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# ONCAT Final Report:

2017-02 – Lambton College Social Service Worker, Ontario College  
Diploma and Child and Youth Care, Ontario College Advanced  
Diploma to Bachelor of Social Work, Algoma University

*March 15, 2018*

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# Project Team

The project team is comprised of representatives from Lambton College and Algoma University.

## ***Lambton College Project Team Members:***

1. **David Simon**, eLearning Manager, Project Lead and Program and Pathways Development Coordinator
2. **MaryJane Comiskey**, Dean, School of Health Sciences and Community Services
3. **Nadine Cervi**, Pathways Research Consultant
4. **Mary McHenry**, Professor, Child and Youth Care program
5. **Lori Green**, Coordinator, Social Service Worker program

## ***Algoma University Project Team Members:***

6. **David Marasco**, University Registrar
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## Executive Summary

The goal of this project is to provide an innovative, collaborative pathway that allow Lambton College Social Service Worker (SSW), Ontario College Diploma and Child and Youth Care (CYC), Ontario College Advanced Diploma graduates to complete the Bachelor of Social Work through Algoma University, on-site in their community at Lambton College in Sarnia, Ontario. This pathway is a unique learning opportunity for students because it provides students the flexibility to achieve both a degree and diploma at Lambton College.

When the project team was assembled in April 2017, the group discussed the need to create this particular pathway. Specifically, the project team agreed that this pathway will enhance student mobility, providing access to an in-demand degree in a rural location. Since both institutions cater to rural and remote students, this pathway meets students' expectations as it allows Lambton College graduates to continue to receive key benefits they are accustomed to such as small classes and flexible delivery options, along with satisfying a degree requirement that is highly valued by employers. Offering Algoma's Bachelor of Social Work in Sarnia, Ontario, was a very important part of the decision to create this pathway between the two institutions. This pathway will give Lambton's SSW and CYC graduates an accessible, cost effective option to enhance their career pathway.

In order to start this project, the project team created a working plan. This working plan outlines the major milestones and timelines for task completion – it was a key tool in keeping both partner institutions on track during the fiscal year.

A pivotal meeting was held on August 21, 2017, where the team discussed the following action items for this project:

1. The implementation of a joint admissions offer.
2. The number of transfer credits Lambton's SSW and CYC students will receive upon entry into Algoma's Bachelor of Social Work.
3. A review of the initial draft articulation agreement, looking at the language used and financial responsibilities for each partner.

Currently, Algoma University offers the Bachelor of Social Work program on-site at Northern College's Timmins campus. Algoma and Northern offer a joint admissions program for Northern College's graduates who complete a two or three-year Ontario College Diploma program or an Ontario College Advanced Diploma program to seamlessly transfer into Algoma's Bachelor of Social Work.

Termed "Algoma U at Timmins," this is a unique learning opportunity, which provides diploma-to-degree and university transfer students with the opportunity to accelerate their career path and put them on the path to professional success, while living at home. This flexibility makes the University education both accessible and affordable. All courses are offered at the Timmins Campus of Northern College of Applied Arts and Technology, helping students in Northern Ontario complete their educational wishes without having to move and uproot their families for an extended period of time.

Both the Algoma University Social Work and Community Development degree programs are delivered either in-person in Timmins, or via interactive videoconference from the Sault Ste. Marie campus. Professors are trained experts in their fields of study, and they place course content in a Northern Ontario context. At Algoma U at Timmins, students also benefit from studying in the ideal classroom environment, which boasts small, supportive classes that afford more one-on-one time with the professors.

Upon being accepted into the Algoma U at Timmins program, students participate in an orientation session and are provided with an orientation package to help them become familiar with the University and the support services available at the Timmins Campus of Northern College.

As this model has proven to be successful, and seeing the similarities between the remote Northern institutions with rural Lambton College, Algoma University is the preferred partner to expand this programming to the Sarnia-Lambton area. In addition to enhancing mobility and providing access to an in-demand degree in a rural location, both institutions have significant Indigenous student populations within their respective catchments.

Lambton College's SSW and CYC programs both offer rigorous curriculum, preparing students to feel confident in their skill set because of the professional expectations at placement. The curriculum design and placement opportunity help to enhance their maturity and commitment to their chosen profession. This experience also confirms their goals of completing a degree after they obtain their diplomas. Thus, our students who chose to pursue degrees, and specifically Bachelor of Social Work programs, have been reported to be well prepared, accessing a solid foundation in skills and knowledge in the helping field.

In October, however, the Ontario College faculty work stoppage took place province-wide and lasted a total of five weeks. Several of our team members are also faculty, and thus they were not able to work on the project during the duration of the work stoppage. The faculty strike had only a minor impact on the project. The project team revised the working plan, outlining new deadlines for particular action items.

With the revised deadlines in place, Lambton College and Algoma University completed the deliverables outlined in the signed project agreement from ONCAT as four meetings took place as well as course outlines, course syllabi and learning outcomes were reviewed. The draft articulation agreement and joint admissions policy has been created. The next steps are for both institutions to review and approve the content which is currently in progress.

For the second half of the project, the team members will continue to collaborate on the actual delivery methods (i.e. in-class, hybrid, online) for courses that will be offered through Algoma University at Lambton College. In addition, the team will work on the transfer recognition, agreement objectives as well as the actual administration of the project.

In addition, the future goal for this project is to expand the pathway to other Ontario Colleges with a Social Service Worker, Ontario College Diploma program and Child and a Youth Care, Ontario College Advanced Diploma programs that also share similar student mobility barriers once the pathway has been completed.

