find State Recommendations option?](#) question for further description of the process.
4. Manually map local courses on the Local Course Information page.
  - a. Please see the *How do I manually map my courses?* question for further description of the process.

Please see the subsequent sections for descriptions of these processes.

### [My local subject area contains courses that could map to courses within multiple state subject areas. How do I map this?](#)

In this case, you would not map the local subject area to a state subject area. The purpose of mapping subject areas is to narrow down CourseWalk mapping recommendations. If a local subject area spans multiple state subject areas, you do not want recommendations from just one state subject area, so you would leave the local subject area unmapped.

### [How do I decide if a course is a correct match or not?](#)

There are several steps to go through in reviewing a course for a correct match.

1. Be sure that the Subject Area is the same for both courses. A course like Economics could be a Social Studies Course or a Business and Marketing Course.
2. Check to see if there is an exact or near match between the course titles.
3. When you compare the description of the course in the Arizona Course Catalog to the local course description, determine if the content is similar to the content in the local course description. They do not have to match exactly, but the general sense should be close.

Remember that a local list of courses and their codes will usually be much more extensive than the state list. The state list may allow for more than one course to have the same state number because the courses may be “equivalent” in level and cover similar content. For instance, there may be several literature courses at the local level that cover a “genre” such as “mysteries” or

“Westerns.” The name of your local course covers the specific topic, but the state course code (for Literature of a Genre – AZ01061) will be the same for each of these courses.

There are also courses called “Particular Topics” in a content area, such as Particular Topics in Biology (AZ03063) and Particular Topics in Geometry (AZ 02075). These are used when a course covers very specific information about a sub-topic in a content area, such as Desert Biology. There may be more than one course at the local level that maps to a “Particular Topics” course.

In the Arizona Course Catalog, there are a number of “Other” options provided. The subject areas are at a high level, and there is an “Other” course code for the subject area ending in 999. For instance, there is a Science course called “Science-Other” which has as a code AZ03999. There are also content areas within subject areas such as Chemistry, Physics, and Biology within Science. For each of those content areas there is an “Other” option ending in 49 or 99, such as Earth Science-Other (AZ030049), Biology-Other (AZ03099), and Chemistry-Other (AZ03149). Try to identify the “Other” course closest to the content area of the course when you must use an “Other” course.

