

Seneca

All Roads Lead to INS

Seneca College's Bachelor of Interdisciplinary Studies

2nd annual Student Pathways in Higher Education Conference
February 27 – March 1, 2013

Dr. Henry Decock

Dr. Naomi Kestenbaum

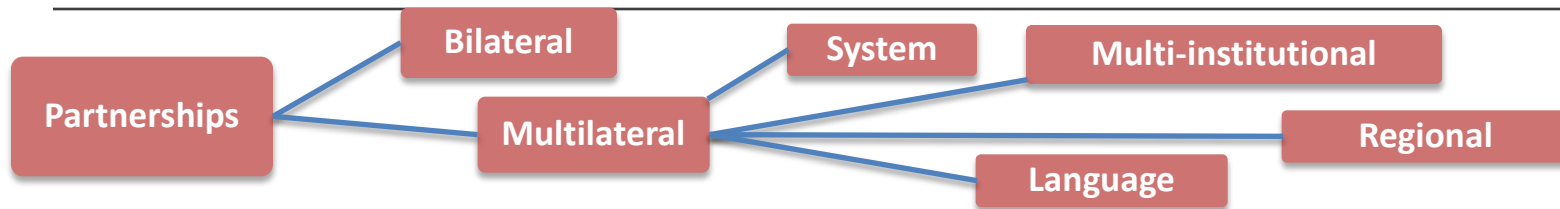
BACHELOR OF INTERDISCIPLINARY STUDIES (INS)

- The INS degree is designed to build and focus the professional knowledge and skills gained in a diploma program while providing the breadth of study found in a traditional liberal arts degree.

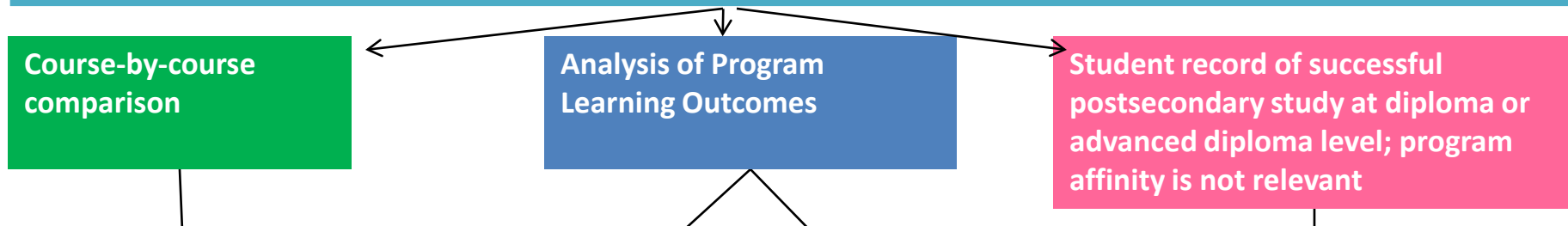
PROGRAMS WITH LOW AFFINITY

- Advanced standing credit for graduates of college programs with low affinity with degree programs
- Reasonable credit to enable obtaining a degree without starting over