## Project Purpose and Goals

Both Lambton College and Algoma University focus on providing flexible, seamless pathways for all students. The overall goal of this pathway project is to develop an innovative, collaborative path that allows Lambton College Social Service Worker (SSW) and Child and Youth Care (CYC) graduates to complete the Bachelor of Social Work through Algoma University, on-site in their community at Lambton College. This pathway is a unique learning opportunity for students as it provides students the flexibility to achieve both a degree and diploma at Lambton College.

This proposal idea greatly enhances student mobility, expands transfer opportunities, and creates a seamless pathway that reduces mobility barriers for students in the Sarnia-Lambton area. As both institutions cater to rural and remote students, this proposal continues to meet student expectations as it allows Lambton College graduates to continue to receive key benefits they are accustomed to such as small classes and flexible delivery options, along with satisfying a degree requirement that is highly valued by employers. Offering Algoma's Bachelor of Social Work in Sarnia is very important because it allows SSW and CYC graduates an accessible, cost effective option to enhance their career pathway.

In addition to enhancing mobility and providing access to an in-demand degree in a rural location, both institutions have significant Indigenous student populations within their respective catchments. The Algoma University Bachelor of Social Work curriculum addresses specific needs of this group through courses that focus on Indigenous cultures in Ontario. Indigenous education is equally important to Lambton College because of regional Indigenous communities, and specifically, Indigenous learners.

The main goals of this project include the following:

1. Creation of a new pathway with a high volume of students, but a low volume of available and student-accessible pathways. Algoma University's and Lambton College's commitment to creating a pathway for SSW graduates and CYC graduates from Lambton College into Algoma's Bachelor of Social Work. Bachelor of Social Work courses will be delivered either in-person in Sarnia, Ontario (Lambton College campus), or via interactive videoconference from Algoma University's Sault Ste. Marie campus.
2. To ensure a smooth and seamless diploma to degree transition, both institutions facilitate a joint admissions policy where students accepted into the SSW program at Lambton College receive a conditional offer of admission (Joint Admission) to Algoma University's Bachelor of Social Work program (eligibility and GPA degree requirements will apply).
3. To encourage greater interest and participation from Indigenous learners. As previously stated, the Algoma University Bachelor of Social Work has embedded content in current course curriculum that addresses specific needs of the Indigenous learner.
4. To provide current Lambton College SSW and CYC graduates in the catchment area access to a degree completion model within the local community.
5. To identify other high affinity Lambton College programs to Algoma University Degree options.
6. The future goal of the project is to expand the pathway to other Ontario Colleges with Social Service Worker, Ontario College Diplomas and Child and Youth Care, Ontario College Advanced

Diplomas that also share similar student mobility barriers once the pathway project has been completed.

All parties are committed to running the pathway for as long as the two programs are active at each of the participating institutions.

### ***Project Management***

To ensure that the following pathway project is completed on-time, the project responsibilities have been separated into two different phases with specific timelines for the lead College and University to follow. Please see the following timeline below:

#### **Phase one: April 1, 2017 – March 1, 2018**

***Project Committee Selection (April, 2017)*** – Lambton College and Algoma University will create a project committee and enlist the required contacts at both institutions. The committee will work together to define what the seamless pathway will look like for students.

***Scheduled Meeting Plan (May, 2017)*** – The project committee will determine a scheduled timeline of meetings in order to complete the project tasks. The committee will discuss the number of meetings that need to take place and the types of meetings (i.e. teleconference, in-person, etc.).

***Curriculum Development (October, 2017)*** – Documents such as course outlines, learning outcomes, and syllabus will be submitted to the relevant committees at Algoma University from Lambton College for review and approval.

***Interim Report (November, 2017)*** – The interim report to ONCAT is submitted.

***Program Approval and Marketing Strategy (February, 2018)*** - The pathway developed will be signed and approved. Once signed, a collaborative marketing strategy will be implemented by Lambton College and Algoma University.

***Final Report (March, 2018)*** - Final report to ONCAT will be submitted.

The final report will be comprised of the following components:

- An executive summary;
- A description of the pathway;
- Details of expected implementation date;
- A report on “best practices” and “lessons learned” from this project, in order that future proponents can build on the project experiences;
- A detailed financial statement.

#### **Phase 2:**

***Create Partnerships (March, 2018)*** - Share transfer information with other Colleges with the hopes to build interest in forming new partnership agreements with other Colleges.

***Project Management (Ongoing)*** - The committee intends to meet (in the beginning) by telephone or email. The initial meetings will be used to discuss the project expectations, confirm timelines, and individual responsibilities.

The faculty leads for each committee will review the course outlines, course learning outcomes, and syllabus to determine the appropriate credit transfer.

Once the pathway is completed, Algoma University and Lambton College will identify the minimum GPA and other relevant eligibility standards for students for the established pathway. Based on the curriculum and course outline review, transfer credits that will be granted to students entering the pathway will be determined.

When the agreement is complete, Lambton College will update the ONCAT Course-to-Course database with the relevant information.

## Pathway Development

### ***A) Methodology***

The starting point for this project was to assemble a project team with sufficient knowledge of both the Social Service Worker and the Child and Youth Care programs. Once assembled, the project team had an initial meeting to discuss the importance of delivering Algoma's Bachelor of Social Work on-site at Lambton College. During this meeting, the project team discussed responsibilities for each partner institution, and the responsibilities for each team member.

The course outlines and program maps for Lambton's SSW and CYC programs were provided to Algoma University for review by the respected faculty. Next, the team reviewed the gaps for accuracy and viability. After this review, the Director of Extension Programming and Distributed Learning from Algoma University was employed to assist with the development of a draft articulation agreement based on the gap analysis conducted by Algoma's faculty. Simultaneously, the group discussed creating a joint admissions offer for this pathway project.