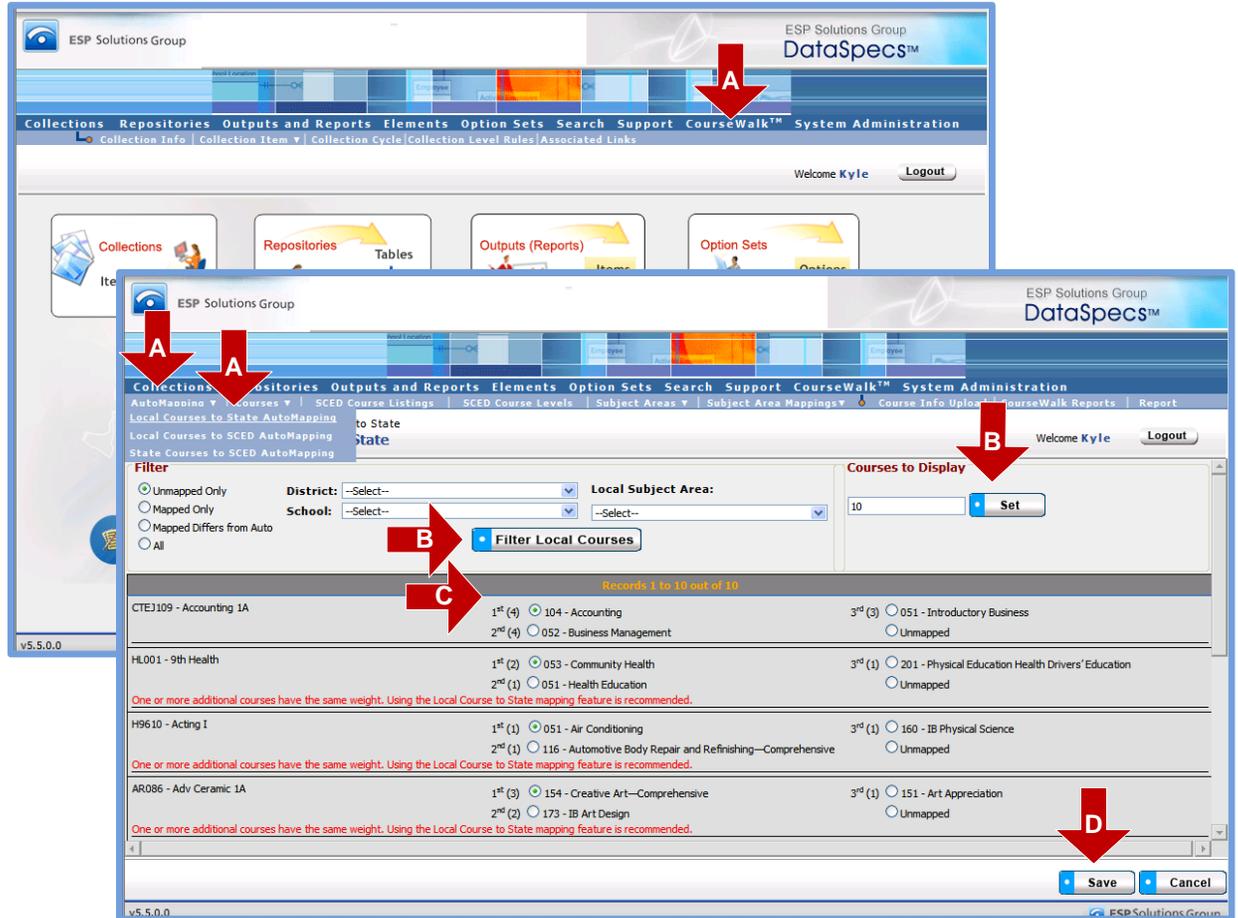
The SCED list was compiled to represent the most frequently occurring courses across most states. These lists were developed a number of years ago, and there may be newly identified topics or courses. If there is an obvious omission of a course widely used in your state, keep a list these courses and we may add these courses to the Arizona Course Catalog. Email you’re the course to [stconnection@azed.gov](mailto:stconnection@azed.gov) with an appropriate title, description, and why it should be added to the Arizona Course Catalog. We may also submit the course names to the National Center for Education Statistics (creator of SCED) for consideration when the list is revised. As an example, in Alaska, “Arctic Survival” was added to the state courses as an Alaska specific course.

### [How do I use AutoMapping?](#)

- a. Navigate to the CourseWalk -> AutoMapping -> Local Course to State AutoMapping page.
- b. Select the appropriate filters for the courses that you want to map and the number of courses you would like to display per page.
- c. Do an initial run of mapping your local courses to the recommended state courses (Local courses are on the left side of the screen and the top three recommended state courses are on the right side). You can choose to map to one of the recommendations or choose to

leave the course unmapped. Rolling your mouse over a course title will display the course's description.

- d. Click on the Save button as you are ready to accept your selected mappings.



*How do I use the Find State Recommendations option?*

- a. Navigate to the CourseWalk -> Courses -> Local Course to State page.
- b. Select the appropriate filters and click the Filter Local Course Selections button.
- c. In the Local Course Selection drop-down, all of your local courses will be listed. Any course with a “(m)” at the end of it has already been mapped to a state course and any course in red text has not yet been mapped.
- d. Select an unmapped course from the Local Course Selection drop-down.
- e. To map this course you have two options.

- i. Option 1: In the State Mapping section, select the Subject Area Code and the Course ID for the state course to which you would like to map the local course. You can use the CourseWalk report State Course Catalog to assist in choosing the appropriate state course (CourseWalk -> CourseWalk Reports -> State Course Catalog). Then click the Save button.
  - ii. Option 2: In the State Mapping section, click the Find State Recommendations button. This will give you all the course recommendations for the selected local course. You can filter the results down by Subject Area if need be. You can look through the pages of results, and once you find the appropriate match, click the Map to this Course radio button and then click the Save button.
- f. Repeat for all unmapped local courses.

The screenshots illustrate the following steps in the DataSpecs™ interface:

- Step 1:** The user is on the 'Local Course Selection' page. Red arrow **A** points to the 'Local Course Selection' dropdown menu. Red arrow **B** points to the 'Filter Local Course Selections' button. Red arrow **D** points to the 'Local Course Selection (m) Indicates Mapped Course' dropdown.
- Step 2:** The user is on the 'Local Course Information' page. Red arrow **E** points to the 'Local Course ID' field (AA322). Red arrow **Ei** points to the 'Local Course Description' text area.
- Step 3:** The user is on the 'Mapping Recommendation' page. Red arrow **Eij** points to the 'IB' checkbox. Red arrow **Eii** points to the 'Map to this Course' radio button.

