



CU Admin Conference

December 7-9, 2021

Welcome Message

■ I'd like to acknowledge the Indigenous Peoples of all the lands that we are on today. While we meet here on a virtual platform, we should take a moment to recognize the importance of the land on which we are each located. We acknowledge the territory to reaffirm our commitment and responsibility in building positive relationships between nations and in developing a deep understanding of Indigenous peoples and their cultures. From coast to coast, we acknowledge the ancestral and unceded territory of all Inuit, First Nations, and Métis peoples.

Introducing Dr. Kim Hellemans

Dr. Kim Hellemans is a teaching professor in Neuroscience and Associate Dean of Science at Carleton University. She has received several prestigious teaching awards that recognize her passion and dedication to university teaching, including the Provost's Fellowship in Teaching Award and, most recently, the OCUFA Provincial Teaching Award. Her current research is focused on student mental health, with a focus on how current life stressors, cannabis use, and social media among university students relate to mental health and academic outcomes. She is passionate about knowledge translation and knowledge mobilization and has created several freely available animations on the topic of neuroscience, addiction, and stigma. She is also the co-host of the award-winning podcast "Minding the Brain".

Housekeeping Rules

- Please keep your video turned off as this can affect the quality of the call
- Please keep your microphones muted during the presentations
- These sessions are not being recorded. Material will be posted on the registration site following the conference
- We will allow time at the end of the presentation for questions
 - To ask your question, please enter it into the chat or use the raise hand function
- Reminder to pick up your registration gift at 508 UC
 - Monday Dec 6th 1:30pm- 4:00pm
 - Wednesday Dec 8th 1:30pm – 4:00pm
 - Friday December 10th 1:30pm- 4:00pm

2021 Sessions and Registration

Session 1: General Assembly: Scheduling and Registration

Session 2: Banner Training

Session 3: Timetabling Preparation & DCU Training

Session 4: Registrar's Office Information Session

Session 5: Tech Talk- DARS, Courseleaf and C360 Session

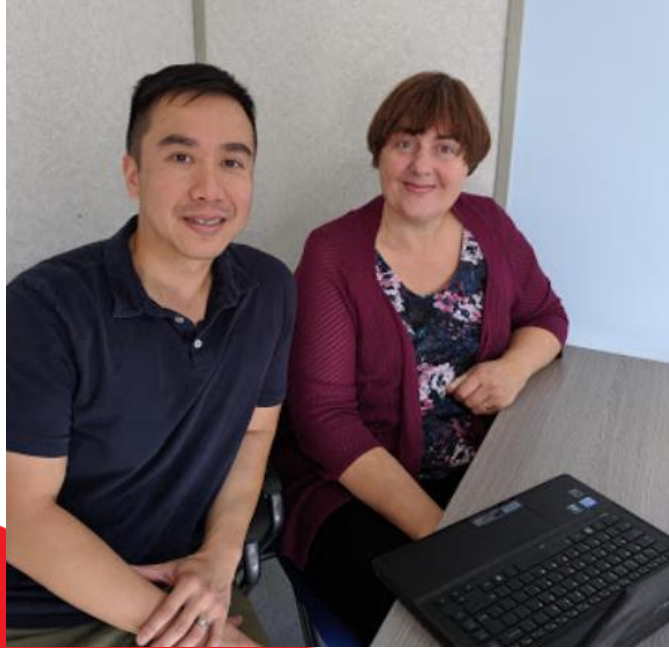
Session 6: Graduate Studies, Admissions Services and PMC

Session 7: ISSO and Academic Advising

Session 8: Teaching and Learning Services and Athletics



2021-22 Year in Review and Post-mortem Survey



WOOOHOOO WE DID IT
THANK YOU
EVERYONE!

Year in Review



Visit Carleton's [COVID-19 website](#).

February 2, 2021

Good morning everyone,

Let me start by thanking everyone for a strong start to our winter term. As we continue to face challenging circumstances, we can be encouraged that it's already February – with daylight hours noticeably increasing – and that our Winter Break is less than two weeks away. I also want to acknowledge that February is Black History Month; throughout the month, please keep an eye on our website and social media channels for stories and information on events celebrating the many achievements of Black students, faculty, staff and alumni.

- ❑ February 1st , 2021 - DCU is closed for Fall 2021/2022 data entry
- ❑ February 2nd - decision for Summer 2021 courses to be offered predominantly online is announced
- ❑ Rooms erased for Summer 2021 courses
- ❑ Session code D (Day) and E (Evening), changed to W (Web)
- ❑ VOD sections disabled

Year in Review

April 1st	Units send lists of in-person fall sections to SES
May 10th	Draft timetable released to departments for review
May 24th	Departmental changes due to SES
May 31st	Timetable is available to students in Carleton Central and the public class schedule
June 25th	Registration begins

- ❑ March 22nd – departments are asked to select Fall 2021 sections with max enrolment 60 and under to be offered face-to-face.
- ❑ Deadline to return the info – April 1st.
- ❑ Remaining Fall 2021 sections will be offered online.
- ❑ March 29th – April 1st Q&A drop-in sessions for administrators.

Year in Review

- ☐ May 10th - 2021-22 timetable is uploaded to Banner
- ☐ New terms: *covid room capacity and physical/social distancing*
- ☐ Covid capacity is the maximum number of students that can be safely seated in a classroom with physical distancing
- ☐ Fall 2021 face-to-face sections scheduled with physical distancing in mind
- ☐ Max enrollment must not exceed the covid room capacity
- ☐ Winter 2022 sections scheduled without physical distancing



Photo: [HyFlex Learning Spaces - Teaching and Learning Services \(carleton.ca\)](https://carleton.ca/teaching-and-learning-services/hyflex-learning-spaces/)

Year in Review

ONLINE SYNCHRONOUS SECTION
ONLINE ASYNCHRONOUS SECTION
ONLINE BLENDED SECTION
IN-PERSON SECTION WITH FLEXIBLE ONLINE/ON CAMPUS
ATTENDANCE (HYFLEX)
IN-PERSON SECTION WITH ALTERNATIVES FOR ONLINE
STUDENTS
IN-PERSON SECTION. DEPARTMENTAL PERMISSION
REQUIRED FOR ONLINE STUDENTS
IN-PERSON SECTION. NOT SUITABLE FOR ONLINE STUDENTS

- ☐ May 14th – departments start collecting course delivery method info for Fall 2021 courses
- ☐ Data collection form created to get info from instructors
- ☐ ITS enters labels for Fall 2021 in-person and online sections
- ☐ Departmental administrators update the labels

Year in Review

Section Comment SSATEXT

Term: 202130 CRN: 30001 Subject: ACCT C

SECTION TEXT

Section Text *

[](https://bit.ly/33tpugu)

Section Type -

IN-PERSON.

