

# **Information Solutions Steering Committee**

## **Project Submission**

**Project Name: Program/ Course Weight Transition Project**

**Sponsoring Department: Academic Services**

**Targeted Fiscal Budget Year**

**2009/2010 - Phase 1, 2 Planning and Implementation**

**2010/2011 – Phase 3 Monitoring and Support**

**March 20, 2009**

---

## Table of Contents

<i>Project Problem / Objective Statement</i> .....	3
Project Objective: .....	3
Project Context: .....	3
Background: .....	4
Project Objectives:.....	6
Product Objectives.....	6
<i>Project Scope</i> .....	7
In Scope.....	7
Out of Scope .....	7
End Conditions.....	7
Deliverables produced:.....	8
<i>Project Structure</i> .....	9
Organization Chart: .....	9
Communication Requirements: [requires review by Erin & PMs].....	10
Project Management Tools Proposed: .....	10
<i>Project Costs and Benefits</i> .....	11
Key .....	11
Project Benefits .....	12
<i>Project Timelines and Milestones</i> .....	13
<i>Project Assumptions</i> .....	14
<i>Project Risks / Critical Success Factors</i> .....	15
<i>Appendix 1: ACCC Institutional Practice Survey</i> .....	16
<i>Appendix 2: Pages and Reports Viewed by Externals</i> .....	17

---

## Project Problem / Objective Statement

### **Project Objective:**

This project follows a process review and the approval of the following recommendations by senior academic management:

Recommendation I: *That the College adopt the term “credits” in describing course weight within our programs and in all future course deliveries and documentation.*

Recommendation II: *That the current catalogue be transitioned to whole integers for credits (no part-credits), using the transition schedule presented below [model is presented later in this document].*

Specifically, the College’s objectives relative to this project are to:

1. transition course values for calendar and other communications from “Hours” to “Credits” based on values inserted in the PeopleSoft course catalogue
2. standardize credit course language to align with actual, anticipated and flexible semester lengths and delivery modalities
3. rationalize course credit values to support program flexibility, to provide guidelines for program structure, and to support related strategic directions.

### **Project Context:**

Academic policy establishing program structure including semester length, number and duration of courses was created to provide standards for program development and delivery. As NSCC continues its development as a national-calibre college, new policies and structural considerations must be established to support program unbundling, alternate delivery and prior learning recognition. Diverse academic deliveries require new ways to describe and measure teaching and learning as follows:

- To determine the value recognized for semesters and associated hours per week for standard course deliveries.
- To establish structure and terminology to describe course weight in the course catalogue and various communication media (i.e. the academic calendar, course outlines and program curriculum documents).
- To provide guidance for innovation and flexibility in alternate approaches to program and course delivery.

In strategic terms, adopting language and measures more in keeping with National practice moves the college visibly towards that National Calibre status and presents more sustainable and understandable credit values as we progress towards flexibility in program unbundling and similar initiatives.

---

## **Background:**

In 2001, NSCC completed the implementation of a project to adopt PeopleSoft as its ERP – to manage both financial and student information systems. Inherent in its implementation was the need to catalog the college’s curriculum, the basis upon which credential granting (program weight), scheduling and program advisement is based. At the time of deployment, a decision was made regarding the PeopleSoft course field “units” to equate one unit with one “course”, standardized at 60 hours, or 4 hours per week. Courses of more or less hours of delivery are prorated to that value resulting in thirty-hour courses displaying as 0.5 units and ninety-hour courses as 1.5 units.

---

Each province and territory has its own system of postsecondary education institutions, and there are no common or national quality assurance policies and programs. However, it has become apparent to jurisdictions over the last few years that it is important to have a set of consistent and coherent standards at a pan-Canadian level to facilitate mobility and transferability domestically and to increase understanding of Canada’s postsecondary education institutions internationally.

*Quality Assurance in Postsecondary Education in Canada  
Council of Ministers of Education, Canada*

---

Since then, with the integration and completion of more catalog entry, patterns began to emerge that have challenged the rule of the standard; the diversity of courses having values not well aligned to the standard resulted in questions about compliance and about the original unit weight application. On the one hand, questions were raised about whether we could – or should – standardize the majority of our curriculum into sixty-hour components. At the same time, the optics of all courses with a value below one unit (and many with very odd fractional equivalents) became a concern for a college presenting itself as National Calibre. Accountability and liability also factored in as we realized that sixty-hour courses were rarely, if ever, provided a full sixty hours for their delivery because of varying semester lengths, campus closure days, and the impact of various alternate delivery methods. It was also suggested that articulations and credit transfers might be facilitated by measurements more common to national practice.