These deliverables were expected to be done by December, 2017. The Ontario College faculty work stoppage, however, hindered the progress on the draft articulation agreement and the joint admissions acceptance offer. These key action items for this project were not accomplished on time, and thus the original working plan was adjusted accordingly.

This final design is presented for management approval in mid-March.

Below is the revised working plan – it reflects the changes made to the deadlines because of the Ontario faculty work stoppage that occurred from October to November 2017. As shown, the revised plan does not affect the project's anticipated completion date of March 31, 2018.



**Working Plan – Commencing April 1, 2017**

<b>Date</b>	<b>Item</b>	<b>Work Description</b>	<b>Outcome</b>	<b>Timeline for completion</b>
February 22, 2017	First Project Committee Member Meeting – To assemble the project committees from both Lambton College and Algoma University – the initial meeting.  <b>Teleconference</b>	Initial phone meeting – Algoma University and Lambton College project team met on February 22, 2017, to discuss the potential pathway plan, timelines, and action items for deliverables.	Introductions were made by each participant, and an agreement on the project plan was confirmed. The milestones and timelines were solidified. Also, a brief gap analysis took place and is planned for the next meeting.	February 22, 2017  <b>Completed</b>
April 2017	Curriculum and Gap Analysis	Faculty leads discussed documents such as course outlines and learning outcomes. The course syllabi will be submitted to the relevant committees at Algoma from Lambton (and vice-versa) for review.		December 6 to January 16- <b>Completed</b>
May 10, 2017	Second Project Committee Member Meeting – Updates on project timelines regarding curriculum development.  <b>Teleconference</b>	Algoma University’s lead faculty to review course maps and outlines. The gap analysis should be complete by the end of September. Lambton College team members discussed the capabilities of using mobile technology for courses. The next step is to have a face-to-face meeting at Lambton College.	A summary of the curriculum gap results (in-progress).	May 10, 2017- <b>Completed</b>
August 21, 2017	Third Project Committee Member Meeting – Lambton College Hosts	The Algoma University project team travelled to Lambton College to work on the draft articulation and joint admissions agreement for this project. The next meeting to take place at		August 21, 2017- <b>Completed</b>

		Algoma University in October 2017.		
September 15, 2017	MOU	The draft articulation and join admissions agreement (MOU), with revisions, sent to Lambton College for review.		September 15, 2017  Revised Due Date:  February 1, 2018 - <b>Completed</b>
September 18, 2017	Fourth Meeting – Project Committee Discussion on the Delivery Methods	The course outline analysis for Lambton’s SSW and CYC programs were presented and discussed in order to determine the gaps.	A summary of the College’s gap results and the next steps were discussed and agreed upon by the project members from Algoma and Lambton.	September 18, 2017- <b>Completed</b>
September 22, 2017	DRAFT Interim Report – Internal	Lambton College’s Pathways Research Consultant to develop and circulate the draft Interim report for Lambton College internal project committee members to review.		September 22, 2017- <b>Completed</b>
October 2, 2017	Fifth Project Committee Members Meeting – Meeting (postponed)		Pathway approved	Rescheduled for January 2018
October 1, 2017	DRAFT Interim Report – External	The draft Interim report was circulated to the Algoma project team members for review and edits.		October 1, 2017 - <b>Completed</b>
November 1, 2017	Submit Interim Report	Algoma University to submit Interim report to ONCAT, along with an invoice for the second round of funding.		November 1, 2017  Revised Due Date: January 5, 2017 (Invoice) - <b>Completed</b>

January 1-15 2018	Project Committee Members Joint Admissions Offer Draft	Lambton College project committee members will work on an internal plan to coordinate logistics of the various delivery methods for each course. The joint admissions offer will be complete by February 2018.		Anticipated date – February 28, 2018
January 22, 2018	Final Report Draft – Internal and External	Lambton College’s Pathways Research Consultant to circulate the final report draft to Lambton’s team members and Algoma’s team members for review.		March 1, 2018 - <b>Completed</b>
February 1, 2018	Draft Articulation Agreement/Joint Offer of Admissions Finalized	Algoma University to draft the articulation agreement and joint admissions policy, and send it to Lambton College for review.		March 13, 2018 - <b>Completed</b>
February 26-27, 2018	Project Committee Members Meeting – Algoma University Hosts	Two project team members from Lambton College visited Algoma University to discuss and approve the MOU and Joint Admissions offer.		February 26-27, 2018 - <b>Completed</b>
March 1, 2018	Pathway agreement and signed and approved	Both partner institutions come together at Lambton College to sign pathway agreement ( <i>Press release and media announcements</i> ) approvals – <i>Held at Lambton College</i> ).	Pathway approved	TBD
March 15, 2018	Submit Final Report to ONCAT	The final report will be submitted to ONCAT by Algoma University.		March 15, 2018
April 2018	Project Committee Members	The project team members from Algoma University and Lambton College will develop and implement a collaborative marketing strategy. The Pathways Research Consultant at		May 31, 2018

		Lambton will assist with updating the ONTransfer.ca database with the new agreement details.		
May 2018	Project Committee Members	Both institutions will share transfer credit information with other Colleges in hopes to build an interest in forming new partnership agreements with other College's that offer SSW and CYC.		June 30, 2018

**Note:** The partner college teams have held face-to-face meetings on two occasions, one at Lambton College and another at Algoma University. These face-to-face meetings were deemed best by the group for interaction during the initial stages of the project, including the gap analysis component, the finalization of the articulation agreement, and the joint admissions policy. Additional full or partial team member meetings were conducted by teleconference because it was the most efficient use of people's time to keep the project moving forward.