Offered in first 6 weeks of fall term.

Precludes additional credit for BUSI

5004 (no longer offered).

- ☐ May 31st – Fall 2021/Winter 2022 timetable goes live in Carleton Central
- ☐ Labels are for the fall term only
- ☐ Conflict exemption attribute is assigned to a section if registration in conflict is allowed
- ☐ Max enrollment for in-person Fall 2021 sections is monitored by the Student Systems Support team

Year in Review

- ☐ June 25th – Fall 2021/Winter 2022 registration starts
- ☐ We are unable to determine whether a student registering in a course section is attending online or in-person.
- ☐ We are unable to prevent online students from registering in an in-person section.
- ☐ Only sections with the label IN-PERSON SECTION. NOT SUITABLE FOR ONLINE STUDENTS are eligible for in-person assessment.

Year in Review

- ❑ HyFlex model – simultaneous offering of the course on campus and via Zoom is intended to provide students flexibility and allow instructors a method to teach students who may not be able to attend courses on campus.
- ❑ For each lesson, students choose whether to attend in person or online.
- ❑ Max enrolment of a HyFlex section must not exceed the room size (every student in a Hyflex section must have a seat in the assigned room).

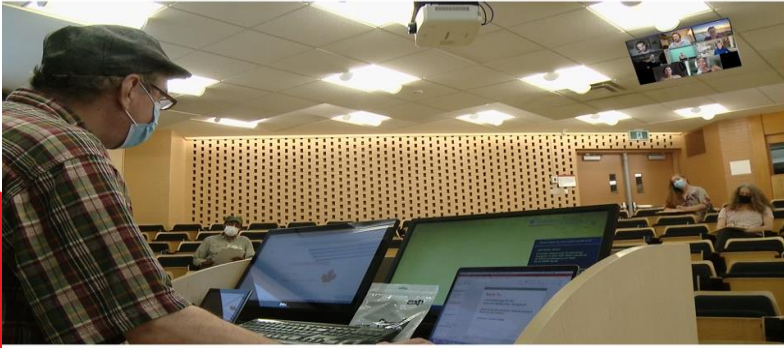
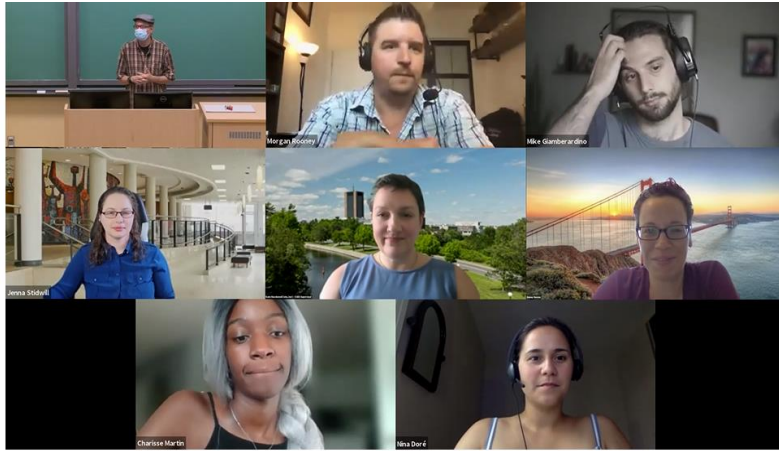


Photo: [Teaching and Learning Services \(carleton.ca\)](https://carleton.ca/teaching-and-learning-services/)

Year in Review



- ❑ We have 45 HyFlex rooms (ZHYB room characteristic).
- ❑ The rooms have additional cameras and monitors to bring online students into the classroom via Zoom.
- ❑ Five of these rooms are HyFlex Plus (ZOAR room characteristic), operator assisted spaces, where instructors have the assistance of an on-site technician.

Photo: [HyFlex Learning Spaces - Teaching and Learning Services \(carleton.ca\)](https://carleton.ca/teaching-and-learning-services/hyflex-learning-spaces/)

October 20th and 27th	DCU training sessions
October 25th	DCU is open for Summer 2022 data entry
November 22nd	DCU is closed
December 6th	Summer 2022 timetable is uploaded to Banner
December 17th	Deadline for Associate Deans to approve Summer 2022 course offerings
December 21st	Summer 2022 course offerings are available in Carleton Central and the public class schedule
February 8th	Course locations are assigned and uploaded to Banner

Year in Review

- ❑ October 8th – Summer 2022 timetable production schedule is sent to departmental admins.
- ❑ In the Summer 2022 term, the percentage of in-person sections will again increase.
- ❑ We will continue to offer some courses in online and HyFlex format to best meet the needs of students.

Year in Review

- ❑ September 8th – October 1st departments collect data, preparing for two scenarios.
 - ❑ Scenario 1: the pandemic situation improves. Classes take place on campus as scheduled; no physical distancing is required in the winter term. However, there is still a significant demand for online options.
 - ❑ Scenario 2: physical distancing is still required in the winter term. Large courses pushed online. New room assignment for in-person sections.
- ❑ October 25th - spreadsheets submitted by departments for scenario 2 processed by the Timetabling Team. Sections selected for in-person delivery re-roomed; remaining sections pushed online.
- ❑ November 15th - revised Winter 2022 timetable is uploaded to Banner.