Simultaneously, in implementing a strategic plan focused on our notions of portfolio and access, Academic Services began to examine its own policies, procedures and structure in program and course design. Beyond the question of the optics of a “0.78 unit” (for example) course, the focus on academic value, outcomes, and the flexibility agenda as well as the growing departure from clock-hours as a measurement of course value suggested that this was an area NSCC needed to review for possible adjustment. The potential for revised nomenclature and alternate course and program weighting is viewed as both opportunity and challenge.

## **Research and Inquiry**

Qualitative and quantitative research and internal consultation were conducted to provide background information in developing recommendations. The research methodology included a survey of ACCC programs (see Appendix 1), discussions with internal and external stakeholders, and a PeopleSoft query to establish scope of effort on course exceptions.

The external research identified that a majority of the institutions surveyed seemed to prefer the terminology “credit” and “credit hours” rather than “units”. Contact made within the international PeopleSoft community by NSCC ERP staff identified that most institutions assume that the “units” field in PeopleSoft is an intentionally generic term that is translated, as appropriate to their internal needs and language, by each institution (e.g. to credits, credit hours, hours, etc.). Moreover, the survey

---

indicated a preference of three- and four-credit rules per typical course with the majority maintaining integer-based increments, a few allowing half-credit divisions. Internal consultations among the academic community at NSCC supported the move away from “course hours” in favour of “credits”.

A PeopleSoft query identified nearly 1000 recently scheduled courses that deviated from originally intended standards. Review of this spreadsheet highlighted a number of courses that need attention by Curriculum Consultants and Faculty Working Groups. Furthermore, the review identified the need to pay attention to courses on the boundaries between standardized weights and major divisions of units as well as those falling below an acceptable threshold for credit. It is recognized that there may be many reasons for courses not to fall into standardized values – some due to industry or other external standards to which we may have aligned.

## Academic Recommendations

Upon analysis of this research and in discussion with Schools and Faculty, Student Services and internal PeopleSoft specialists, it was determined that a proposal be put before senior Academic Management to adopt new nomenclature of “credits” and to transition values currently resident in the ERP course catalog to a larger range of integer-based units using a formula for conversion presented below. The specific resolutions put before Academic Leadership are as follows:

Recommendation I: That the College adopt the term “credits” in describing course weight within our programs and in all future course deliveries and documentation.

Recommendation II: That the current catalogue be transitioned to whole integers for credits (no part-credits), using the transition schedule presented here.

This was accompanied by the following table for conversion of “course units”, based on the current hours recorded in the Course Catalog:

<b>Delivery Range</b>	<b>Credits</b>
Under 14 hours	0
14-25 hours	1
26-38 hours	2
39-51 hours	3
52-64 hours	4
65-77 hours	5
78-90 hours	6
91-105 hours	7
106+ hours	8

The resolution was accepted and the recommendations for next steps included the creation of a project team with a broad stakeholder base, the creation of a project charter, and the development of a project plan, budget and timeline.

Project Sponsors (Sue Nelson and Patsy MacDonald) along with Project Managers Stephen Parsons (for Academic Services and related operations) and Lisa King (for PeopleSoft Functional Analysis) were assigned to the project. A project steering committee was formed and the Charter drafted through that committee. The Charter was also brought for verification to Academic Leadership, approval by the named project approvers, and advancement to this ISSC submission. A copy of the project charter is available on the project’s SharePoint site.

---

## **Project Objectives:**

The objectives of the project are driven by the two recommendations and the conversion model presented in the previous section. This section addresses the constraints which govern the project. This is to ensure that appropriate trade-offs are recognized and can be determined throughout the project life cycle.

**Schedule:** The first project objective is to complete the project on time. The current schedule seeks to achieve full application go-live for the Fall 2010 term and end the project on October 1, 2010. Interim milestones and go-live dates are included in the Work Breakdown Structure and Project Plan.

**Cost/ level of effort:** The second project objective is to stay within 10 % of the estimated budget of \$ 90,000 (estimated external costs above capacity) and estimated total resource allocation. Expenses tracked will include the following: human resources costs, travel and meeting expenses, communications costs, and end-user training costs.