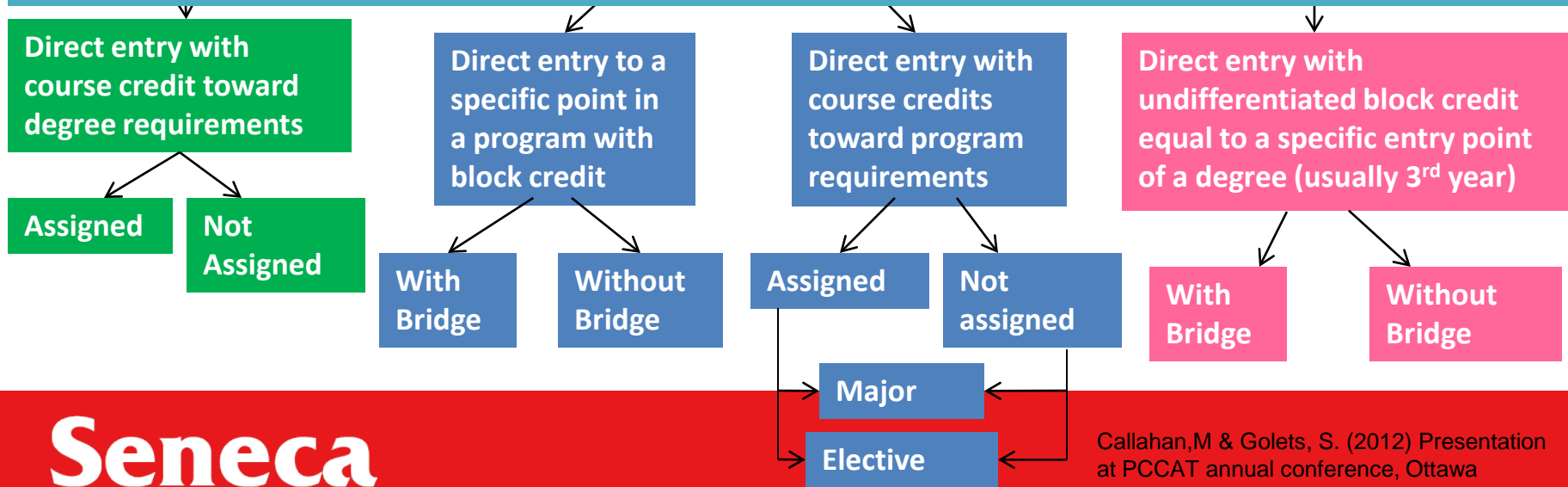
ONTARIO CREDIT TRANSFER MODELS



Curriculum Analysis



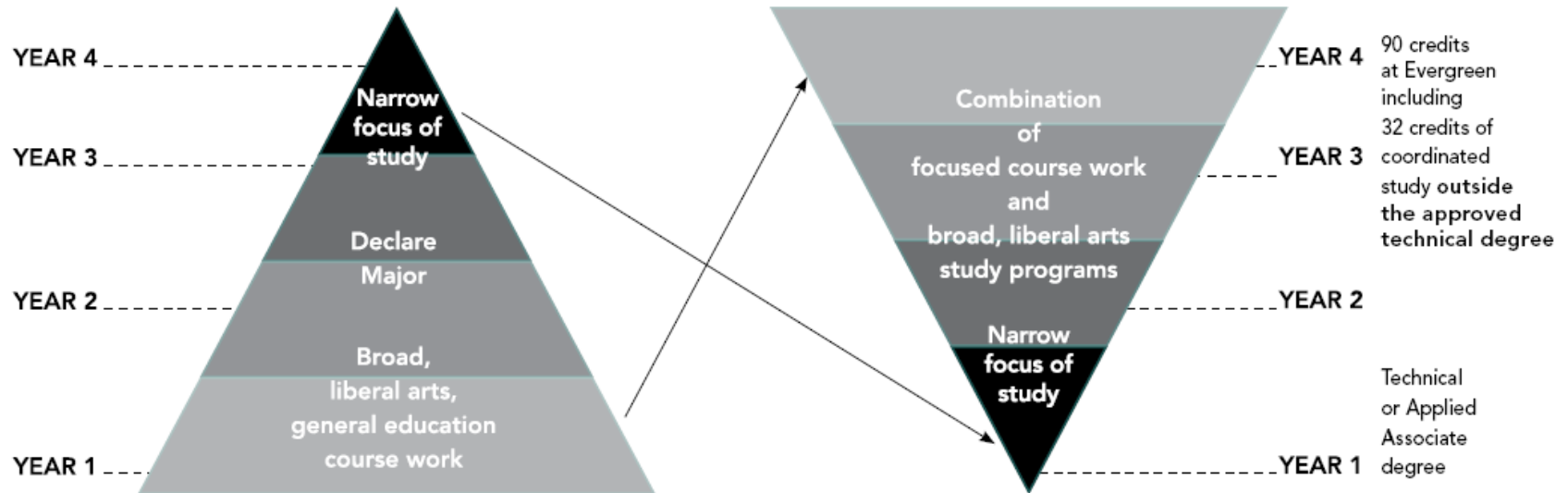
Transfer Credit Mechanism



"UPSIDE DOWN" OR INVERTED DEGREE

Traditional Four-Year College Curriculum Model
(Bachelor of Arts = 180 quarter hours credits)