Year in Review

- ❑ November 15th - ITS enters labels for in-person and online sections.
- ❑ Updated **data collection form** is available to collect course delivery info.
- ❑ November 15th – 19th departmental administrators update labels and submit last minute changes.
- ❑ New term: *adjusted covid capacity* (40% of regular capacity for SES classrooms).
- ❑ November 22nd – rules for course modality changes established to stabilize the timetable for students.
 - ❑ Changing modality from online/in-person to HyFlex is acceptable.
 - ❑ Changing modality from online to in-person or from in-person to online must be approved by an Associate Dean.

Year in Review

December 8th	DCU training session
December 6th	DCU is open for Fall 2022/Winter 2023 data entry
February 1st	DCU is closed
May 3rd	Fall 2022/Winter 2023 timetable is uploaded to Banner
May 26th	Fall 2022/Winter 2023 timetable is published in Carleton Central and the public class schedule

❑ November 26th – Fall 2022/Winter 2023 production schedule is sent to departmental admins

❑ High-level decisions and objectives will be coming shortly from your Associate Dean.

❑ Instructors will not be rolled over for the Fall 2022 and Winter 2023 terms

Stats: In-Person Vs. Online Sections

Data: December 5, 2021	In-person Sections (#)	In-person Sections (%)	Online Sections (#)	Online Sections (%)	Total
Fall 2021	1509	33.5%	2993	66.5%	4502
Winter 2022	1848	43.7%	2382	56.3%	4230
Summer 2022	602	80%	150	20%	752

Post-mortem survey

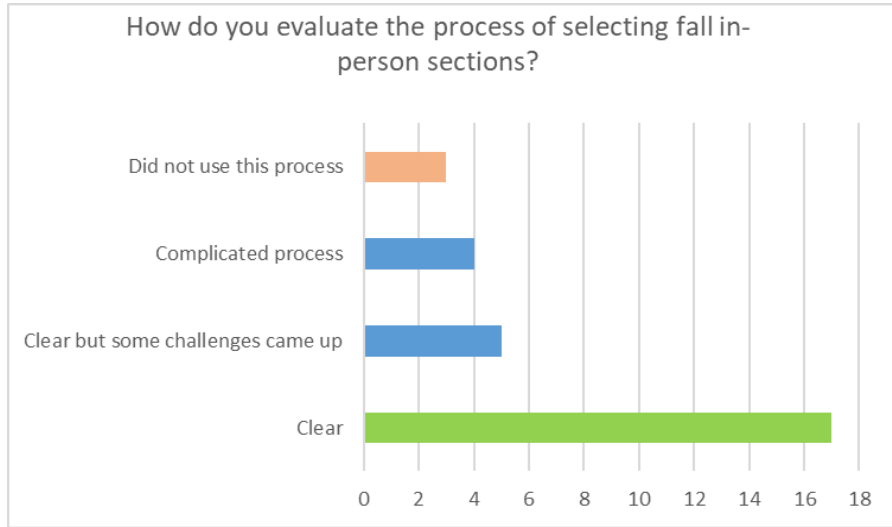


- ☐ 8th annual post-mortem survey
- ☐ Feedback helps us identifying main challenges and gaps in training
- ☐ Includes registration, scheduling and exam questions
- ☐ 100% of respondents were satisfied with the overall quality of the timetable for their department
- ☐ 95% of respondents were satisfied with the information and support during examinations

Post-mortem survey

- 'Even in this time of rapid change, information was clear and any changes were processed quickly.'*
- 'Timetabling did an excellent job, it was the most difficult year of all years.. They certainly rose to the occasion.'*
- 'Response to requests for changes were very quick.'*
- 'It was extremely stressful getting it organized -timeline was so very tight - but once decisions were made and changes submitted, it went as smoothly as it always does.'*
- 'Thank you all for your hard work during such unprecedented times! Your endless patience and professionalism is much appreciated.'*
- 'It's always such a pleasure working with Paddy Mark on final exams. She always makes sure we are set up correctly.'*

Post-mortem survey



How do you evaluate the process of selecting fall in-person sections?

Were the instructions clear?

Should we do anything differently if we have to go through the process again?

Post-mortem survey

- *'Instructions were clear. We based the decisions on size of enrolments, and preferences of instructors'.*
- *'That was very clear and a good idea. We surveyed everyone to get their preferences, full time faculty and contract Instructors - although we did not know for sure which CIs would teach what course and section, it is relatively similar each year. The exercise showed us we could have an offer of courses with a good mix of online and in person for the fall term based on instructor's preferences so it worked out well'.*
- *'Extremely difficult process when everything is quite uncertain and extremely busy at this time. Required meetings with Undergraduate and Graduate Administrators and Chair, along with emails with some Faculty members to make decisions'.*

Post-mortem survey

Did you receive feedback from course instructors on the process for selecting fall in-person sections?

- 'Some were unsure at the time if the fall would be safe for in person teaching. My answer was that if it was not considered safe, the courses would not be in person. This helped some make their decision. I found most people were pretty certain of what they wanted to do - teach in person or online. As it was realized how large classrooms were going to be for a group of 30 students because of the distance required and that they were going to teach with masks, some instructors expressed regrets with having selected the in-person format'.

- 'The process for faculty was fine. Sadly, our CIs were not determined at the time the fall process took place so we have negative feedback from our CIs. The department had to determine which courses taught by CIs would be in-person/online not completely knowing who would be teaching and their preferences'.

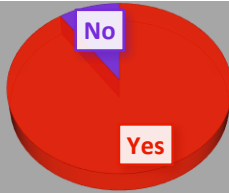
Post-mortem survey

Did you receive feedback from students regarding the course selection, in-person options and pushing courses online?