**Scope:** The third project objective is to stay within the scope. All scope changes will go through an approval process involving the project managers and the project sponsors and, as required, the steering committee. Please refer to the following section on project scope.

**Quality:** The fourth project objective is to meet users' needs and deliver full functionality as defined in the Deliverables and End Conditions stated below. The end product should not degrade level of functionality of key systems impacted – and we would hope to improve systemic performance in many cases. Contingent on user satisfaction is the minimization of disruptive impact and the effective communication of transitional elements, effective in-progress training, and well tested procedures. Stakeholders should feel that in addition to receiving an effective end product, they have been fully consulted in project progress and their time and effort applied effectively to their tasks.

## **Product Objectives**

The product objective is to upgrade all related functionality; meet users' needs; and handle all transitional issues including training and documentation requirements.

---

## Project Scope

The scope of this project includes and excludes the following items:

### In Scope

1. Conversion of course weight from the standard of 1 unit = 60 hours to the new course weight model using the formula (shown above) effective for future terms and onwards.
2. Change the configuration in PeopleSoft that is associated with units.
3. Conversion of TLM Curriculum Database “units” field to match the converted PeopleSoft “units” field for each course.
4. Change the web calendar view to display units (as “credits”).
5. Adjust [external-facing] media to reflect new nomenclature (SEE APPENDIX 2)
6. Academic Careers in scope
  - a. Courses in Regular Credit Programs
  - b. Unbundled, Continuing Education Credit Courses
  - c. Apprenticeship (Phase I)

### Out of Scope

1. Conversion of historical records from previous terms to the new model.
2. Internal interfaces (P/S course management screens, advisement transcript and queries)
3. Review of academic level/load rules at the individual program level. (Only the existing level/load rules will be converted to the new model.)
4. Data cleanup: Existing data at the time of conversion will be migrated to the new model.
  - a. Some cleanup is to be accomplished by the Curriculum Unit prior to project commencement, including inactivating old, unscheduled courses and consolidating courses outside the ranges shown in the transition model formula shown on page 6.
  - b. Issues relating to scheduling of components (discussion, lab etc.)
5. Academic Careers out of scope
  - a. Non-credit/ application and interpretation of CEUs
  - b. Adult Learning Program

## End Conditions

The project will be deemed to be complete when the business, product and project objectives have been met and when post-production support has ended (30 days after the go-live). Impact monitoring, report on implementation, and a team review will be conducted post go-live facilitating project evaluation and closure.

**Deliverables produced:**

Phase	Major Deliverable	Description	Responsibility
Planning & Scoping	Project Management	Management of the project to specific timelines, budget, scope, and quality as much as possible.	Project Managers
	Project Charter	Describes the project, what will and will not be delivered, resources required, timeline, and overall approach.	Project Managers & Project Sponsors
	Project Work Plan	A detailed list of tasks, resources assigned and scheduled start and completion dates.	Project Managers & Project Sponsors
	Risk & Issues Log	Describe project risks, impact and mitigation plans. Track issues and decisions required.	Project Managers
	Lessons Learned/ Team Feedback	Collect stakeholder input on perceptions of project success, opportunities for process improvement, satisfaction with individual contribution and lessons learned.	Project Managers Project Sponsors
Configuration & Testing	PeopleSoft Conversion & Configuration Plan	Create plan for converting to the new standards. Extract test results of applied transition values for analysis into a reporting tool to identify exception handling and Schools revision. Create plan for re-configuration.	Project Team
	PeopleSoft Conversion & Configuration	Executing the conversion plan. Reconfiguring advisement rules, academic load rules, student records, My NSCC, student financials.	Project Team
	Web Calendar Modifications	Updated Web Calendar view for course values/ interface modifications to Credits instead of Units or Hours	Project Team
	Curriculum Database Modifications	Test script to adjust Curriculum Database, execute conversion	Project Team
	Media Updates & Modifications	To establish structure and terminology to describe course weight in the course catalogue and various communication media (i.e. the academic [print] calendar, course outlines and program curriculum documents).	Project Team
	Test Strategy	Describes the testing approach and processes to be used in the project.	Project Team
	Test Scripts	Describes the functionality to be tested and expected results.	Project Team
	Test Results & Issue Resolution	Documented Test Results	Project Team
Deployment & Quality Assurance	Change Management Plan & Execution	Training and communications. End-User training guides updated. Updated training materials and system documentation. Identify all stakeholders, impacts, and timing of communications. Communications and impact reports for other stakeholders (e.g. Scheduling, Statistics Canada, Student Loans)	Project Sponsors
	Deployment Plan & Execution	Plan and Schedule for system deployment.	Project Team
	Post Implementation Support	Monitoring feedback and resolving issues.	Project Team
	Project Completion Report	Document summary of project and lessons learned. Team Satisfaction Review.	Project Managers