### [How do I manually map my courses?](#)

- a. Navigate to the CourseWalk -> Courses -> Local Course to State page.
- b. Select the appropriate filters and click the Filter Local Course Selections button.
- c. In the Local Course Selection drop-down, all of your local courses will be listed. Any course with a “(m)” at the end of it has already been mapped to a state course and any course in red text has not yet been mapped.
- d. Select an unmapped course from the Local Course Selection drop-down.
- e. To map this course you have two options.
  - iii. Option 1: In the State Mapping section, select the Subject Area Code and the Course ID for the state course to which you would like to map the local course. You can use the CourseWalk report State Course Catalog to assist in choosing the appropriate state course (CourseWalk -> CourseWalk Reports -> State Course Catalog). Then click the Save button.
  - iv. Option 2: In the State Mapping section, click the Find State Recommendations button. This will give you all the course recommendations for the selected local course. You can filter the results down by Subject Area if need be. Once you find the appropriate match, click the Map to this Course radio button, and then click the Save button.
- f. Repeat for all unmapped local courses.

The image displays three sequential screenshots of the DataSpecs™ software interface, illustrating the process of selecting and mapping a local course to a state course. Red arrows labeled A, B, D, E, Eii, and Eij point to specific UI elements.

**Top Screenshot:** Shows the main navigation menu with 'CourseWalk™' highlighted. A red arrow labeled 'A' points to the 'CourseWalk™' link in the top navigation bar.

**Middle Screenshot:** Shows the 'Local Course Selection' screen. A red arrow labeled 'A' points to the 'Local Course Selection' dropdown menu. A red arrow labeled 'B' points to the 'Filter Local Course Selections' button. A red arrow labeled 'D' points to the 'Local Course Selection (m) Indicates Mapped Course' dropdown menu. A red arrow labeled 'E' points to the 'Local Course Description' text area. A red arrow labeled 'Eii' points to the 'Find State Recommendations' button.

**Bottom Screenshot:** Shows the 'Mapping Recommendation' screen. A red arrow labeled 'Eij' points to the 'IB' checkbox. A red arrow labeled 'Eii' points to the 'Map to this Course' radio button. A red arrow labeled 'Eii' points to the 'Save' button.

## [I do not see the correct mapping option on AutoMapping. How do I map the Course?](#)

You will need to manually map the course. Please see the *How do I manually map my course?* and *How do I use the Find State Recommendations option?* questions.

## [How do I review my mappings?](#)

You have three primary options:

1. Run the Local Course Catalog with State Mappings report.
  - a. Go to the CourseWalk -> CourseWalk Reports page.
  - b. Select either the Local Course Catalog with State Mappings report or the Local Course Catalog with State Mapping Recommendations report.
    - i. Local Course Catalog with State Mappings
      1. Select the appropriate parameters to and click the View Report button.
      2. The report will show your local courses along with the state courses to which they are mapped, if any.
      3. Please see the *How do I decide if a course is a correct match?* section to aid your review of the mappings.
      4. Please see the *How do I edit a course's mapping?* section if you have questions on how to edit your mappings.
    - ii. Local Course Catalog with State Mapping Recommendations
      1. Select the appropriate parameters to and click the View Report button.
      2. The report will show your local courses along with the state courses to which they are mapped, if any. It will also show the top three CourseWalk mapping recommendations.
      3. Please see the *How do I decide if a course is a correct match?* section to aid your review of the mappings.
      4. Please see the *How do I edit a course's mapping?* section if you have questions on how to edit your mappings.
2. View Local Course to State AutoMapping page.
  - a. Go to the CourseWalk -> AutoMapping -> Local Course to State AutoMapping page.
  - b. Select the appropriate parameters to filter your results.
  - c. Review your mappings against CourseWalk top three recommendations and make any changes necessary.

1. Please see the *How do I decide if a course is a correct match?* section to aid your review of the mappings.
  2. Please see the *How do I edit a course's mapping?* section if you have questions on how to edit your mappings.
- d. Remember to click the Save button if changes are made.
3. View Local Course Information page.
    - a. Go to the CourseWalk -> Courses -> Local Course to State page.
    - b. Select the appropriate parameters to filter your results.
    - c. In the Local Course Selection drop-down box, you may select a local course. In the drop-down, a course's title will be highlighted in red text if the course has not yet been mapped. In the State Mapping section, the mapping information for that course will appear.
      1. Please see the *How do I decide if a course is a correct match?* section to aid your review of the mappings.
      2. Please see the *How do I edit a course's mapping?* section if you have questions on how to edit your mappings.