- *'Yes. There were several instances where some students actually needed online courses so they were appreciative of this option'.*
- *'Students really misunderstood that asynchronous didn't necessarily mean conflict-free. So I tried to use this term only when the conflict-free attribute was given. Students often tried to request conflict-free for blended courses when we specified class time was for discussions or non-lecture components'.*
- *'We received a lot of complaints about not enough in-person options and not enough online options. We had a lot of students hoping to do their entire year/term online so that they did not have to move to Ottawa and we had quite a few that disliked online last year that were unhappy with how many online courses they still had to take this year'.*
- *'The challenge came in September after the university announced changes to the on-campus protocol and students either chose not to come to campus or could not for vaccination reasons'.*

Post-mortem survey

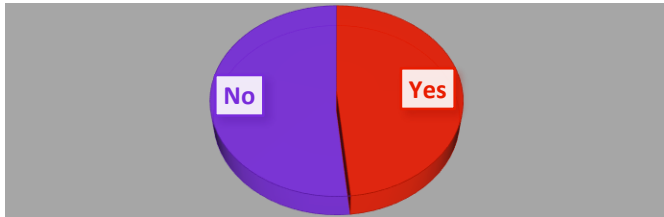
ARE YOU SATISFIED WITH THE
CARLETON CENTRAL LABELS
FOR IN-PERSON AND ONLINE
SECTIONS?



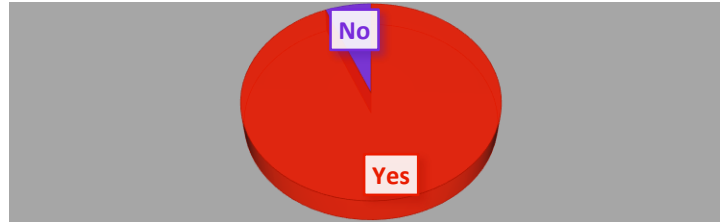
- *'Labels work well. Great to have CU-wide labels instead of everyone making their own notes.'*
- *'I had a very difficult time getting my faculty to give me this information with the uncertainty of planning far in advance.'*
- *'I think across the university asynchronous really needs to mean "conflicts allowed". Courses labelled asynchronous shouldn't have class times in the timetable. We received too many registration conflict requests.'*
- *'Easy to understand, just not sure all students pay attention to them. If there was some way to FORCE students to read the labels...'*

Post-mortem survey

DID YOUR COURSE
INSTRUCTORS USE THE
COURSE DELIVERY INFO
ONLINE FORM?



IF YES, WERE YOU SATISFIED
WITH THE FORM?

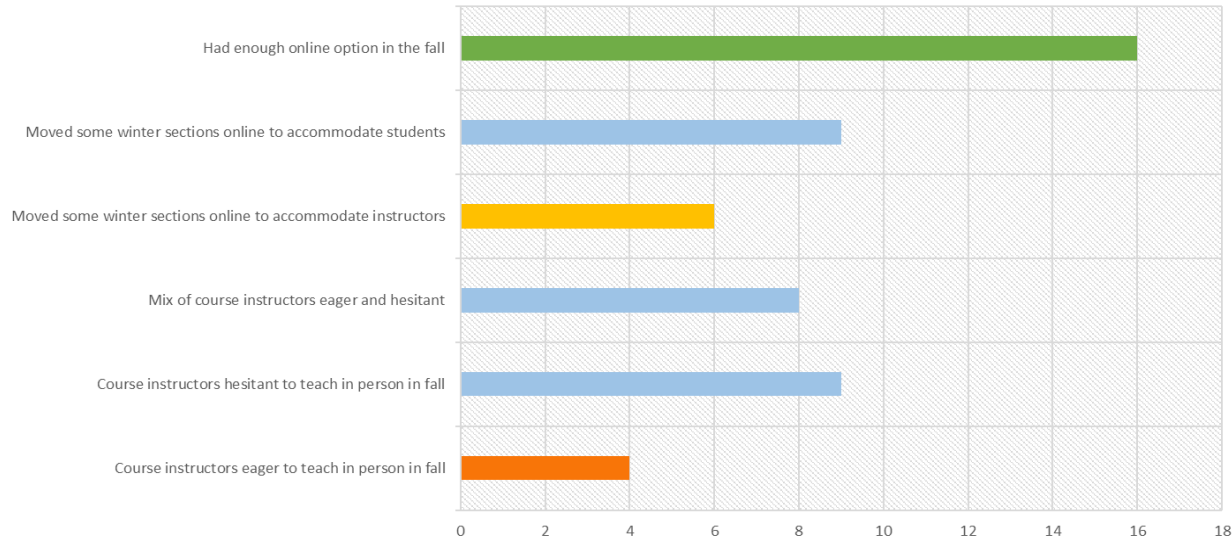


- 'This year I did notice the form was changed from last year. It was more easy to use, and instructors were able to answer to the key questions that were needed for the delivery of the courses'.

'I didn't use the form as I felt an email from myself would result in better compliance - and gave instructors an opportunity to ask relevant questions or mention concerns'.

Post-mortem survey

Did your department have enough online options in the fall? Were course instructors eager or hesitant to teach in person? Did you push any winter sections online?



Did your department have enough online options for distance students in the fall?

Were course instructors eager or hesitant to teach in person in the fall?

Did you push any winter sections online to satisfy the demand from students unable to come to campus?

Post-mortem survey

- *'We did have enough online options. Most instructors were happy to teach in person if the class size was appropriate. There's demand on both sides re in person vs. online'.*
- *'Many instructors were hesitant to teach In-person in the fall. Given that most of our courses are over 60, that was the main criteria we used for determining which courses would be online'.*
- *'We had to put the majority of our courses online, so students were more disappointed with the lack of in person options. I found instructors were split in their preference for online vs. in person teaching. Yes we have pushed quite a few sections online in winter in order to have more online options'.*
- *'We had more than enough online options in fall. Very few faculty and CIs were eager to teach in-person'.*

Post-mortem survey

Was information and support coming from the timetabling team helpful during this challenging time? Any suggestions on how we could improve in this regard?

- *'Great support from the SES team. There was information/notifications had to be changed due to the evolving pandemic situation .. that required learning and understanding of the new concepts. The clarity with examples that were given to us made it simpler and also useful to communicate with the students/instructors in general'.*
- *'Your information was excellent. I do not have any suggestions except to say thank you for all your hard work'.*
- *'Yes! I always find SES very helpful when I have a question. The response time is excellent and they are always able to help solve the "problem/issue"'.*

Post-mortem survey

Did you use HyFlex technology for courses in your department this fall? Did you receive any feedback about this technology?

