

ONCAT PROJECT 2016-29  
College-to-College Pathway Partnership  
FINAL REPORT  
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**Seneca**

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## PROJECT OVERVIEW

### Description

Seneca College and Cambrian College will formalize an ongoing academic relationship for the purpose of facilitating student movement, regularly examining programmatic collaborative opportunities. The partnership would increase diploma-to-degree and diploma-to-diploma student movement with clearly articulated pathways, both program-to-program and course-to-course; and by utilizing innovative teaching delivery methods.

### Project Goals

The goal of this project is to establish an ongoing, permanent academic relationship between Seneca College of Applied Arts and Technology in Toronto and Cambrian College of Applied Arts and Technology in Sudbury for the purposes of facilitating student movement between the two institutions. In place of occasional, ad hoc, individual transfer agreements, a formalized academic partnership structure would be established with the purpose of assessing institutional strengths in respective academic programming to determine a strategic approach to transfer agreements. It is expected an ongoing committee of senior academic leaders would be scheduled regularly to identify academic programming for the development of transfer arrangements, to encourage the development of alternative methods of delivery, and to support the coordination of academic infrastructure which will simplify the exchange of necessary student information. The emphasis would be on facilitating student movement through various methods within the parameters of government or programmatic regulations and suited to the particular discipline.

## ACHIEVEMENTS

### Academic Partnership:

#### *Project Goal:*

*The intention of this college-to-college pathway partnership is to develop curriculum and a concomitant delivery structure to facilitate the student acquisition of credentials while minimizing their costs; and, to build on the respective institutional academic strengths while reducing expenses.*

In August 2016 the Presidents of Seneca College and Cambrian College signed a Memorandum of Understanding. The intended purpose is to establish an ongoing structure to oversee simultaneous curriculum development to enhance student movement between the two colleges; and to identify other areas for mutual collaboration on services and/or resources.

#### Key aspects of the MOU:

The Partner Institutions are committed to the creation of Seneca-Cambrian Partnership as described below:

1. Without altering rights and obligations, the Partnership involves a commitment to collaboration and joint effort in the creation of enhanced opportunities for credit transfer, as well as the delivery of existing joint partnership activities, and the development of new

joint partnership initiatives when judged opportune and equally beneficial to both Partner Institutions.

2. The Partnership will be guided by the following goals and principles (the “Framework”)
  - a. A key goal is to maintain leadership in post-secondary education by increasing opportunities and accessibility to transfer pathways and jointly developed programs of study for students at the Partner Institutions;
  - b. The Partner Institutions wish to consider ways to enhance student access to educational opportunities that build upon the strengths of both institutions, combining theoretical knowledge, critical thinking skills and experiential learning;
  - c. The Partner Institutions will continue seeking opportunities to collaborate on improving transfer credit (diploma to degree, diploma to diploma) and other initiatives aimed at making pathways more seamless;
  - d. The Partner Institutions also wish to consider joint initiatives that would involve the use of information and communication technology (ICT) to facilitate transfer operations and teaching and learning , when judged relevant and appropriate
  
3. The Vice-President Academic at Seneca College and the Vice-President Innovation, Pathways and International at Cambrian College will form and lead a Joint Steering Committee that will provide the strategic leadership required for the creation of an innovative and sustainable Seneca-Cambrian Partnership. The Joint Steering Committee may create other working committees as needed and appropriate to develop or consider specific joint initiatives. The composition and terms of reference of the Joint Steering Committee will be as follows:
  - a. The Joint Steering Committee will be composed of a minimum of three representatives from each of the Partner Institutions, including a representative of the Vice-President Academic of each Institution, along with the appropriate staff lead(s) with administrative responsibility for the Partnership.
  - b. The Joint Steering Committee will meet a minimum of three (3) times per academic year and be rotationally chaired by the representative of the Vice-Presidents of each Institution. Additional meetings of the Committee may also be called as required. A quorum for meetings will require a minimum of two members or delegates from each Partner Institution.
  - c. The terms of reference of the Joint Steering Committee will be as follows:
    - i. To implement the terms of this Memorandum of Understanding (MOU);
    - ii. To approve policy and program directions of this partnership;
    - iii. To approve and promote the seeking of external funds to support agreed-upon initiatives;
    - iv. To approve any financial arrangements that may pertain to initiatives under this MOU, subject to the terms of Sections 6 and 7;
    - v. To report to the Partner Institutions on the implementation of the terms of this MOU;

- vi. To provide strategic direction towards the development of a three year plan for the Seneca-Cambrian Partnership; and
- vii. To review and provide ongoing direction/input on status updates pertaining to the three year plan for the Seneca-Cambrian Partnership.