Upside Down Degree at Evergreen Curriculum Model
(Bachelor of Arts = 180 quarter hours credits)



Source: <http://admissions.evergreen.edu/docs/upsidedown.pdf>

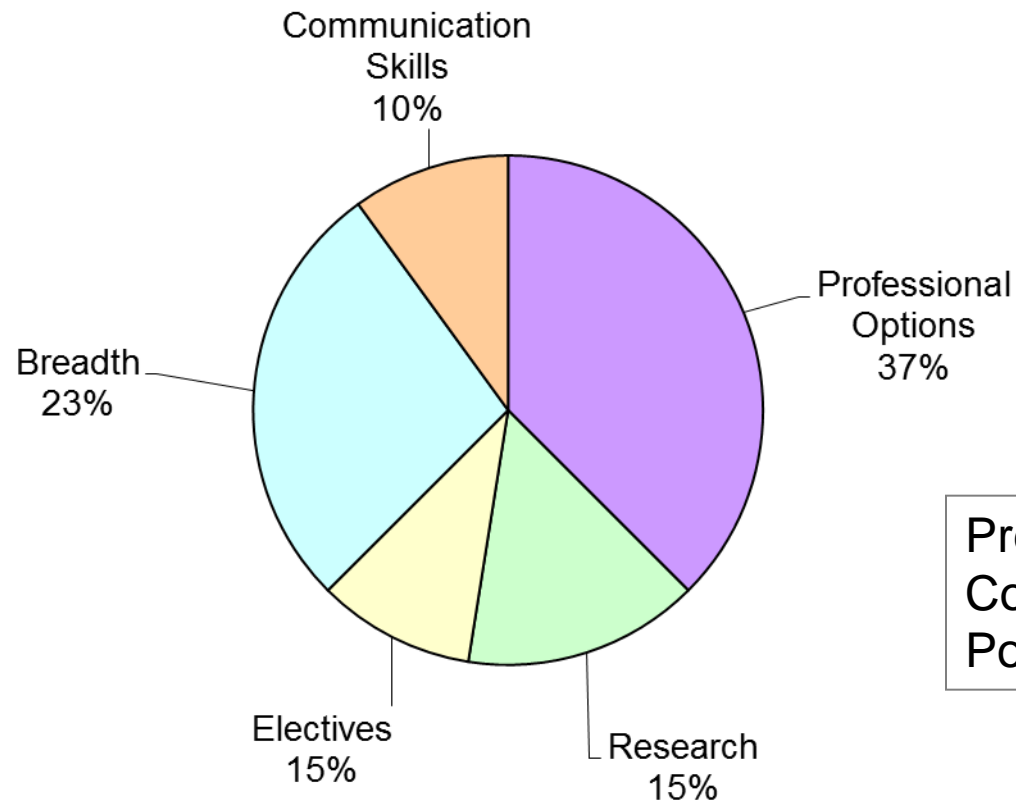
DIFFERENT ENTRY POINTS

- Graduates of college programs
- Alumni
- Direct Entry from Secondary School
- University students
- International students and new Canadians

BUILT ON TWO EXISTING STRENGTHS

- Liberal Arts transfer diploma program
 - Transfer agreements with
 - University of Toronto (St. George)
 - University of Toronto(Scarborough)
 - York University
 - Trent University
- Existing Degree programs