---

## Project Structure

### Organization Chart:

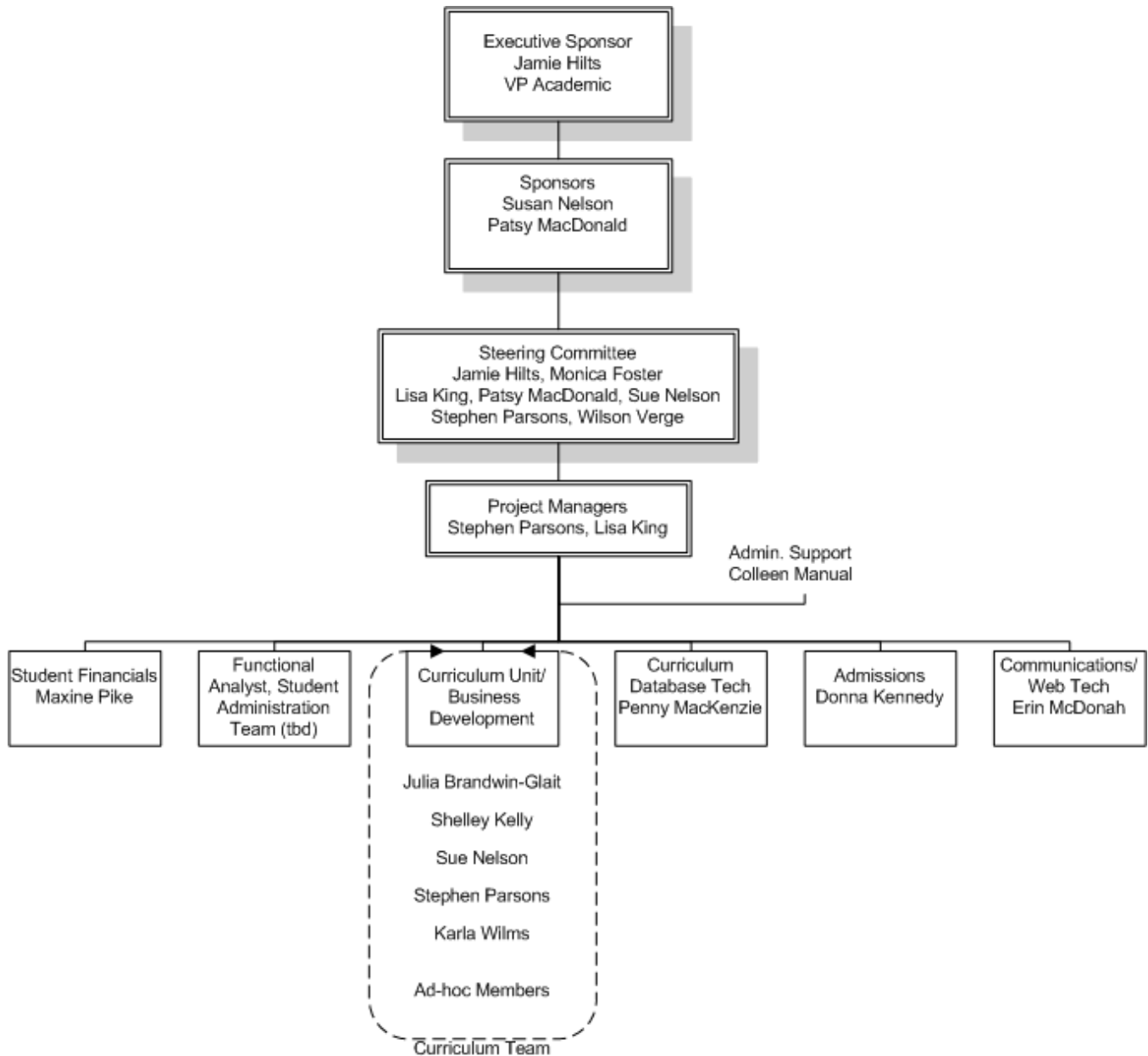


Figure 1: Organizational Chart, Program/Course Weight Transition Project

**Communication Requirements: [requires review by Erin & PMs]**

<b>Stakeholders</b>	<b>Information</b>	<b>Medium</b>	<b>Frequency</b>
Steering Committee	Project Updates	Email / Team Site  Meetings to review status / issues	As needed  Monthly
Executive	Project Updates	Email  Executive Meeting Agenda	As needed
Project Team	Project Overview Project Updates Input and feedback as needed re: project deliverables	Email/Briefing Notes SharePoint site	As needed
Schools, Curriculum Unit	Project updates Project input and feedback Rollout and launch communications	School Leadership Team, Deans & Others, Curriculum Unit Meetings	As needed
Employees	Project updates Introduction/launch of any new releases	OurNSCC News & Emails Team/Dept Meeting through SLF Workshops and Live Demos	As needed

**Project Management Tools Proposed:**

- Project Planning using Microsoft Project
- Communications and Change Management Plan
- SharePoint Project Team Site (Ongoing documentation of Project Status, Costs, Deliverable Status, Issues, and Risks)
- OurNSCC and All Staff Email

# Project Costs and Benefits

Estimated Internal FTE Requirements and External Resource Costs:

<u>Work</u>	<u>Internal Resources</u>		<u>External Resources</u>	
	<u>Effort Days</u>	<u>Type of Resource</u>	<u>Costs</u>	<u>Type of Resource</u>
Project Office	5	PM		
Project Management	80	PM		
Project Communications	60	PM, COMM		
SA Testing & Configuration	18	CC, TEAM	36000	PS-SA, PS-TECH
SF Testing & Configuration	7	CC, TEAM	14000	PS-SF, PS-TECH
TPHI/Ad Astra Testing	1	SCHED		
Web Calendar	1	COMM, WEB TECH		
TLM Testing & Configuration	5	CC, CS, TEAM	5000	TLM TECH
Media Updates	3	COMM, TEAM		
Change Management Plan	1	SPONSORS		