Subsequent to the completion of the MOU the Steering Committee determined that monthly meetings of a representative from each of the respective institutions would assist to ensure the tasks are ongoing and to identify matters for the larger group consideration. In the immediate the two representatives are the Associate Vice President Academic Partnerships from Seneca; and the Manager Strategic Initiatives from Cambrian.

## **Degree opportunities**

### *Project Goal:*

*One major goal is to provide Cambrian students access to Seneca's degree programs, with the maximum amount of transfer credit, and the opportunity to complete some components, where applicable, without leaving Sudbury. An ongoing, structured academic partnership would ensure concurrent coordinated future program development in diplomas and degrees respectively.*

As an initial foray into expanding degree pathways it was determined the two colleges would map the diploma computer studies program offered at Cambrian against the two related degrees offered at Seneca College, Bachelor of Software Development and Bachelor of Applied Technology- Informatics and Security. Appendix A provides a breakdown by course of the credits a Cambrian computer studies graduate would earn towards the two degrees. The next step will be to determine what courses can be delivered long-distance.

The partnership also identified the next programs for degree development:

- Early Childhood Education into Bachelor of Child Development
- Business Management into Bachelor of Commerce degrees

Diplomas to Advanced diplomas identified as the next phase.

As a component of the partnership development Seneca College's Degree and Credit Transfer Office (DCTO) will be establishing a permanent section on their website specific to Cambrian students. Simultaneously there will be a link from Cambrian college's website directly to the DCTO site. All new pathways will populate this section for students' reference and it will become the permanent resource for information on student movement. Still in draft form, a mock-up version is attached in Appendix B.

The operation of a degree transfer office has been determined as one of the areas where mutual support and learning opportunities exist. Cambrian has a longer history using a student information system which accommodates course-for-course transfer. Seneca has a well established pathway development office and a mature website. Representatives from the respective departments will be working together to enhance each college's resources in this area.

## Pathway development

### *Project Goal:*

*Preliminary discussions have identified Cambrian's Physical Fitness and Leisure Diploma program into Seneca's Therapeutic Recreation Degree as the first pathway for development. The mapping would also identify course development and experimentation in course delivery which would serve as a model for future arrangements.*

Cambrian's Physical Fitness and Leisure Diploma program was selected as the first program to begin discussion on a diploma to degree pathway because evidence from the Graduate Survey indicates the largest number of graduates pursue further educational opportunities. Seneca's Bachelor of Therapeutic Recreation was identified as a program of significant affinity and therefore, a natural fit for these graduates. The opportunity also seemed timely as the Therapeutic Recreation program was undergoing a program review. The latter turned out to be problematic rather than an advantage and prolonged the discussion process.

Nevertheless, representatives of both programs managed to formulate a map of transfer credit recognition maximizing the learning and putting the Cambrian graduates onto a path of degree completion. In the table below, Cambrian graduates will receive advanced standing based completion of the program with a minimum grade point average equivalent to 65%. Upon completion of a three course, one semester bridge the qualified advanced diploma graduates will go directly into the equivalent of year three of the degree program.

### **Seneca Honours Bachelor Therapeutic Recreation Degree mapped to Cambrian Physical Fitness Management Advanced Diploma**

Term	Courses					
1	<b>TRC 101</b> The Role of TR in Wellness and Health Promotion	<b>HSC 103</b> Anatomy and Physiology for TR	<b>REC 105</b> Recreation and Leisure Studies	<b>LSO XXX</b> Liberal Studies Option	<b>ENG 106</b> Writing Strategies	
2	<b>TRC 201</b> Assessment and Program Planning for Therapeutic Recreation	<b>TRC 302</b> Adaptive Recreation and Leisure Activities in TR	<b>TRC 203</b> Leisure Education	<b>HSC 205</b> Clinical Biomechanics and Kinesiology	<b>LSO 260</b> Principles of Psychology	
3	<b>PHY 301</b> Exercise Physiology	<b>SWO 202</b> Lifespan Development	<b>LLS 304</b> Leadership and Life Skills	<b>HCM 305</b> Principles of Health Conditions and Management I	<b>LSP 320</b> Interpersonal Communications	
4	<b>TRC 803</b> Business Management for Therapeutic Recreation Services	<b>TRC 402</b> Assessment and Therapeutic Intervention I	<b>HCM 405</b> Principles of Health Conditions and Management II	<b>TRC 103</b> Professional Ethics for TR Practitioners	<b>LSO 403</b> Group Dynamics	<b>FTR 407</b> Preparing for Fieldwork and Co-op