### [How do I edit a course's mapping?](#)

A course's mapping may be edited in one of three ways.

1. Use AutoMapping to select from CourseWalk's top three course mapping recommendations.
  - a. Please see the *How do I use AutoMapping?* question for further description of the process.
2. Use the Find State Recommendations to view and select all of CourseWalk mapping recommendations.
  - a. Please see the *How do I use the Find State Recommendations option?* question for further description of the process.
3. Manually map local courses on the Local Course Information page.
  - a. Please see the *How do I manually map my course?* question for further description of the process.

## Active Only

### What is Active Only?

In CourseWalk, records may be active or inactive. This means the current date is between the record's effective date and expiration date.

If your district no longer offers a course, you can enter an expiration date for that course. If the current date is after the expiration date, the course is considered inactive. On the CourseWalk pages or in the CourseWalk reports, there is a parameter to toggle the list of records to include inactive records or not. To view a course with an expiration date in the past, the user will need to uncheck the Active Only box on the page or report.

Another example would be if there is a major change in the content of a course. You may want to have the history of the old course, so you would expire the old course and create a new version of the same course. The new version would be the active version.

On most of the CourseWalk pages, there is a check box at the top left of the screen that reads, "Active Only." When this is checked, only the active records will be displayed. If this box is unchecked, then all the records will be displayed. So, if you have an expired Algebra-V1 and a current Algebra-V2, only Algebra-V2 will be displayed if the Active Only box is checked and both will be displayed if the Active Only box is unchecked.

## Reports

### What types of reports can I run out of CourseWalk?

There are a number of reports available in CourseWalk with self explanatory titles.

#### **CourseWalk Reports**





### [How do I run CourseWalk reports?](#)

1. Navigate to the CourseWalk -> CourseWalk Reports page.
2. Click on the link for the appropriate report.
3. Be sure your internet browser does not block the pop-up window which contains the report.
4. Select the desired parameters and click the View Report button.

### [I click on a report and nothing happens.](#)

Be sure your internet browser does not block the pop-up window which contains the report.

### [How do I export the report to Excel or PDF?](#)

Once you have run the report, there should be a drop-down box that reads, "Select a format." Select either Acrobat (PDF) File or Excel and click the *Export* button.

## Transferring Data from Training Site to Production Site

### *I did all my mapping in the training site. How do I transfer everything to the production site?*

If your courses are loaded into the training site and you would like to transfer the work you have done in CourseWalk to the production site, then follow these steps. If you have loaded your courses into the training site, but have not done any mappings in CourseWalk, then load your upload files into the production site.

1. Go to the training site.
2. Go to the CourseWalk -> CourseWalk Reports page.
3. Select the Local Course Catalog with State Mappings Excel report.
4. For Active, select "< All >"
5. For District, select your district.
6. For School, select "< Not Specified >"
7. For Subject Area, select "< All >"
8. Click View Report.
9. On the upper menu bar, in the Select a Format drop-down box, select Excel.
10. Click Export.
11. Now you will need to use the appropriate columns in the Excel file to copy and paste into the Local Subject Area and Local Course to State templates to fill them in with all of your course information (including the state mappings).
12. Now go to the production site.
13. Go to the CourseWalk -> Course Info Upload page and upload your new files.