- *'We did for two courses. Overall the profs were content with the setup/arrangement. some of them requested to have this again for the winter term as it benefits students that want in person/online course delivery instructions'.*
- *'Instructors felt it was difficult to manage students in-person and online at the same time. In my departments, this is generally seen as extra work and not worth the limited interaction with in-person students'.*
- *'We did use HyFlex for one course (C264 Loeb). Instructor's feedback so far is that every week fewer number of in person students show up. Techs have been very helpful but there have been many tech issues'.*
- *'Students could not hear the instructor. The technology did not work for the remote students'.*
- *'I have not received much feedback yet other than there is support which is great and realizing that some adjustments need to be made to your course structure so that the planned activities work well'.*

Post-mortem survey

How has your experience been with COVID capacities and protocol within department space? Have you received any feedback from course instructors teaching in-person with regards to COVID protocols and support?

- *'Apparently the students in field courses are very relaxed about COVID protocols. They seem to feel safer outdoors and don't distance and need to be regularly reminded to stay apart. After class ends everyone immediately bunches together and removes their masks. But during class time the instructor has been strongly encouraging COVID rules. In class, I know one instructor in particular finds lecturing for 3 hours with a mask on very difficult and cannot hear student questions from the back of the large room'.*
- *'Some instructors are not happy wearing the mask in a room where everyone is vaccinated and spaced at 6 feet apart'.*
- *'As there is less than expected traffic in our academic unit, there is no issue in the department space. Course instructors do not like to teach a three hour lecture wearing a mask. There was concern over air quality and enough time for ventilation between classes/tutorial/room use. I reminded TAs that they should start the course at 20 to the hour rather than 25 to giving 5 more extra minutes to clear the room. There is no in-between cleaning done though and no supplies available for cleaning'.*

Post-mortem survey

Please use this field to provide any other feedback, ideas or comments relating to timetabling which were not suitable to another field:

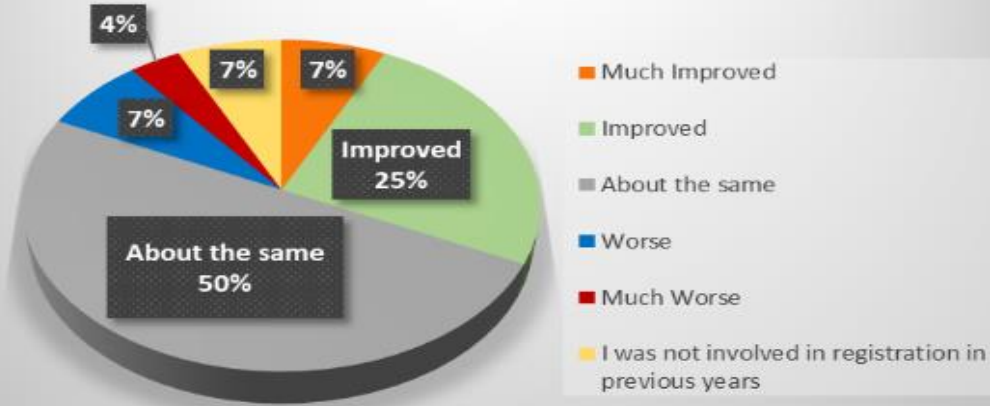
- 'The biggest concern i have been told is that the rooms with COVID capacity for 15-20 students do not allow for a seminar format. So having rooms with actual seminar seating is essential for the Winter term'.

- 'I found the COVID classroom capacities challenging to keep an eye on, it was difficult not having an wiggle room to add students to a course they might need'.

'I think that the University as a whole has adapted well to deal with COVID to keep the students, staff and faculty safe. Unfortunately this has come at a cost with students having many of their courses online. Hopefully we can get back to "normal" soon'.

Post-mortem survey

How do you evaluate the 2021-22 registration compared to previous years?



- 'Extremely busy with regards to student's questions about how the courses are being offered. Some of our labs are in-person therefore students who were not able to do in-person, needed to find other alternatives'.
- 'Students seemed less stressed this year and it seems scheduling issues could often be resolved since most labs had an asynchronous online section'.

Post-mortem survey

☐ Fall 2021/Winter 2022 Registration: Challenges

- ☐ Higher than usual volume of requests for courses to complete for graduation
- ☐ Addressing specific needs of students for access to online or in person section, depending on the student
- ☐ High number of conflict questions/requests for asynchronous as well as blended courses
- ☐ Questions about how courses will be offered in Winter
- ☐ Students believed that asynchronous courses should have no meeting times

Post-mortem survey

What were the most frequent inquiries from students during registration?

- *'Specific needs of access to online or in person sections depending on the student, mostly requests for online'.*
- *'Why couldn't they register: in any course (holds blocking access to all registration) or in a course due to not having the prerequisite; Waitlists: students who missed an offered space by system who want to do it after the deadline & why can't they add their name to waitlist at the start of the term; conflict requests or trying to register in too many credits'.*
- *'Lots of requests for conflicts in blended courses. Some confusion about how an online course could fill-up'.*
- *'Will there be online courses for the winter?'*
- *'Cannot do labs in-person, what is my alternative? Why cannot take courses that conflict even though they are online asynchronous?'*
- *'By far: why are not more of our courses not in person?'*

Post-mortem survey

How did your department address the issues faced by international students? What information resources, if any, did you have for your international students?

- *'We sent out an email to them in May 2021 with info about visa status and ISSO support availability.'*
- *'We ensured that our CORE courses were online so that our international students wouldn't be disadvantaged'.*
- *'We sent out a survey to ESLA students to see if they planned on being on-campus or not in the winter term to ensure we had enough online spaces despite the push for in-person leaning. For ESLA offerings, we took into account time differences around the world, especially in China, when deciding on what sections to open - to include some timeslots for out of country students'.*
- *'Referrals to ISSO; Adjusting student timetable to accommodate time zone (where possible)'.*
- *Program advisors and instructors worked with international students to find suitable workarounds and accommodations where needed*

Post-mortem survey

In your opinion, are communications from SES about end-of-term and deferred final exams clear and timely?