### ***B) Program Comparison and Analysis***

#### **Gap Analysis Based on Learning Outcomes – SSW – BSW**

<b>Outcomes of prior study (based on Social Service Worker Program Standard)</b>	<b>Bachelor of Social Work degree program outcomes</b>	<b>Analysis of links and/or gaps in knowledge and skills</b>	<b>Remediation of gap</b>
<p><i>Vocational Outcomes (VO)</i></p> <p>1. Develop and maintain professional relationships which adhere to professional, legal, and ethical standards aligned to social service work.</p> <p>2. Identify strengths, resources, and challenges of individuals, families, groups, and</p>	<p><i>Knowledge</i></p> <p>1. Describe multiple theoretical and conceptual bases of social work knowledge and practice, including the social construction of theory and practice that may reflect social injustices by employing a multi-centric approach.</p>	<p>Link to VO4 at introductory level, GAP</p>	<p>Addressed at introductory level in the following college courses: Introduction to Social Welfare (NC), Canadian Social Welfare and Aboriginal Social Policies (SC), and Social Welfare – Policy &amp; Practice (SC). Gap is remediated in SWRK 2106, SWRK 2107, SWRK 2356, SWRK 3206, SWRK 3207,</p>

<p>communities to promote accessible and responsive programs and services.</p> <p>3. Recognize diverse needs and experiences of individuals, groups, families, and communities to promote accessible and responsive programs and services.</p>			<p>SWRK 3406, SWRK 3407, SWRK 3596, SWRK 3806, SWRK 4206.</p>
<p>4. Identify current social policy, relevant legislation, and political, social, and/or economic systems and their impacts on service delivery.</p> <p>5. Advocate for appropriate access to resources to assist individuals, families, groups, and communities.</p>	<p>2. Demonstrate a detailed understanding of structural, Anishinaabe and feminist approaches to social work and social welfare.</p>	<p>Link to VO4 at introductory level, GAP</p>	<p>Addressed at introductory level in the following college courses: Canadian Social Welfare and Aboriginal Social Policies (SC), Introduction to Social Welfare (NC), Social Welfare – Policy &amp; Practice (SC). Gap is remediated in: SWRK 2107, SWRK 3206, SWRK 3207, SWRK 3806, SWRK 4206, SWRK 4004.</p>
<p>6. Develop and maintain positive working relationships with colleagues, supervisors, and community partners.</p> <p>7. Develop strategies and plans that lead to the promotion of self-care, improved job performance, and enhanced work relationships.</p> <p>8. Integrate social group work and group facilitation skills across a wide range of environments, supporting growth</p>	<p><i>Comprehension and Analysis</i></p> <p>3. Understand the current state of knowledge in the humanities and relevant behavioral and social sciences, including human behavior and human development in the social environment; demonstrate an ability to apply critical thinking skills</p>	<p>Link to GE1, EES4, EES5, EES7, EES8</p>	<p>College transfer students will take a minimum 15 credits in general electives in year three and year four at the university level.</p>

<p>and development of individuals, families, and communities.</p> <p>9. Work in communities to advocate for change strategies that promote social and economic justice and challenge patterns of oppression and discrimination.</p>	<p>to the analysis of social structures, social problems, and social policies; and, display intellectual abilities and scholarly attitudes of curiosity, open-mindedness and reasoning and commitment to life long learning</p>		
<p><i>Essential Employability Skills (EES)</i></p> <p>1. Communicate clearly, concisely and correctly in written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p>	<p>4. Understand social work's origins, purposes, and practices.</p> <p>5. Understand the Francophone reality in Quebec and other Francophone realities in Canada and the implications of these realities for social policy and the practice of social work.</p>	<p>Link to VO2, VO3,VO8, at introductory level, GAP</p>	<p>Addressed at introductory level in the following college courses: Canadian Social Welfare and Aboriginal Social Policies (SC), Introduction to Social Welfare (NC), Social Welfare – Policy &amp; Practice (SC), Social Work Practice I (NC), Foundations for Balanced Practice (SC), and Foundations for Social Services Fieldwork &amp; Practice. Gap is remediated in SWRK 2106, SWRK 2107, SWRK 3406, SWRK 3407, SWRK 3206.</p>
<p>3. Execute mathematical operations accurately.</p> <p>4. Apply a systematic approach to solve problems.</p> <p>5. Use a variety of thinking skills to anticipate and solve problems.</p>	<p>6. Understand and support social service development and sustainability in Northern Ontario, including the importance of</p>	<p>GAP</p>	<p>Gap remediated in SWRK 3206, SWRK 3207, SWRK 4206</p>

<p>6. Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>7. Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>8. Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.</p> <p>10. Manage the use of time and other resources to complete projects.</p> <p>11. Take responsibility for one's own actions, decisions, and consequences.</p> <p><i>General Education (GE)</i></p>	<p>collaborative relationships with community service organizations and professionals in rural, remote, and northern environments.</p> <p>7. Understand and utilize research methods in all facets of social work knowledge and practice.</p> <p>8. Apply comprehensive knowledge of the concepts, theories, and principles in the field of social work to systematic inquiry, critical evaluation, and direct generalist social work strengths-based practice within a structural/ Anishinaabe/ rural-remote/ feminist model.</p>	<p>Link to VO1, VO2, VO5, VO6, VO8, VO9 at introductory level, GAP</p>	<p>Addressed at introductory level in the following college courses: Community Organization (NC), Capacity Building for Communities (SC), and college-level Field Placement work. Gap is remediated in SWRK 2107, SWRK 3016, SWRK 4206, SWRK 4206.</p>
		<p>GAP</p>	<p>Gap is remediated in SWRK 2127, SWRK 2016, SWRK 3456.</p>
<p>1. Graduates will have taken 3-5 courses exposing them to at least one discipline outside their main field of study that increases their awareness of the society and culture in which they live and work.</p>	<p>9. Arrive at professional judgements and actions, based on an integration of theory and practice within the context of professional values and the relevant</p>	<p>GAP</p>	<p>Gap is remediated in SWRK 2356, SWRK 4004.</p>
		<p>GAP</p>	<p>Gap is remediated in SWRK 2356, SWRK 3596, SWRK 4004.</p>