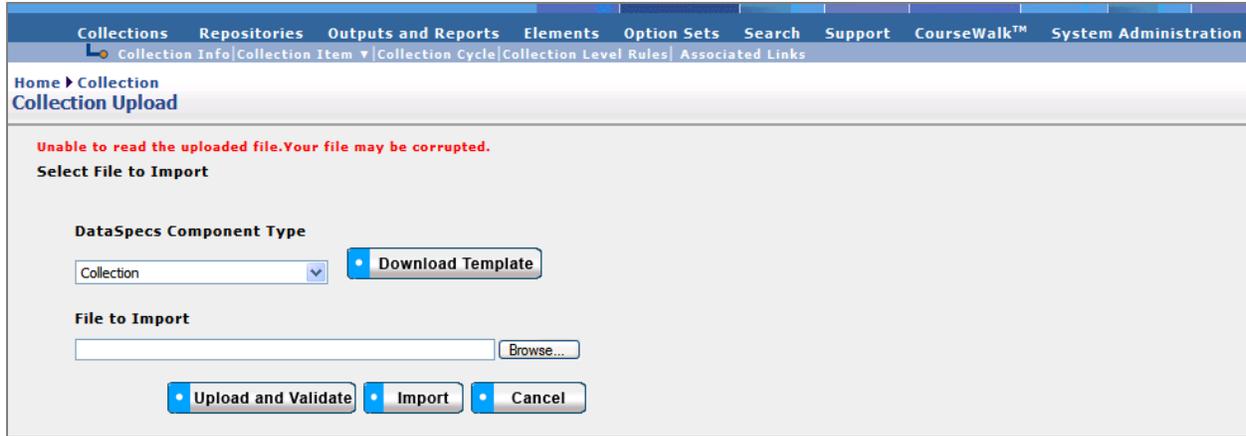
## Appendix A – Validation Error Message Descriptions

There are two types of error, depending on the severity.

- **Fatal errors** – These errors cause the upload to be terminated without importing any data from the file. The errors must be corrected and the upload process restarted.
- **Warning errors** – These errors stop the upload and validation process and provide the user an explanation of the error. The opportunity to cancel the process to correct the error or to close the warning error and continue the upload and validation process is given.

### Corrupt File Error Message

*“Unable to read the uploaded file. Your file may be corrupted.”*



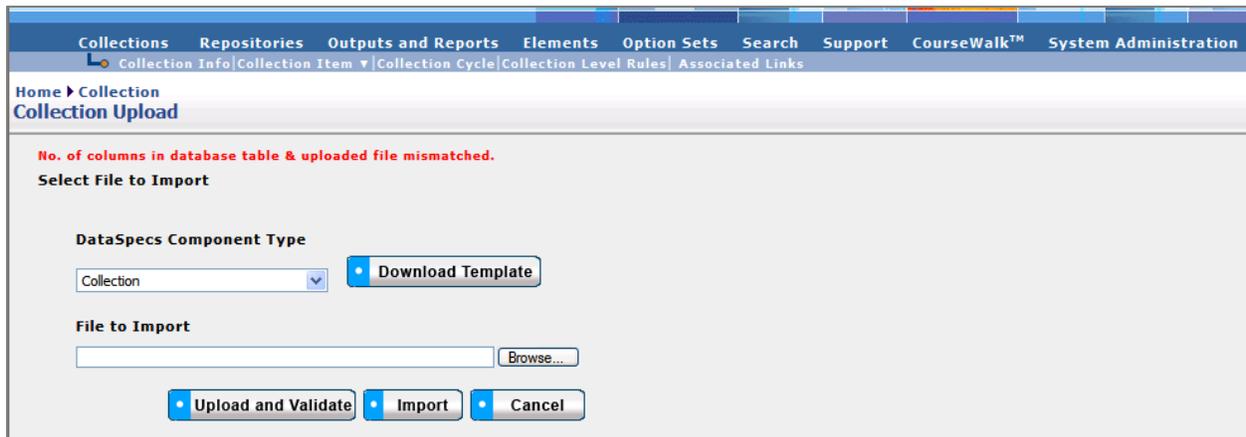
This error message occurs when there is something in the file that is being uploaded that DataSpecs is not expecting to find.

- The DataSpecs upload and validate process expects a certain type of file. DataSpecs will only accept XLS file types. When other types of files are selected, this error message will appear.
- The upload and validate process is set to read values within the columns specified by the template. If values appear in a field outside the last specified column in the template, this error message will appear.

The user must correct the error and re-start the upload and validation process.