- Yes, clear instructions – 100% of respondents
- *‘One thing though is that there is never much time to enter the end of term exam info between the e-mail and the deadline which is sometimes a bit challenging, especially because it is always at the busy, beginning of a term’.*
- *‘The initial emails concerning the "type" of exam required usually come within a week of the information needed. Some faculty members wait till the last minute getting this information to me’.*

Post-mortem survey

Did you find it challenging to collect exam-related information from course instructors? If yes, what might help to improve the collection of exam related information?

Yes, challenging – 35% of respondents; no – 65%

- *‘Please give a bit more time for Admins to collect this information’.*
- *‘Provide an online form to collect exam info from instructors’.*
- *‘I find it hard to get the information about exams for our cross-listed courses. It would be great if only the home department had to enter the exam information and then it could be applied to the cross-listed section as well’.*

Post-mortem survey

How do you evaluate the process for entering end-of-term exam data into Banner (via SZAEXSC)?

Easy and straightforward - 100%

- *'Banner 9 has some issues when you need to skip over courses (ie Co-op) and go to the next page. It flips back to the beginning'.*
- *'Banner 9 is aggravating, as you need to save each line to progress, so you really have to save up input until you have all of the information. We have a lot of classes...'*
- *'It's pretty simple. I do worry that I will forget to check something off or leave out information. But even if that has happens, Paddy has helped me fix it'.*

Post-mortem survey

What resources do you use when sharing information with course instructors? What additional resources would be helpful?

- 'I make sure to forward any emails I get, highlighting the important information in my blurb at the top.'

Teaching regulations. Troubleshooting FAQ'.

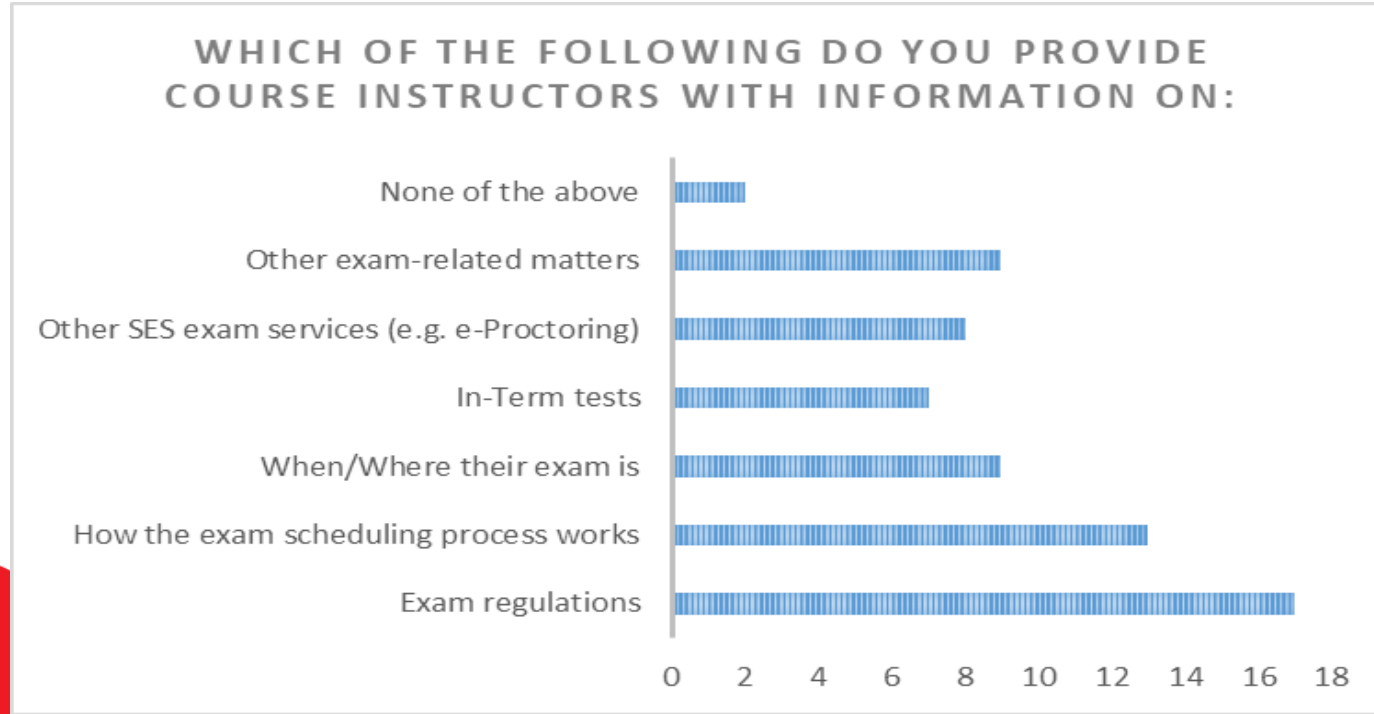
- 'Excerpts of e-mail from Examinations, Examination website + intranet'

- 'The updated web page is most useful'.