Training Plans	5	CC, CS, TEAM	10000	PS-SA, PS-SF
SA Deployment	3		6000	PS-SA, PS-TECH
SF Deployment	3		6000	PS-SF, PS-TECH
TLM Deployment	2	CS, TEAM		
Web Calendar Deployment	2	COMM, WEB TECH		
Post Implementation Support	1	CC, CS	2000	PS-SA, PS-SF, PS-TECH
Project Closure	1	PM, TEAM		
Project Materials and Supplies			5000	Materials & Supplies
<b>Project Total</b>			<b>84000</b>	
<b>Contingency</b>			<b>6000</b>	
<b>Total</b>			<b>90000</b>	

## Key

PM – Project Manager(s)

TEAM – CU Team

SCHED – TPHI/Ad Astra

TLM TECH – TLM Technician

COMM – Communications

PS-SA – PeopleSoft Student Admin

CS – Curriculum Services

WEB TECH – Web Technician

CC – Curriculum Consultant(s)

PS-SF – PeopleSoft Student Financials

PS-TECH – PeopleSoft Tech Support

SPONSORS - Sponsors

---

## **Other estimated project expenditures**

**Estimated ongoing post-project costs (i.e. software licensing and maintenance, ongoing training). In dollars, per annum.**

No ongoing operational or capital costs are estimated beyond the scope of this project. Some items indicated outside the scope of the project may be considered for future implementation, however they would be considered new projects and not resulting from this implementation.

**Proposed budget owner of ongoing costs:**

N/A

## **Project Benefits**

**Estimated hard dollar benefits of the project:**

The project does not assume any direct return on investment in operational savings or new revenues. The soft costs identified below are the primary reason for undertaking the project. However, there are efficiencies to be gained in procedures like credit transfers and articulations that are created by the application of national standards. In addition, those standards support a number of areas where new or expanded revenues will be expected to arise – such as new seats resulting from program unbundling.