5	<b>SCO 501</b> Cognitive and Developmental Disorders	<b>TRC 502</b> Assessment and Therapeutic Interventions II	<b>SWO 504</b> Understanding Addiction	<b>FTR 507</b> Consolidation Seminar/Fieldwork	<b>LSO 120</b> Introduction to Sociology	
6	LSL 404 Abnormal Psychology	<b>PRO XXX</b> Professional Option	PRO XXX Professional Option	FTR 607 Consolidation Seminar/Fieldwork	<b>STA 863</b> Statistics for Applied Research	
7	<b>SWO 400</b> Theories of Counselling	<b>HUM 709</b> Analysis of Canadian Health and Social Programs	<b>RSC 875</b> Research Methods	FTR 707 Consolidation Seminar/Fieldwork	LSO XXX Liberal Studies Option	CPP 600 Co-op Professional Practice
<b>FALL Semester</b>	<b>CWT 650 CO-OP WORK TERM</b>					
8	<b>RSC 885</b> Research Project	<b>PRO XXX</b> Professional Option	PRO XXX Professional Option	FTR 807 Consolidation Seminar/Fieldwork	LSO XXX Liberal Studies Option	CPP 700 Co-op Integration and Career Planning

Final approval of the consent renewal and the addition of a new pathway by the Post-Secondary Quality Assessment Board (PEQAB) will enable a launching of this venture in January 2018.

In the process of negotiating this pathway Cambrian and Seneca investigated the capabilities of their respective institutions to offer synchronous classroom teaching. Cambrian has a well established infrastructure utilized with other Northern Colleges in the delivery of post-secondary education. Seneca has limited resources in this area but are able to incorporate needed resources into current, new construction at their Newnham and King Campus locations.

The institutions are now in a position to experiment with existing resources and technology to connect the institutions and the students. Success and future investments will enable Cambrian students to remain at home longer while completing a portion of the Seneca program. In this case, the forthcoming bridge will be delivered in this manner and provide an example for further pathway development as well as possible co-delivery programming in the future.

Teaching and Learning experience for this kind of delivery lies with Cambrian College. Over the last decade Cambrian has developed expertise in synchronous program delivery at a distance to provide post-secondary education to students in satellite campus catchment areas and through partnership delivery with other northern Colleges. This includes curriculum design expertise, experience with developing pedagogical best practices as well as significant experience and expertise with a range of technology that has been available over the years. Currently Cambrian is a key player in the Northern Colleges Collaborative Project which provides increased access to students across Northern Ontario through collaborative, synchronous, web-based delivery. Seneca has been less involved in this type of delivery and this partnership provides another opportunity for the institutions to share expertise and experience while providing new opportunities to students in the north.

## LESSONS LEARNED

A couple challenges experienced in this ongoing project are reflective of numerous related activities. The first is to maintain momentum after a flurry of activity and within the context of competing demands. This reality is compounded by distance and the geographic separation of the two institutions. Recognizing this challenge, the steering committee followed a practice in another partnership and decided to have monthly meetings with select people to ensure activities remain on track.

The second challenge is change of personnel in key positions related to the partnership. Both colleges experienced changes contributing to the maintenance of momentum and the progression of project deliverables. The structure as outlined establishes a system for continuation in spite of these inevitable changes; and detailed documentation helps to manage the learning curve for new people as they enter into the partnership.

The implementation of this project highlighted the enthusiasm for this form of collaboration. The discussions showed how keen everyone was to experiment on this sort of arrangement. The strong spirit of collaboration spawned other ideas, including relationships with other organizations. With the idea of learning from each other, the concept of this collaboration infiltrates through the organization and the people such that it becomes second nature and another component of regular business.