DEGREE COMPONENTS



PROGRAM MAP

| 4 Years 120 credits | Professional Options 45 credits | Research 18 credits | Communication Skills 12 credits | Electives 18 credits | Breadth 27 credits | | |
|--|---|--|--|--|--|---|---|
| | | | | | Math/ Science | Humanities | Social Sciences |
| First Two Years <i>Maximum credits: 72 = 60%</i> | 30 Credits | Intro to Statistics (3) | Writing Strategies I (3) Writing Strategies II (3) | Lower Year Electives (12) | Introduction to Mathematics (3) Introduction to Natural Science (3) | World Civilizations (6) | Introduction to the Social Sciences (6) |
| Upper Years <i>Minimum credits: 48= 40%</i> | 15 Credits | Critical Analysis of Research (3) Applied Research Methods (3) Research Project (9) | Presentation Skills (3) Upper Year Communication Course (3) | Upper Year Electives (6) | Upper Year Math/Science Course (3) | Upper Year Humanities Course (3) | Upper Year Social Science Course (3) |

PATHWAYS

➤ 3 year Advanced Diploma

| | Transfer / Advanced | Need to take | Total |
|--------------------------------------|---------------------|--------------|------------|
| Professional Options | 45 | 0 | 45 |
| Research | 0 | 18 | 18 |
| Breadth/ Communication/ Electives | 15 | 42 | 57 |
| Total | 60 | 60 | 120 |

➤ 2 year Diploma

| | Transfer/Advanced | Need to Take | Total |
|--------------------------------------|-------------------|--------------|------------|
| Professional Options | 30 | 15 | 45 |
| Research | 0 | 18 | 18 |
| Breadth/ Communication/ Electives | 15 | 42 | 57 |
| Total | 45 | 75 | 120 |