**Soft benefits that apply:**

As NSCC continues its development as a national-calibre college, new policies and structural considerations must be established to support program unbundling, alternate delivery and prior learning recognition. Some of the soft benefits that this project will support include

1. External Optics: Standards for course weight more in line with other National-calibre colleges improves our common reference points with them.
2. Internal Optics: Diverse academic deliveries require new ways to describe and measure teaching and learning. In a modern college seeking to bring new flexibility to learning options, the “value” of courses – whether standalone, bundled or unbundled – must be driven by parameters other than clock hours. A focus on “learning credits” will allow us to more consistently monetize alternate deliveries while rationalizing course content to comparable credit values.
3. Learner Optics: For a large number of courses at NSCC, whose current delivery schedule is less than 60 hours, learners are currently awarded some percentage of one unit (e.g. 0.50 units for thirty-hour courses, or 0.75 units for forty-five-hour courses). With a move to whole integers, all credit courses will be weighted at some whole number of credits. This is thought to have better optics for learners and for those who examine the learner transcript.
4. Program Weighting: Moving to capture ranges of current deliveries within a set integer base will allow us to consistently define the credit values of various credentials (including potential future credentials) supporting the work of a sub-committee committee currently engaged in this effort.
5. Processing Efficiencies: While we will still have to be able to understand the basis of other institutional credit measurements, the move to align with national standards will likely make comparison with other institutions much easier. Credits from other institutions – whether used in credit transfers or articulation negotiations – will be similar in ranges to NSCC equivalents.

---

## Project Timelines and Milestones

High Level Milestones	Forecast Milestone Date
Project Approval and Authorization	April 15, 2009
Establish Project Office	May 1, 2009
Communications Plan Complete	May 31, 2009
SA Testing Complete	Dec 30, 2009
SF Testing Complete	Dec 30, 2009
TLM Curriculum Database Testing Complete	Jan 15, 2010
SA Deployment Complete	Feb 28, 2010
SF Deployment Complete	Mar 31, 2010
TLM Curriculum Database Deployment Complete	May 01, 2010
Media Updates Complete	Jun 30, 2010
Training Plans and Documentation Complete	July 1, 2010
Post Deployment Support Complete	Sept 30, 2010
Program/Course Weight Transition Project Complete	Sept 30, 2010

DRAFT

---

## Project Assumptions

In order to identify and estimate the required tasks and timing for the project, certain assumptions and premises need to be made. Based on the current knowledge today, the project assumptions are listed below. If an assumption is invalidated at a later date, then the activities and estimates in the project plan would be adjusted accordingly.

1. This project will only target future terms and onwards. Historical terms will not be converted.
2. The proposed transition model (now expanded to 8 credits) is loosely based on flexible semester lengths (13-15 weeks) multiplied by the hours normally scheduled per week for core classroom delivery to determine weight ranges. It is understood that courses delivered in alternate format may require more or less scheduled hours but an over-arching objective of this initiative is to move away from pure clock hours and to capture all appropriate delivery ranges.

Delivery Range	Units
Under 14 hours	0
14-25 hours	1
26-38 hours	2
39-51 hours	3
52-64 hours	4
65-77 hours	5
78-90 hours	6
91-105 hours	7
106+ hours	8

3. There will be some exceptions to these standards. For example, some programs need to be cleaned up as they are not following the current standard. A planned cleanup will precede project start.
4. There will be no credit courses with more than 120 hours and no credit courses with less than 14 hours. Some exceptions to this rule are anticipated.
5. Project authorization and format will be compliant with ISSC standards. Given that the total budget or resource allocation exceeds the stated threshold, it will be submitted via ISSC application.
6. Resources required for work plan tasks will be available as indicated in the Work Breakdown Structure.
7. The Steering Committee is composed of suitable representation of the College to identify all impacted stakeholders and degree of impact.

---

## Project Risks / Critical Success Factors

### STAKEHOLDER MANAGEMENT

Effective and cohesive efforts amongst all partners in the project. Cooperation, communication, collegiality and collaboration is critical to the project's success.

### TRANSITION MANAGEMENT

The process must provide the end-user community with a smooth transition between the existing and the new nomenclature and values. Reliability, performance, and support and minimal disruptive impact on end users are key indicators for success.

### COLLEGE LEADERSHIP

Strong leadership and senior management commitment from NSCC. Charter and project approvals will be communicated and documented in a timely fashion.

### RESOURCES and EXPERTISE

Adequate project staffing and committed project resources with required skills and experience.

### EMPOWERED TEAMS

Project Team. Steering Committee and other approval and advisory groups are empowered to make decisions on behalf of the organization.

### COMMUNICATIONS

Effective communication to guide the organization through changes brought by the upgrade. Team members will actively communicate progress to impacted stakeholders and provide feedback, suggestions and alerts to the project team.