### Number of Columns Mismatched

*“No. of columns in database table & uploaded file mismatched.”*

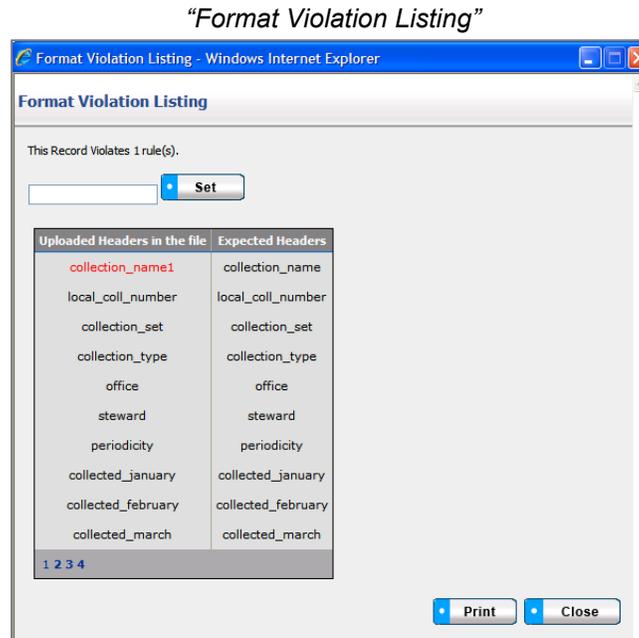


This error message occurs when the number of columns in the uploaded file is different from the number of columns for the selected component type’s template.

An example would be if the version column did not exist for a filled out collection template. DataSpecs is looking for a certain number of columns when the “Collection” component type is selected and the error message is generated when the number of columns is one short due to the missing version column.

The user must correct the error and restart the upload and validation process. The column must be added by including the column header; if the information is optional, the cells may be left blank.

## Expected Header Violation



This error displays in a pop-up box. When one or more of the column headers do not match the expected column header that CourseWalk expected based on the selected component, the message box shows the column names in the uploaded Excel file compared to the expected headers from the CourseWalk template. The column names in the uploaded Excel file that do not match what is expected are highlighted with red text.

In the above example, the user was uploading a file for collection information. Instead of “collection\_name” for the first column's title, the user had named the column, “collection\_name1.” This triggered the above error message.

The user must correct the headers in their Excel spreadsheet and then re-start the upload and validation process.

## Duplication within the Uploaded File

*“Duplicate record(s) found in the excel file!”*

This error appears when there are duplicate records in the Excel file that is being uploaded. In CourseWalk, there are certain fields that must be unique. When these fields are not unique in the Excel file being uploaded, the file is rejected, and this error is triggered.

In the above example, Collection Info was being uploaded. In the Excel file, two records with the same collection name, “Assessment,” existed. This caused the error message. On the screen, the user has the choice to delete one of the records, if it is truly a duplicate and not a mistake in the Excel file then the user needs to correct.

The user must either:

- Correct this issue through the interface provided and continue with the upload and validation process,
- Or
- Make corrections to the uploaded Excel spreadsheet and restart the upload and validation process.

Note: ESP Solutions Group's recommendation is to make corrections to the Excel spreadsheet and restart the upload and validation process. This allows the Excel file to have the corrected data in case there are other errors along this process.

[Validation Rule 1 \(R001\) – Required Field Validation](#)

“*[Missing a required field](Rule R001)*”  
**Fatal**

RuleID	RuleName	collection_name	local_coll_number
R001	Required Field Validation		123

The rule is violated when a required field is left blank in the uploaded Excel file. On the Violations Summary Report above, the rule appears in the RuleName column and the missing field is highlighted in yellow.

In the example shown above, the collection Excel file uploaded contained a record that left the collection name blank. Because this is a required field for DataSpecs, the error message was triggered and the collection\_name field was highlighted yellow.

The user must add in a collection name for this record in their uploaded Excel spreadsheet and re-start the upload and validation process.

Validation Rule 2 (R002) – Not a Valid Value

*“[The value you entered is not a valid value.](Rule R002)”*  
**Fatal**

RuleID	RuleName	collection_name	local_coll_number	collection_set
R002	Not a Valid Value	assessment	123	<b>Assessment</b>

This error occurs when the data for a field does not match exactly the field that is already loaded into DataSpecs. Some fields in DataSpecs are drop-down fields. These text fields in the uploaded file must exactly match what exists within DataSpecs. When they do not match exactly, this rule is violated. In the RuleName column of the Violation Summary Report, “Not a Valid Value” will appear. Then, for the field that is violating the rule, the field will show up in red text.

In the above example, on the collection info page, collection set is a drop-down field. So, in the upload file, the values in the column “collection\_set” must exactly match the values already in the DataSpecs database. The above error message says that “Assessment” is not a value in the DataSpecs database and therefore cannot be used.

To correct this, the user must add the desired value in DataSpecs or correct the text in the upload Excel file to correctly match a value already in DataSpecs and then re-start the upload and validation process.