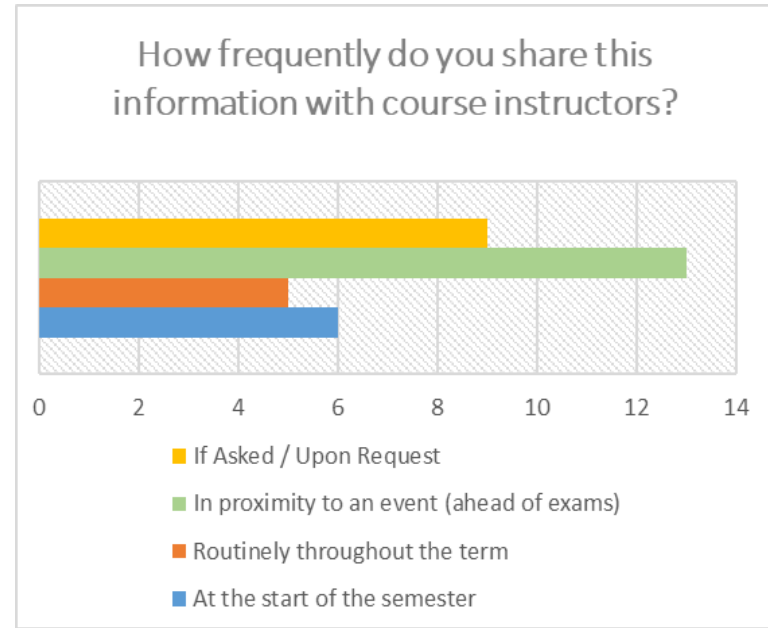
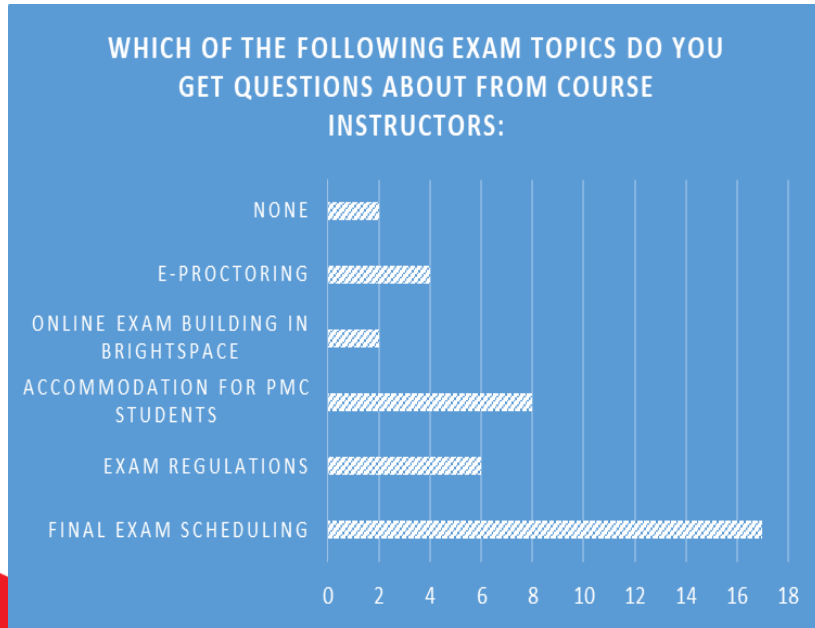
- 'I have created an email template to send to the instructors and tweak it each time SES adds something new'.

- 'This might be overkill but it would be nice if there was a handbook for instructors with all the information. So one section on what details they need to provide in advance of an exam. A template for the exam. What to do for PMC students. Instructions on how to create an exam in Brightspace. And then a section for grading (egrades system) and when grades are due'.

Post-mortem survey



Post-mortem survey



Best Practices

Sarah Anne Szabototh

Department/Institute Administrator

Department of Biology / Institute of
Biochemistry



2021-22 Timetable

- ☐ *Challenges*
- ☐ *Solutions*
- ☐ *Lessons learned*

Program Registration Numbers

F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y
Each Year																			
1. Run SCH_PROGRAM_REGISTRATION_XLS for your department for the current fall term (I do BIOL and BIOC separately).																			
2. Remove last year's data from the "equation" sheet of this document (don't delete columns, just delete the data) from columns A - U.																			
3. Copy in the data from SCH_PROGRAM_REGISTRATION_XLS and paste into the equation sheet. The numbers in the tables in column W should now auto-update!																			
4. Create a new sheet with the current year.																			
5. Copy the tables from the previous year into the new sheet and delete only the data from columns D-E (and don't delete the data in the sum cells as these equations will auto update).																			
6. Now copy and paste the numbers from your equation sheet columns Z-AC into the tables in the current year sheet as values (right click and select paste as values).																			
7. All the sum cells should have auto-updated.																			
*Note: you will have to manually update numbers for anyone whose second major is your program. Filter column J (Second Major) and manually add them into the correct cell in your current year sheet.																			
*For the minor I run REG_GEN_STUDENT_INFO and filter by college to manually enter the numbers.																			
Ta-da! Now you have one spreadsheet, where you can save data over the years. Mine dates back to 2016. You can save a single sheet of this document as a PDF if your Chair needs current program numbers.																			
Tips																			
Make sure there aren't more than 3000 rows, as this is how far down the equation will count.																			
Don't highlight cells to paste the new data into. Not sure why but this seems to affect the equation.																			
Each year, be aware of new program codes that may have been created.																			
Doesn't hurt to cross-reference a few programs each year to make sure it's counting as expected.																			



Program Registration Numbers

Degree	Major	Program	1ST	2ND	3RD	4TH
BA GEN	60	Biology	4	10	21	0
BA HON	60	Biology	29	30	24	16
BJ	3060	Biology	0	0	0	0
BHUM	UHUM	Biology	5	5	8	4
BSC	60	Biology	9	11	28	0
BSCH	60	Biology	29	30	33	34
BSCH	6J	Bio & Biotech	10	11	10	11
BSCH	7P	Biology & Phy	0	2	0	0
BSCH	7X	Biology and Ea	2	0	4	0
BSCH	6E	Neuroscience	0	21	16	10
BSCH	6EB	Neuroscience	37	11	11	9
BSCH	601	Bioinformatics	3	4	4	4
BSCH	603	Physiology	4	8	4	3
BSCH	604	Eco Evo Behav	6	9	14	8
BSCH	605	Molecular & C	8	9	9	8
BSCH	606	Health	33	26	24	28
BSCM	60	Biology	44	19	20	13
BSCH	607	Biodiv,Nat His	0	8	9	1

Setting up the Spreadsheet

The equation is located in columns Z-AC (and Y for grad). You'll want to update the data in the W-Y reference columns to reflect your own programs. You could just drag the equation down if you need more rows than I used. You should check the numbers against REG_ENRPROG and REG_ENRDEPT to check that the equation is working as expected. Numbers should match the cubes as well, but I think the cubes might not update as immediately as banner, so don't be alarmed if the cube numbers are off by small amounts.