	<p>social work Code of Ethics.</p> <p>10. Practice social work, including community development, at the entry-level with diverse populations in and with Northern, rural, remote, Anishinaabe and Franco-Ontarian communities.</p> <p>11. Demonstrate a strong awareness of Anishinaabe history, culture, learning, the process of decolonization, Anishinaabe social programs, social welfare, and kinship support systems.</p> <p>12. Demonstrate an awareness of self in terms of anti-oppressive values, beliefs and experiences as these impact upon social work practice and an ability to employ the principles of positive self-care in personal and professional settings.</p> <p>13. Promote social work practice in the context of grassroots community resiliency by understanding</p>	<p>Link to VO1, VO6, VO8, and VO9.</p> <p>Link to VO3, VO5, VO7, and VO9, GAP.</p> <p>Link to VO7.</p>	<p>This outcome is developed at the advanced level through work in SWRK 4004.</p> <p>Addressed at introductory level in the following college courses: Social Work and First Nations People (NC), and Introduction to Aboriginal Peoples of Canada (SC). Gap is remediated in SWRK 2106, SWRK 3207, SWRK 3406, SWRK 3407.</p> <p>Addressed in the following college courses: Social Service Worker Reflective Practice (NC), Foundations for Social Service Services Fieldwork and Practice (SC), all Field Placement. Gap is remediated at a more</p>
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	people's ability to meet their own needs.		advanced level in SWRK 2356, SWRK 3206, SWRK 3596, CESD 1007, SWRK 4004.
	14. Communicate effectively in written, spoken, and visual formats using current technology both in an academic and a field setting and employ various modes of technology in the practice of social work in northern and remote communities.	GAP	Gap is remediated in SWRK 2356, SWRK 3406, SWRK 3407, SWRK 2016.

***C) Implementation Process and Timeline***

The pathway implementation process and timeline for this project is anticipated in the near future. The partner institutions have worked together to maintain the revised work plan timelines in order to meet the implementation date.

Please see below for the next implementation dates for moving forward with this pathway project:

Action Item	Implementation Date
Pathway Approval	March 2018
Pathway Launch	2019

The communications plan will include the following steps:

1. First, each partner institution will receive a draft copy of the agreement for review. Feedback regarding the agreement will be requested from all schools to ensure that the information is accurate.
2. Next, the agreement, once approved, will be circulated to each partner institution for signatures.

**Note:** When the agreement is complete, Lambton College’s Pathways Research Consultant will coordinate with ONCAT to update the to update the Course-to-Course database with the relevant information

3. After the agreement is signed, an online and written marketing communications plan will be developed.
4. Finally, all partner institutions will update their school’s website to include information on the transfer opportunities available for graduates of the Social Service Worker and Child and Youth Care programs.

## Summary of Pathway Created

The table below provides details about the 2017-02 Lambton College Social Service Worker, Ontario College Diploma and Child and Youth Care, Ontario College Advanced Diploma to Bachelor of Social Work, Algoma University pathway development project:

PATHWAY DETAILS	
Title of Pathway: Use Official Program/Credential Titles	<b>From:</b> Social Service Worker (SSW) Ontario College Diploma and Child and Youth Care (CYC) Ontario College Advanced Diploma  <b>To:</b> Bachelor of Social Work
Pathway Type: <i>Degree Completion, Certificate to Diploma, Diploma to Diploma, Degree to Diploma, etc.</i>	Diploma and Advanced Diploma to Degree (D2D)
List other postsecondary institution/s involved in the creation of the pathway:	Lambton College and Algoma University
Pathway Implementation Date (Senate approval):	Fall 2018 for the pathway with a possible offering of the program on the Lambton College site beginning fall 2019. The articulation includes a joint admissions agreement so that the transition from college to university is as seamless as possible.
Pathway Implementation Date (posting to the ONTransfer.ca website):	TBD
Contact Procedure for Pathway Implementation:	Lambton College’s Pathways Research Consultant and Algoma’s University’s Registrar to coordinate with ONCAT to update the Course-to-Course database with the appropriate pathway details.

<p>Eligibility for the Pathway (student eligibility for the pathway):</p>	<p>Lambton College’s Social Service Worker (SSW) Ontario College Diploma and Child and Youth Care (CYC) Ontario College Advanced Diploma graduates</p>
<p>Applicant must have graduated from the program at the sending institution:</p>	<p>Yes</p>
<p>Minimum program GPA or % required to be eligible for this pathway:</p>	<p>To be eligible for maximum transfer recognition, students must have a minimum 3.00 GPA or ‘B’ average with receipt of the college credential.</p>
<p>Minimum GPA or % required in specific courses</p>	<p>Cumulative GPA of 3.00</p>
<p>Total number of transfer credits / full courses to be granted at receiving institution (please express as a numerical proportion, i.e. 90 of 120)</p>	<p>45 credits of 120 total credits required for the degree</p>
<p>Transfer Credits Granted (please describe pathway clearly and succinctly):</p>	<p><b>Social Service Worker (45 credits):</b></p> <p>HUMA 9100 (12 credits)  HUMA 9200 (9 credits)  SWRK 9100 (9 credits)  SOCI 2406  PSYC 1107  SOCI 2036  PSYC 9201  SOSC 9201</p> <p><b>Child and Youth Worker (45 credits):</b></p> <p>HUMA 9100 (6 credits)  HUMA 9200 (6 credits)  PSYC 1106  PSYC 1107  SOSC 9100 (6 credits)  SOSC 9200 (6 credits)  PSYC 2007  SWRK 9100 (6 credits)  SOCI 2036</p>