### ISSUE RESOLUTION

Timely resolution of issues and adherence to project issue and change escalation procedures. An issue log will be maintained on the project SharePoint site.

### TEAMWORK

Teamwork in accepting the responsibilities assigned to each individual and assisting others when needed. MS-Project will be used to develop the Project Plan and Work Breakdown. Outlook and SharePoint tasks may be used to manage and track project tasks.

### PROACTIVE TRAINING

Appropriate NSCC team members and other impacted stakeholders will be provided required information and training as the project progresses. Product and process documentation will be housed on the project SharePoint site.

## Appendix 1: ACCC Institutional Practice Survey

Full Research Results available at:

[https://ournscc.nsc.ca/sites/ProgramManagementCommittee/Discussion%20on%20Hours\\_weight%20terminology/default.aspx](https://ournscc.nsc.ca/sites/ProgramManagementCommittee/Discussion%20on%20Hours_weight%20terminology/default.aspx)

**Table 1-1**

Institution	Terminology	Most Common Weight (Other Weights)*
Algonquin College	Hours	45 (30,60)
Cambrian College	Credits	4 (3)
Camosun College	Credits	3 (6 – Co-op)
Cape Breton University	Credits	3
Centennial College	Course Hours	60
Dalhousie University	Credits	3 (6,12)
Fanshawe College	Credits	3 (4)
Fleming College	Units/Hours	45
Grant McKewan College	Credits	3 (2)
Holland College	Credits	3 (6)
Lethbridge College	Credits	3 (4,5)
Medicine Hat College	Credits	4 (3)
Mount Royal College	Credits	3
Mount Saint Vincent University	Unit	Half (one)
NAIT	Credits	4
Red River College	Credit Hours	4 (2)
Saint Mary's University	Credits	3 (6)
Sault College	Credits	4 (3)
Seneca College	Hrs/Wk	4 (3,2)

\* Items in brackets are secondary and tertiary common weights noted in program documentation



---


## Appendix 2: Pages and Reports Viewed by Externals

DRAFT

# My NSCC for Students

## View My Grades Page

(page name: SSR\_SSENRL\_GRADE)



---

**Menu** [-]  
Search:  »  
Self Service  
  ▶ Enrollment  
  ▶ Campus Finances  
  ▶ Campus Personal Information  
  ▶ Academic Records  
- Student Center  
▶ Data Models

**Skip Samplestudent** go to ... »

---

**View My Grades**

---

**Winter 2009 | Credit | Nova Scotia Community College** change term

---

**Class Grades - Winter 2009**

**Official Grades**

Class Number	Class	Description	Units	Grade
5943	EETG 1002	Electrical Principles I	1.75	
5944	EETG 1005	Logic Circuits	1.25	

Students who do not achieve a final passing grade may be eligible for supplemental examinations / tests / assignments. In the majority of programs where 60% is the pass mark, to be eligible, students must have a grade between 50-59% and have participated in at least 60 percent of the assignments and tests. In programs where 70% is the pass mark, to be eligible, students must have a grade between 60-69% and have participated in at least 60 percent of the assignments and tests. In programs where 75% is the pass mark, to be eligible, students must have a grade between 65-74% and have participated in at least 60 percent of the assignments and tests. Please check with your faculty on your eligibility.

Subject to meeting the eligibility requirements, students are permitted to write only one supplemental per semester. Students are not permitted to rewrite failed supplemental evaluations.


[Printer Friendly Page](#)

go to ... »

# My NSCC for Faculty

## Class Roster Page

(page name: SS\_FAC\_CLASS\_ROST)

Home

**Menu**

Search:

- Self Service
  - Advisement
  - Faculty Center**
    - Class Search/Browse Catalog
- Data Models
- My Personalizations

**Faculty Center**

[Help With This Page](#)

**Class Roster**

[View NSCC Privacy Statement](#)

**5943 - EETG 1002 - Electrical Principles I**

**Class Roster Information**

Course	EETG 1002	Institution	Nova Scotia Community College
Title	Electrical Principles I	Term	Winter 2009
Class Number	5943	Session	Regular Academic Session
Class Section	001	Career	Credit
Component	Discussion		

Day	Mon Wed	Instructor	Samplefaculty,Skippy
Time	10:30AM 11:30AM		
Room	AKERLEY - AKE-A258 - ACTP		