Validation Rule 3 (R003) – Field Length Exceeded

*“[The field cannot exceed its length attribute and will be truncated.](Rule R003)”*  
**Warning**

RuleID	RuleName	collection_name	local_coll_number
R003	Field Length Exceeded	assessment	<b>Assessment Local Number 123456789. This field mus</b>

This error occurs when a field length in the upload Excel file is too long for the DataSpecs database. Each field in the database has a specified length. When this length is exceeded, DataSpecs warns the user and if the user continues, the data will be truncated. In the Violation Summary Report, the RuleName field will be, “Field Length Exceeded” and the field that is too long will appear truncated and in red text.

In this case, the text in the field local\_coll\_number was more than 50 characters which is the max length for the field. The above error was triggered and the user is shown what the truncated value would be.

To move forward the user has two options:

- Close the error screen and click Import. This will import the file with the truncated data. After clicking import, the user will be given one more warning about truncated data,  
 Or

- The user can correct the field in their upload Excel file and re-start the upload and validation process.

Note: ESP Solutions Group's practice and recommendation is to make corrections to the Excel spreadsheet and re-start the upload and validation process. This allows the Excel file to have the corrected data in case there are other errors along this process.

Validation Rule 4 (R004) – Invalid Data Type

“[The Data Type is invalid](Rule R004)”  
**Fatal**

RuleID	Rule Name	collection_name	local_collection_number	collection_set	collection_type	office	standard	periodicity	collected_january
R004	Invalid Data Type	assessment							Yes

This error occurs when a field in the uploaded Excel file is in a different data type than what the DataSpecs database allows. When there is a data type that does not match what DataSpecs is looking for, in the Violations Summary Report, the value in the RuleName is “Invalid Data Type” and the violating field is in red text.

In the above example, in the collection upload file, the displayed record has a value of “Yes” in the collected\_january column. In the collection table in DataSpecs, the collected\_january is a TRUE/FALSE field. The value in the upload Excel file is not the same data type that is expected.

To correct this issue, the user must edit the violating field in the uploaded Excel file and re-start the upload and validation process. To find out what the valid data types are in DataSpecs, please see DataSpecs *Annotated Templates.xlsx*.

Validation Rule 5 (R005) – Child with No Parent

“[Child has no parent record](Rule 005)”  
**Fatal**

RuleID	RuleName	item_name	collection_name	form_section_number	item_number
R005	Child with no Parent	Student Name	Student Assessment	1.2	2

This error occurs when the uploaded Excel file has a record that is being added (child record) to something that does not exist (parent record) in DataSpecs. In the Violation Summary Report, the RuleName field will be “Child with no Parent” and the offending field with be shown in red text.

In the above example, a collection item Excel file was being uploaded and validated. The item being added, “Student Name” had “Student Assessment” listed as the collection. The error is saying that the “Student Assessment” collection does not exist and therefore DataSpecs is unable to add an item to the collection.

To correct this, the user should fix the parent record name in the uploaded Excel file to match what is in DataSpecs. If the desired parent record does not exist, the user will need to add it to DataSpecs either through the user interface or import it using the appropriate template.

### Validation Rule 6 (R006) – Data Collision

*"[The element already exists within the system.](Rule R006)"*  
**Warning**

RuleID	RuleName	collection_name	Version
R006	Data Collision	assessment	1

This error occurs when the uploaded Excel file has a record that already exists in DataSpecs. Each of the records in DataSpecs has to be unique. Also, each different type is unique in a different way. For example, collections have to be unique based on the combination of collection name and version. Collection items are unique based on a combination of collection name, item name, section number, item number, and version. This error is triggered when the combination of these fields already exists in DataSpecs. In the Violations Summary Report, the field RuleName will be "Data Collision" and the record will be shown in the other columns on that row.

In the above example, the uploaded Excel file for collections has a record, "assessment," with a version of "1." This combination of collection name and version already exists in DataSpecs. For that reason, a data collision violation error was generated.

To correct this error, the user must make the record unique. If the record is correct and already exists in DataSpecs, the user has two choices:

- Delete the record from the uploaded Excel file and re-start the upload and validation process,  
Or
- Import the uploaded Excel file with the data collision. The record that already exists in DataSpecs will be automatically left out of the import (it will not overwrite what is already in DataSpecs.) If the upload file has four records and there was one data collision, clicking import will only import the three records that were unique.

Note: ESP Solutions Group's recommendation is to always make corrections to the Excel spreadsheet and restart the upload and validation process. This allows the Excel file to have the corrected data in case there are other errors along this process.