	SWRK 3606
Total number of program courses that must be completed at the receiving institution in order to graduate (please express as a numerical proportion, i.e. 90 of 120):	75 credits or 25 semester courses
Anticipated time to complete the credential if enrolled full-time:	The anticipated time to complete the credential if enrolled full-time is 5 terms.
List of eligible institutions and their programs	Lambton College's Social Service Worker (SSW) Ontario College Diploma and Child & Youth Care (CYC) Ontario College Advanced Diploma programs

## Promising Practices and Lessons Learned

### **A) Promising Practices**

The main point of this pathway project is to provide a seamless pathway for students, enhancing their potential career options. Specifically, one practice that was implemented at the start of the pathway development was to have one of the institutions lead on the analysis and documentation, and then reviewed, critiqued, and enhanced by the partner team members. This practice was the most efficient way for moving this project forward.

Throughout the duration of the project, there were several operational practices put into place in order to successfully complete the pathway project on time. Please see below for the main operational practices used to help maintain and increase the productivity of this project:

1. Creating a working plan at the beginning of the project. This working plan outlines the main responsibilities, action items, and timelines for the project.
2. Maintaining regular teleconference meetings to update each partner on the work accomplished. The regular teleconferences increased accountability for both partner institutions to complete their assigned tasks by the proposed deadlines.
3. Having one administration contact for submitting all documents (i.e. interim report, invoices, etc.) to ONCAT.

## ***B) Lessons Learned***

Please see below for the key lessons learned during the implementation of this project:

1. To ensure that there is a defined project plan with confirmed timelines. The project team created a project plan, setting due dates for deliverables to be completed by. Creating the project plan helped both institutions stay on task, although minor deviations did occur.
2. The gap analysis process hindered the project and postponed the set deadline for the gap analysis (and course outline) review. The project team learned that each partner must be willing to give and take on what gap is essential to the success of the students utilizing this pathway. For example, project members from both Lambton and Algoma discussed respecting each institutions curriculum and courses embedded with practical application, specifically at the College level. When this type of dialogue occurs, then a compromise can be achieved regarding what courses can be tweaked or enhanced in order ensure student success.

## Appendix A – Articulation Agreement



### **BLOCK TRANSFER AGREEMENT BETWEEN**

**Algoma University** (hereinafter 'AU')

Sault Ste. Marie, ON

and

**Lambton College** (hereinafter 'LC')

Sarnia, ON

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#### **I.0 General Provisions:**

- I. This articulation agreement sets forth guidelines for the partnership that will exist between AU and LC. This agreement describes the standard transfer credit pathways for two and three-year Ontario College Diploma Programs and Ontario College Advanced Diploma Programs;
- II. The goal of this agreement is to provide maximum opportunity for students to achieve the benefits of combining a college diploma and a university degree;
- III. The fundamental means embodied in this agreement is the recognition of prior learning and a credit transfer system in the province of Ontario that optimizes pathways and minimizes unnecessary duplication of students' learning and barriers to student mobility;
- IV. The agreement shall be continuous from year to year; however, either party may terminate the agreement if notice in writing is given at least three months prior to the date on which the termination becomes effective. Students enrolled at the time of notice of termination will be given the opportunity to complete their degree studies within three years based on the terms of the agreement when they commenced their studies;
- V. The AU-Registrar and the LC-VP, will actively monitor the success of students participating in this agreement, provide feedback and maintain the agreement.

#### **1.1 Block Transfer Credit Agreement Specifications:**

- i. LC diploma program graduates must meet AU admission requirements defined as the successful completion of a three-year diploma program with a minimum overall average of B (3.00 GPA) to be eligible for transfer credit recognition. The following LC diploma programs will be considered as part of the block transfer credit framework:

- Social Service Worker Program
- Child and Youth Care Program

(Appendix A summarizes credit recognition based on the transfer agreement between AU and LC.)

- ii. Successful applicants from the Social Service Worker (2-year) diploma program with a minimum overall average of 3.00 GPA (B) or greater will receive recognition as follows:
  - 45 transfer credits towards the four-year Bachelor of Social Work degree program.
- iii. LC diploma graduates from the aforementioned program with a 2.50 – 2.99 GPA (C+) will receive transfer recognition for a maximum of 15 credits towards the four-year Bachelor of Social Work program; students with a 2.49 GPA or less (C-/C) grade will be eligible for admission, but will not receive transfer credit.
- iv. Successful applicants from the Child and Youth Care (3-year) advanced diploma program with a minimum overall average of 3.00 GPA (B) or greater will receive recognition as follows:
  - 45 transfer credits towards the four-year Bachelor of Social Work degree program.
- v. LC diploma graduates from the aforementioned program with a 2.50 – 2.99 GPA (C+) will receive transfer recognition for a maximum of 30 credits towards the four-year Bachelor of Social Work program; students with a 2.49 GPA or less (C-/C) grade will be eligible for admission, but will not receive transfer credit.
- vi. In the case of course code changes, AU and LC agree to update the agreement accordingly.
- vii. Each LC graduate admitted to AU via this agreement will receive an individualized diploma to degree completion chart outlining the number of transfer credits received and the courses required for completion of the designated degree program.