When things are back to normal...

What will we continue doing when things are (hopefully) back to normal?

- ☐ Online courses (we had only 4% of online sections in the pre-pandemic year)
- ☐ Mixed delivery (e.g. lecture online, tutorials in person)
- ☐ Labels
- ☐ What else? What do you think?

Prerequisite Checking & Course Conflicts

Natalia Mazur

Project Officer, Student System Support

Natalia.Mazur@Carleton.ca

Ext: 8558

Prerequisite Checking

GREPORT:

REG_PREREQ_LIST_SAT

- PASS (Student has SAT courses)
- FAIL (Student has SAT courses)

REG_RO_SAT_TRACKING_DEPT

- This report displays "SAT" grade changes for the term selected

<u>Student</u>	<u>Name</u>	<u>Year</u>	<u>Program</u>	<u>Override</u>	<u>Email</u>
1010		3rd	BCOMM Commerce: Accounting	Yes	@cmail.carleton.ca
Prereq Check Result: FAIL (Student has SAT courses)					
Prereq Check String: (BUSI1002 = 'N' OR BUSI1005 = 'Y') AND (BUSI2504 = 'Y'^) AND (MATH1009 = 'N' OR MATH1004 = 'N' OR MATH1007 = 'N') AND ((ECON1000 = 'Y') OR (ECON1001 = 'N' AND ECON1002 = 'N'))					
Prereq Check Result: PASS (Student has SAT courses)					
Prereq Check String: (BUSI1002 = 'N' OR BUSI1005 = 'Y') AND (BUSI2504 = 'Y'^) AND (MATH1009 = 'Y' OR MATH1004 = 'N' OR MATH1007 = 'N') AND ((ECON1000 = 'N') OR (ECON1001 = 'Y' AND ECON1002 = 'Y'))					
NOTATION REFERENCE: ^ is SAT and * is a repeated course.					

Prerequisite Checking

CARLETON UNIVERSITY STUDENT SYSTEM

Term: 202130
Dept: ALL
Subj: ALL

SECTION LEVEL PREREQUISITES

SCH_SE

P

Subject	Course#	CRN	Section
ACCT	5002	30004	A
		30005	B
		30006	P
ACCT	5012	30007	P
		36114	N
AERO	2001	30016	A

A/O	I	Subject	Course	Level	Grade	I	Concurrent	Updated
(		ACCT	5001	GR	C+	)	Y	22-MAR-17
(		ACCT	5001	GR	C+	)	Y	22-MAR-17
(		ACCT	5001	GR	C+	)	Y	22-MAR-17
		ACCT	5002	GR	C+			22-MAR-17
		ACCT	5002	GR	C+			07-AUG-21
(		CHEM	1101	UG	D-			25-MAR-21
O	(	CHEM	1001	UG	D-			25-MAR-21
A		CHEM	1002	UG	D-	)		25-MAR-21
								25-MAR-21
A	(	PHYS	1004	UG	D-			25-MAR-21
O	(	PHYS	1001	UG	D-			25-MAR-21
A		PHYS	1002	UG	D-	)		25-MAR-21
								25-MAR-21
A	(							25-MAR-21
(		ECOR	1101	UG	D-			25-MAR-21
O		ECOR	1010	UG	D-			25-MAR-21
O		ECOR	1606	UG	D-			25-MAR-21
O		SYSC	1005	UG	D-	)		25-MAR-21
								25-MAR-21
O	(							25-MAR-21
(		ECOR	1055	UG	SAT	)	Y	25-MAR-21
A	(	ECOR	1051	UG	D-			25-MAR-21
O	(	ECOR	1041	UG	C-			25-MAR-21
A		ECOR	1042	UG	C-	)		25-MAR-21
								25-MAR-21
A	(	ECOR	1052	UG	D-			25-MAR-21
O	(	ECOR	1043	UG	C-			25-MAR-21
A		ECOR	1044	UG	C-	)		25-MAR-21
								25-MAR-21
A	(	ECOR	1053	UG	D-			25-MAR-21
O	(	ECOR	1045	UG	C-			25-MAR-21
A		ECOR	1046	UG	C-	)		25-MAR-21
								25-MAR-21



Carleton Central

Personal Information Student Services

SITE MAP | HELP | EXIT

Fall 2021 (September-December)
Jul 06, 2021 09:47 am

sfkedit.p_web_group_edits-20032 ORA-20032: sfkedit.p_group_edits-20022 ORA-20022: sfkpreq.p_prerequisitecheck-6550 ORA-06550: line 1, column 42: PLS-00103: Encountered the symbol "OR" when expecting one of the following: (- + case mod new not null continue avg count current exists max min prior sql stddev sum variance execute forall merge time timestamp interval date

GREPORT:

SCH_COURSE_LEVEL_PREREQ &
SCH_SECTION_LEVEL_PREREQ

Registration conflicts

The screenshot shows a software interface for managing course attributes. At the top, there are tabs labeled V, AW, AX, AY, AZ, and BA. The BA tab is selected and circled in red. Below the tabs, there is a dropdown menu labeled 'ATTRIBUTES' which is also circled in red. This menu is open, displaying a list of attributes: BRHM, BRSS, CBLD, CUAC, CUAC; CUON, CUON, GCR, XCNF, and (blank). The XCNF attribute is checked and highlighted with a red circle. To the left of the attribute list, there is a search bar and several filter options: 'Sort A to Z', 'Sort Z to A', 'Sort by Color', 'Clear Filter From "ATTRIBUTES"', 'Filter by Color', and 'Text Filters'. At the bottom of the attribute list, there are 'OK' and 'Cancel' buttons.

- Contact studentsystemsUPPORT@cunet.carleton.ca for the attribute to be applied to designate a course as conflict-free
- Conflict exemption attribute **XCNF** may be applied to **asynchronous** courses **with no fixed time assessments**
- To check if XCNF has been applied to a CRN, run the **SCH_INTERNAL_XLS** report
- The last column of the report displays attributes

Questions?