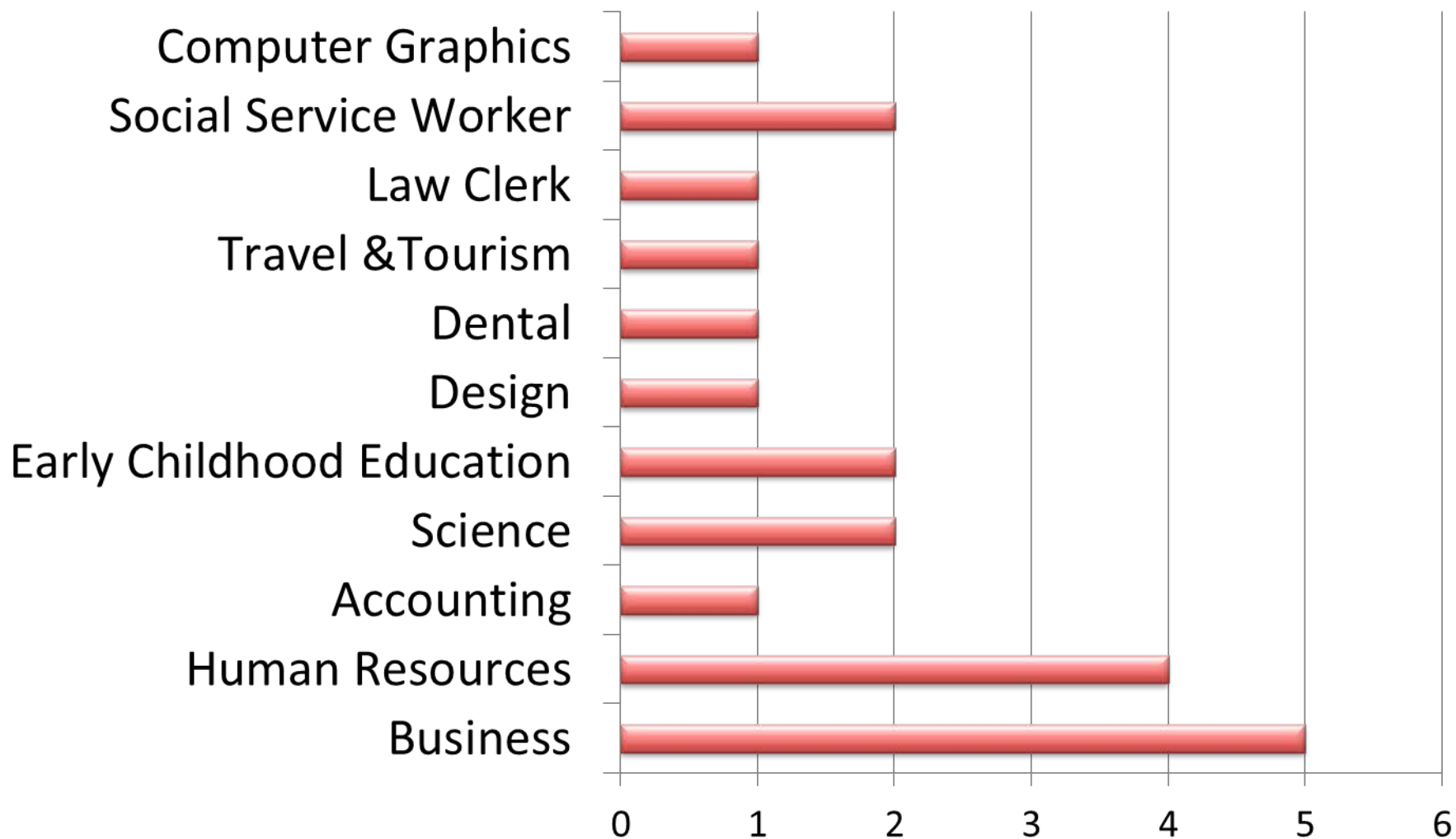
ENROLMENT

- Final approval in mid-summer 2012
- Early interest from employees
- First enrolment in Fall 2012 through Continuing Education
- First day time enrolment January 2013

WHO ARE OUR STUDENTS?

- 100% of students in FT studies currently enrolled have prior post-secondary experience (PT: 95%)
- Most students have 2-year diplomas, some as recent as April 2012 and others 15+ years ago.
- Average age (FT and CE): 39 years (range 21-54)

EDUCATIONAL BACKGROUND



REASONS FOR INTEREST IN PURSUING A DEGREE

- Intention to acquire other professional licensing that requires a degree
- Desire to pursue post-graduate studies in their area of specialization
- Desire to change focus of professional specialization, and recognition of value of liberal arts education in making this change
- Intention to apply to teachers college

IF YOU BUILD IT THEY WILL COME, BECAUSE...

Focus on prior learning and mature learner

- “the focus is on the adult learner who may want to advance their career, but may not have the time, the funds, or the patience to start out at university as if they were just finishing high school”

IF YOU BUILD IT THEY WILL COME, BECAUSE...

Student-centred focus

- “The degree can be tailored to individual professional specializations in the upper level courses”
- “Large lectures and TA’s did not appeal to me...I like the idea of being taught by the same professor who knows my name”
- “I appreciated the willingness of those involved in the program to meet with me and help me make an informed decision”

IF YOU BUILD IT THEY WILL COME, BECAUSE...