### **Signing Authority**

The parties have each assigned an individual to be responsible for the implementation, monitoring and evaluation of the Diploma-to-Degree Transfer Agreement:

For Algoma University (AU):

Asima Vezina  
President and Vice Chancellor  
1520 Queen Street East  
Sault Ste. Marie, ON P6A 2G4  
Canada

For Lambton College (LC):

Donna Church  
Vice President, Academic  
1457 London Road  
Sarnia, ON N7S 6K4

**Article VII**

IN WITNESS WHEREOF we have executed this Transfer Agreement by our duly authorized officers,

Signature of authorized representatives of AU and LC:

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Asima Vezina, President and Vice Chancellor

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Date

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Donna Church, Vice President, Academic

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**Appendix A**  
**Lambton College-Algoma University**  
**Diploma-to-Degree Transfer Agreement**

A minimum final GPA of 3.00 (B) is required for maximum credit transfer recognition. Students who complete the **Social Service Worker 2-year Program** at LC will receive course recognition as follows:

Social Service Worker (LC)	Bachelor of Social Work (AU)
Course Recognition	Course Completion
HUMA 9100 (12 credits) HUMA 9200 (9 credits) SWRK 9100 (9 credits) SOC 2406 PSYC 1107 SOC 2036 PSYC 9201 SOSC 9201	SWRK 1006/1007 SOCI 1016 SOCI 1017 or ANIS 1006 SWRK 2106/2107 SWRK 2356 SWRK 2127 SWRK 2406 SWRK 3206/3207 SWRK 3456 SWRK 3596 SWRK 3406/3407 SWRK 3806 SWRK 4206/4207 SWRK 4004 (12 credits) 9 elective credits
<b>45 credits</b>	<b>75 credits</b>

A minimum final GPA of 3.00 (B) is required for maximum credit transfer recognition. Students who complete the **Child and Youth Care 3-year Program** at LC will receive course recognition as follows:

Child and Youth Care (LC)	Bachelor of Social Work (AU)
Course Recognition	Course Completion
HUMA 9100 (6 credits) HUMA 9200 (6 credits) PSYC 1106 PSYC 1107 SOSC 9100 (6 credits) SOSC 9200 (6 credits) PSYC 2007	SWRK 1006/1007 SOCI 1016 SOCI 1017 or ANIS 1006 SWRK 2106/2107 SWRK 2356 SWRK 2127 SWRK 2406

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SWRK 9100 (6 credits) SOCI 2036 SWRK 3606	SWRK 3206/3207 SWRK 3456 SWRK 3596 SWRK 3406/3407 SWRK 3806 SWRK 4206/4207 SWRK 4004 (12 credits) 9 elective credits
<b>45 credits</b>	<b>75 credits</b>

**\*All courses have a weight of three (3) credits unless otherwise noted.**

## Appendix B – Joint Admissions Offer of Acceptance Letter

**Memorandum of Understanding**  
**JOINT ADMISSIONS**  
Between  
**Algoma University (AU)**  
And  
**Lambton College (LC)**

Algoma University and Lambton College agree to implement a Joint Admissions program that will facilitate the admission of qualified students enrolled at Lambton College who complete a diploma programs at Lambton College to Algoma University's degree programs. The agreement also seeks to reduce the time, costs and barriers of higher education by encouraging students to continue their education after they complete their respective diploma program by improved and collaborative academic advising, and by completion of joint admissions contracts. The program is designed to facilitate the transfer of students earning a college diploma from Lambton College – once application is made, they may opt to pursue an offer from Algoma University via the Joint Admissions Program.

### General Provisions:

- I. This agreement sets forth guidelines for the joint admissions partnership that will exist between AU and LC. This agreement describes dual offer of Admissions, as well as, the seamless transfer for students who complete a two or three-year Ontario College Diploma Program or an Ontario College Advanced Diploma Program at Lambton College;
- II. The goal of this agreement is to provide maximum opportunity for students to achieve the benefits of combining a college diploma and a university degree;
- III. The fundamental means embodied in this agreement is the recognition of prior learning and a credit transfer system in the province of Ontario that optimizes pathways and minimizes unnecessary duplication of students' learning and barriers to student mobility as well as the seamless admissions process for qualified candidates;
- IV. This agreement shall become effective beginning with the fall semester 2016 and will remain in effect continuous from year to year; however, either party may terminate the agreement if notice in writing is given at least six months prior to the date on which the termination becomes effective.
- V. The AU-Registrar and the LC-Registrar, will actively monitor the success of students participating in this agreement, provide feedback and maintain the agreement.

Joint admission to community college and university allows students to begin their post-secondary studies in college and a seamless transition to universities to complete their bachelor's degree. The agreement seeks to develop the following:

1. Encourage academic preparation by allowing students to choose courses at the college level that will assist them to better focus on a program of study at university.

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2. Promote better communication regarding transfer procedures, including the positive experiences of transfer – statistics show that transfer students perform just as well as direct entry students over four years of study.
3. Increase support for community college advisors to help them to attend to students at each stage of the transfer process.
4. Ensure community college applicants receive priority in the admissions process.
5. Sets transfer targets for students from community colleges. This sends the message that transfer is possible and probable for most transferring community college students and creates a 'transfer- culture'.
6. Promoting effective transfer, the culture requires both community colleges and universities to increase the success of transferring students.
7. Block transfers would clearly articulate college course recognition allowing for advanced placement at Algoma University simplifying the transfer credit decisions allowing for a friendlier transfer culture.

### Benefits:

- Eligible candidates are conditionally accepted to Algoma University and given priority admissions.
- Students admitted to Lambton College will have a structured plan to help facilitate their transition from diploma to degree depending on their program of study through a defined pathway.
- Students will receive accurate information on diploma/degree completion.
- Students will enjoy the benefits of advising from an AU/SC academic advisor during their studies at Lambton College in an effort to prepare them for their respective degree program at Algoma University.