In this manner, we can anticipate fewer hurdles in the future and the dawn of a new era in college education.

## Appendix A: Cambrian pathway into Seneca Degree

Semester 1		TC Granted	Based on Cambrian	Courses Remaining
<a href="#">BAB140</a>	Introduction to Financial Accounting			X
<a href="#">BTC140</a>	Critical Thinking and Writing	X	ENG1003,1754	
<a href="#">BTO120</a>	Operating Systems for Programmers - UNIX	X	CET2331	
<a href="#">BTP100</a>	Programming Fundamentals Using C			X
<a href="#">BTP105</a>	Computer Principles for Programmers	X	CET2321	
<b>TOTAL LEFT TO COMPLETE:</b>				<b>2</b>
<b>Semester 2</b>				
<a href="#">BTC240</a>	Interpersonal Communications in Organizations	X	PSY2700	
<a href="#">BTD210</a>	Database Design Principles	X	STY1211	
<a href="#">BTI225</a>	Web Programming Principles			X
<a href="#">BTP200</a>	The Object-Oriented Paradigm Using C++			X
plus: <a href="#">Liberal Studies</a> Course		X	General Education	
<b>TOTAL LEFT TO COMPLETE:</b>				<b>2</b>
<b>Semester 3</b>				
<a href="#">BTC340</a>	Business Presentations			X
<a href="#">BTD310</a>	SQL Database Design Using Oracle			X
<a href="#">BTI325</a>	Web Programming Tools and Framework			X
<a href="#">BTP305</a>	Object-Oriented Software Development Using C++			X
<a href="#">BTS330</a>	Business Requirements Analysis Using OO Models			X
plus: <a href="#">Liberal Studies</a> Course		X	General Education	
<b>TOTAL LEFT TO COMPLETE:</b>				<b>5</b>
<b>Semester 4</b>				
<a href="#">BTC440</a>	Business and Technical Writing			X
<a href="#">BTI425</a>	Web Programming for Apps and Services			X
<a href="#">BTN415</a>	Data Communications Programming	X	CET2340,2345,3520	
<a href="#">BTP400</a>	Object-Oriented Software			X

	Development II - Java			
<a href="#">BTS430</a>	Systems Analysis and Design Using UML			X
<b>TOTAL LEFT TO COMPLETE:</b>				<b>4</b>
<b>Internship</b>				
<a href="#">BTR490</a>	Investigative Research Internship			X
<b>TOTAL LEFT TO COMPLETE:</b>				<b>1</b>
<b>Semester 5</b>				
<a href="#">BTB520</a>	Canadian Business Environment	X	BUS1045	
<a href="#">BTH545</a>	Principles of GUI Design and Programming			X
<a href="#">BTP500</a>	Data Structures and Algorithms			X
<a href="#">BTS530</a>	Major Project - Planning and Design			X
plus: Professional Option Course		X	Sem 4,5,6 course	
<b>TOTAL LEFT TO COMPLETE:</b>				<b>3</b>
<b>Semester 6</b>				
<a href="#">BTE620</a>	Law, Ethics and Social Responsibility	X	SSC1006 +	
<a href="#">BTH645</a>	Multimedia Elements for User Interfaces			X
<a href="#">BTP600</a>	Data Patterns in UML			X
<a href="#">BTS630</a>	Major Project - Implementation			X
<a href="#">CPP600</a>	Co-op Professional Practice			X
plus: Professional Option Course		X	Sem 4,5,6 course	
<b>TOTAL LEFT TO COMPLETE:</b>				<b>4</b>
<b>Co-op Work Term 1</b>				
<a href="#">BTW699</a>	Co-op Work Term			X
<b>TOTAL LEFT TO COMPLETE:</b>				<b>1</b>
<b>Semester 7</b>				
<a href="#">BAB235</a>	Introduction to Marketing			X
<a href="#">BTH745</a>	Human-Computer Interaction			X
<a href="#">BTN710</a>	Information Security	X	CET1000,3615	
<a href="#">BTS730</a>	Project Management Methodologies	X	CET2415	
<a href="#">CPP700</a>	Co-op Integration and Career Planning			X
plus: Professional Option Course		X	Sem 4,5,6 course	