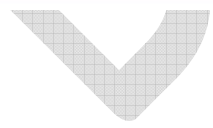
\*Enrollment Status:  [change](#)

Total Students 5    Enroll Capacity 30

**Enrolled Students**    Customize | Find |     First  Last

	ID	Name	Grade Basis	Reason	Units	Telephone	Program and Plan
<input type="checkbox"/>	1 6666663	Duck,Louis	Graded	Enrolled	1.75	902/333-3333	Electrical-Const & Indus - Cer - Electrical-Const & Indus - Cer
<input type="checkbox"/>	2 6666666	Lane,Lois Allison	Graded	Enrolled	1.75	902/666-6662	Drafting-Mechanical - Drafting-Mechanical
<input type="checkbox"/>	3 6666667	Olsen,James Gregory	Graded	Enrolled	1.75	902/777-7771	Carpentry-Diploma - Carpentry Diploma
<input type="checkbox"/>	4 7777777	Samplestudent,Skippy L	Graded	Enrolled	1.75	902/777-7778	Appliance Service - Appliance Service
<input type="checkbox"/>	5 6666664	Troy,Donna Ashley	Graded	Enrolled	1.75	902/444-4442	Appliance Service - Appliance Service


[PRINTER FRIENDLY VERSION](#)



# My NSCC for Faculty

## Class Details Page

(page name: SSR\_CLSRCH\_DTL)



### Menu

Search:  [»](#)

- Self Service
  - Advisement
  - Faculty Center**
    - [Class Search/Browse Catalog](#)
  - Data Models
    - [My Personalizations](#)

[Skip Samplefaculty](#)

---

### Class Search

---

### Class Detail

**EETG 1002 - 001 Electrical Principles I**  
Nova Scotia Community College | Winter 2009 | Discussion

[CLOSE](#)

#### CLASS DETAILS

<b>Status</b>	Open	<b>Career</b>	Credit
<b>Class Number</b>	5943	<b>Dates</b>	1/6/2009 - 4/22/2009
<b>Session</b>	Regular Academic Session	<b>Grading</b>	Graded
<b>Units</b>	1.75 units	<b>Location</b>	Akerley Campus
<b>Class Components</b>	Computer Lab Optional Discussion Required Independent Optional Study Shop Optional	<b>Campus</b>	Akerley Campus

#### Meeting Information

Days & Times	Room	Instructor	Meeting Dates
MoWe 10:30AM - 11:30AM	AKERLEY - AKE-A258 - ACTP	Skippy Samplefaculty	1/6/2009 - 4/22/2009


#### ENROLLMENT INFORMATION

- [Consent](#)
- [Enrollment Requirements](#)
- [Requirement Designation](#)
- [Class Attributes](#)

# My NSCC for Faculty

## View Student's Grades Page

(page name: SSR\_SSENRL\_GRADE)



**Menu**  
Search:    
Self Service  
  Advisement  
    New/Drop-In Advisees  
  Faculty Center  
  Class Search/Browse Catalog  
Data Models  
  My Personalizations

**Lou Duck**  
**View My Advisee's Grades**

Winter 2009 | Credit | Nova Scotia Community College

Class Grades - Winter 2009

Official Grades				
Class Number	Class	Description	Units	Grade
5943	EETG 1002	Electrical Principles I	1.75	
5944	EETG 1005	Logic Circuits	1.25	
2668	ELEC 1004	AC Theory	1.50	
2672	ELEC 1005	Intro to Program Logic Control	0.50	
2674	ELEC 1006	Commercial and Indust Wiring	3.00	
3319	ELEC 1107	Blueprint Reading II	0.50	

Students who do not achieve a final passing grade may be eligible for supplemental examinations / tests / assignments. In the majority of programs where 60% is the pass mark, to be eligible, students must have a grade between 50-59% and have participated in at least 60 percent of the assignments and tests. In programs where 70% is the pass mark, to be eligible, students must have a grade between 60-69% and have participated in at least 60 percent of the assignments and tests. In programs where 75% is the pass mark, to be eligible, students must have a grade between 65-74% and have participated in at least 60 percent of the assignments and tests. Please check with your faculty on your eligibility.

Subject to meeting the eligibility requirements, students are permitted to write only one supplemental per semester. Students are not permitted to rewrite failed supplemental evaluations.

[Printer Friendly Page](#)

---

DRAFT