### Process:

Qualified applicants will receive a joint offer of admission from both LC and AU. Students may complete the AU Joint Admissions Application (JAA) to participate in the agreement. Students are encouraged to indicate interest as soon as possible to ensure eligibility and a smooth transition. Upon admission to Lambton College and upon receipt of the JAA, a conditional letter of acceptance from Algoma University will be issued. Throughout the process, students are encouraged to work with their academic advisor at the community college, review the AU academic calendar, contact the admission office at Algoma University with questions, and attend program specific admissions sessions hosted at the respective college by an Algoma University representative.

Once the student has decided to accept the conditional offer of admissions, Algoma University will provide them with a detailed summary of required courses to complete the degree program based on length of the college program and GPA awarded at the college level. During their last semester of study at the college, students must request that an official copy of their academic transcript be mailed to Algoma University for final assessment. Once it has been determined that they have satisfied the admission requirements for their intended program of study, an official acceptance letter will be issued. In order to secure a spot for the desired term of entry and program, students will be required to accept the terms of the final offer letter from Algoma University with requisite tuition deposit.

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### Algoma University will:

- Provide updated transfer agreements both within our transfer credit framework and any exceptional agreements in collaboration with Lambton College;
- Guarantee admission for Lambton College students who:
  1. Complete and submit a Joint Admissions Contract to the Admissions Office at LC and indicate on the Joint Admissions Contract to permit the exchange of student information between AU and LC;
  2. The Joint Admissions Contract should be completed and submitted in the first 30 days of classes at LC;
- Provide reasonable access to academic advisors, who can develop and provide degree plans for prospective students;
- Advise students the elective course selection to complete the degree at a community college;
- Waive the existing requirements of a completed Transfer Application and the Transfer Application fee for students seeking joint admission under this agreement; and
- Develop incentives for students to participate in the Joint Admissions Agreement between AU and LC (i.e. use of learning resources, access to sporting events at AU student rates, library etc.)

### Lambton College will:

- Collaborate with AU to promote the Joint Admissions agreement;
- Assist students interested in participating in the Joint Admissions Agreement in completing and submitting the Joint Admissions Contract during their first 30 days of courses; and
- Provide a copy of the community college application and all transcripts of each student seeking joint admission to AU in accordance to the guidelines and the Joint Admissions Agreement. LC will not charge additional fees to students to facilitate this exchange of information.

**Both parties** agree to work collaboratively to create professional development opportunities for recruitment/liaison staff, academic advising staff to enhance student retention, communication and improve the effectiveness of the AU – LC student transition.

This agreement provides joint admission to the Bachelor of Social Work program. Depending on the program of study, students may be required to complete specific course requirements or conditions may apply.

## ONCAT Project 2017-02

### Signing Authority

The parties have each assigned an individual to be responsible for the implementation, monitoring and evaluation of the Memorandum of Understanding – Joint Admissions:

For Algoma University (AU):

Asima Vezina,  
President and Vice Chancellor  
1520 Queen Street East  
Sault Ste. Marie, ON P6A 2G4  
Canada

For Lambton College (LC):

Donna Church  
Vice President, Academic  
1457 London Road  
Sarnia, ON N7S 6K4

### Article VII

IN WITNESS WHEREOF we have executed this Memorandum of Agreement by our duly authorized officers,

Signature of authorized representatives of AU and LC:

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Asima Vezina, President and Vice-Chancellor, AU

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Date

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Donna Church, Vice President, LC

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Date

## **Appendix A** **Scholarships**

Algoma University Pathway Scholarships are available to students applying for a degree completion program under an articulation agreement, after earning a 2 or 3-year diploma from an Ontario community college.

Only those students who are enrolled in 24 credits or more over two consecutive fall/winter terms are eligible. Awards are decided using the overall average obtained by the candidate on completion of the college diploma. Awards are non-renewable.

- Algoma University Pathway Scholarship – renewable (level 1)  
An entrance award of \$2000 to all candidates presenting an average of 3.70 – 4.00
- Algoma University Pathway Scholarship – renewable (level 1)  
An entrance award of \$1500 to all candidates presenting an average of 3.30 – 3.69
- Algoma University Pathway Scholarship – non-renewable  
An entrance award of \$1000 to all candidates presenting an average of 3.00 – 3.29

## ONCAT Project 2017-02

## Appendix C – Key Milestones

The following table outlines the key milestones for the project:

<b>Id.</b>	<b>Title</b>	<b>Planned completion date</b>	<b>Current forecast completion date</b>	<b>Actual completion date</b>
1	First Project Meeting	22-02-17		22-02-17
2	Course Syllabi Review	15-03-17		06-05-17
3	Second Project Meeting	10-05-17		10-05-17
4	Third Project Meeting (Lambton to Host)	21-08-17		21-08-17
5	Created Draft Agreement	12-12-16	12-12-16	01-02-18
6	Fourth Project Meeting (Algoma to Host)	18-09-17	18-09-17	18-09-17
7	Interim Report to ONCAT	30-01-17	30-01-17	05-01-18
8	Fifth Project Meeting (Algoma Hosts)	02-10-17	01-18-18	27-02-18
9	Pathway Developed, Signed and Approved		01-03-18	TBD
10	Final Report Draft for Review	01-02-18	01-02-18	01-03-18
11	Final Report to ONCAT	15-03-18	15-03-18	15-03-18



## Appendix D – Risk Management

The following table below outlines the risks that were involved in the pathway project development:

Id.	Risk	Mitigation plan (what is being done to prevent the risk)	Contingency plan (what will be done if the risk occurs)	Likelihood of occurring	Potential impact (dollar / schedule / quality etc.)
1	Summer holidays – faculty members were off and not able to complete work on-time		More than one individual involved where possible to maintain continuity	Low	Had a <b>minor</b> impact the schedule
2	Ontario College Faculty Strike – province and system wide		Management project team members to continue to work on the deliverables		Had a <b>minor</b> impact on the schedule