Pragmatic Considerations

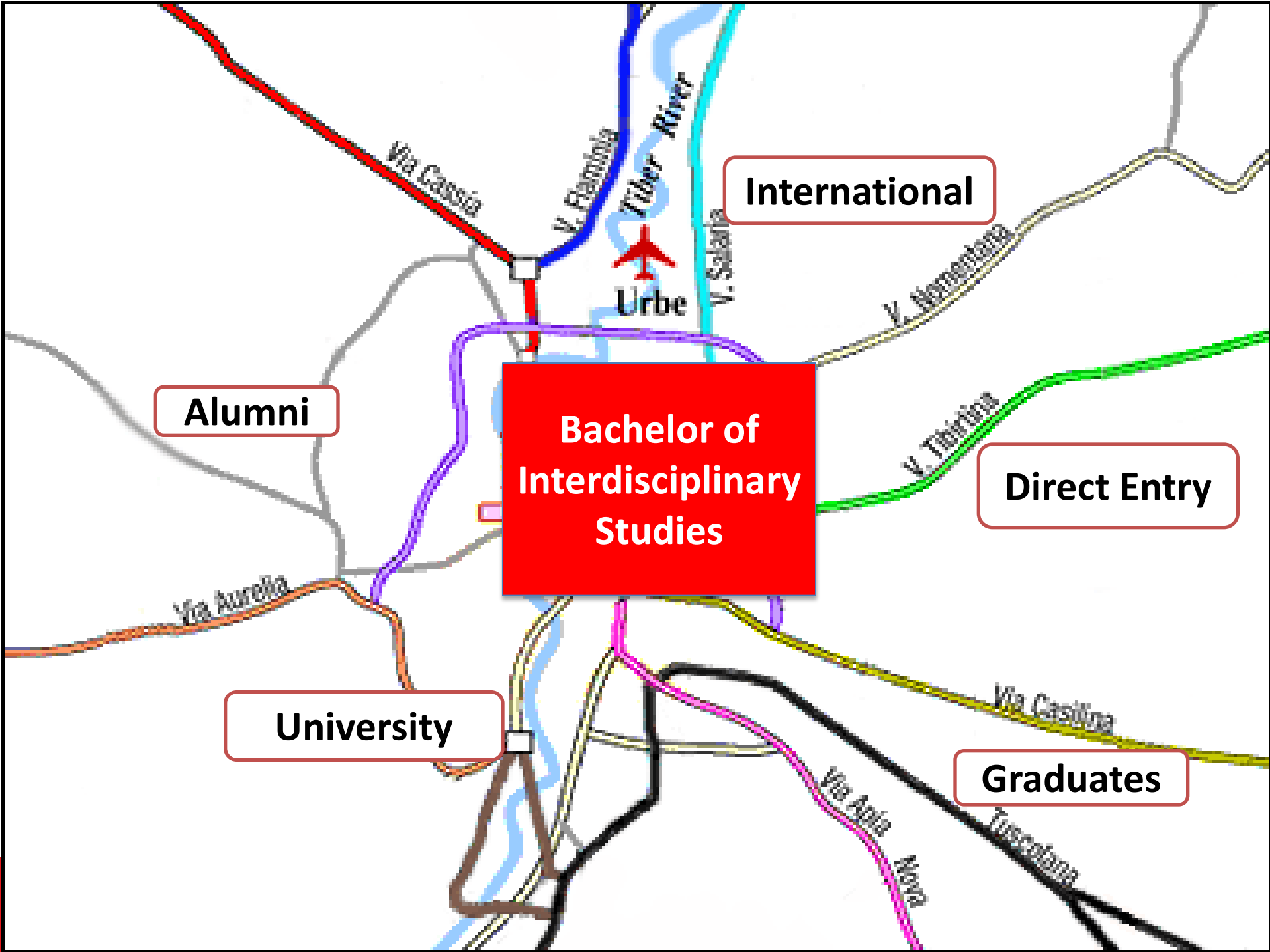
- Cost relative to a university degree
- Time savings due to recognition of prior learning in professional area

INDIVIDUALIZED

- Designed to meet different student needs and to address those needs with the traditional intimacy and student-centered focus of the college environment
- Developing different modes of delivery: on-line, hybrid courses, condensed formats, summer institutes

MEETING A NEED

- It addresses the growing demand for further education, particularly within the greater Toronto area where the predictions for degree attainment outstrip all other parts of the province.



International

Alumni

Direct Entry

Bachelor of Interdisciplinary Studies

University

Graduates

Program Description

Admission Requirements

Your Career

Academic Opportunities

Co-operative Education

Curriculum

Contact Us



Bachelor of Interdisciplinary Studies



Apply Today

Canadian Students
International Students

Contact Us

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