<b>TOTAL LEFT TO COMPLETE:</b>			<b>3</b>
<b>Co-op Work Term 2</b>			
<a href="#">BTW799</a>	Co-op Work Term		X
<b>TOTAL LEFT TO COMPLETE:</b>			<b>1</b>
<b>Semester 8</b>			
<a href="#">BTR820</a>	Research Methodologies and Project		X
<a href="#">BTS830</a>	Technology Planning and Acquisition		X
	plus: Professional Option Course	X	Sem 4,5,6 course
	plus: Professional Option Course	X	Sem 4,5,6 course
	plus: <a href="#">Liberal Studies</a> Course		X
<b>TOTAL LEFT TO COMPLETE:</b>			<b>3</b>
<b>Professional Options</b>			
<a href="#">DPS903</a>	Enterprise Development with Java and EJB		
<a href="#">DPS904</a>	Java Database Connectivity		
<a href="#">DPS907</a>	Web Services		
<a href="#">DPS908</a>	Operating Systems for Programmers - iSeries		
<a href="#">DPS909</a>	Topics in Open Source Development		
<a href="#">DPS911</a>	Open Source Project		
<a href="#">DPS912</a>	Topics in UNIX Systems Programming		
<a href="#">DPS915</a>	Introduction to Parallel Programming		
<a href="#">DPS916</a>	Visual Basic		
<a href="#">DPS918</a>	UNIX Bash Shell Scripting		
<a href="#">DPS921</a>	Parallel Algorithms and Programming Techniques		
<a href="#">DPS923</a>	Mobile App Development - IOS		
<a href="#">DPS924</a>	Mobile App Development - Android		
<a href="#">DPS931</a>	Game Engine Foundations		
<a href="#">DPS932</a>	Game Engine Techniques		
<a href="#">DPS936</a>	Game Content Creation		
<a href="#">DPS937</a>	Game Development Fundamentals		
<a href="#">DPS943</a>	Web Programming Using PHP		
<a href="#">DPS944</a>	Web Programming Using ASP.NET		



# Appendix B: Draft version of revised Seneca DCTO website to support partnership with Cambrian.

Front page.

**Seneca** | **30 YEARS** | Programs | Students | Apply Now | Campuses | About Seneca

Degree Transfer 📧 🌐 📱 📺 📷

- Applying for Transfer Credit
- Degree Transfer Guide
- For Students
- For Education Partners
- For Alumni
- Events
- Centre for Research in Student Mobility
- Success Beyond
- Contact Us

**Transferring to a Degree?**  
Book a Degree Transfer advising appointment.

**30** Degree and Credit Transfer Office

The Degree and Credit Transfer Office provides a number of services to help students to continue their education at Seneca or other institutions, including research and application assistance, information sessions, advisement appointments and on-campus events.

**Cambrian to Seneca Degree Pathways**

**CAMBRIAN COLLEGE**  
Sudbury · Ontario

**My Transfer Journey**

Check out our student-bloggers' posts about their transfer experience at the College.

**Gillian Sumi**  
General Arts and Science  
Graduate  
Newnham Campus

**Justin Robertson**

Follow us on Twitter

**SenecaTransfer** @SenecaTransfer  
For everything else you need to know about @UWindsor we invite you to read this week's #FeatureFriday at bit.ly/2ledkjzt

**SenecaTransfer** @SenecaTransfer  
We have SO MANY great diploma-to-degree #SenecaPathways with @UWindsor. Check them out at

One level into site under “For Students” tab from front page:

The screenshot shows the Seneca College website's 'For Students' page. At the top left is the Seneca logo with the tagline 'Because it matters.' and a '30 YEARS' anniversary logo. A navigation menu includes 'Programs', 'Students', 'Apply Now', 'Campuses', and 'About Seneca'. Below the navigation is a breadcrumb trail: 'Degree Transfer / For Students'. A vertical sidebar on the left contains red buttons for 'Pathways to Seneca', 'Seneca Diploma to Degree', 'Transferring From Seneca', 'Masters & Graduate Studies Information', 'Events', and 'Contact Us'. To the right of the sidebar is a social media sharing bar with icons for YouTube, Email, Facebook, Twitter, Google+, and a plus sign. Below the sidebar is a 'Follow us on Twitter' section with three tweets from @SenecaTransfer. The main content area is titled 'Pathways to Seneca' and contains two paragraphs of text. The first paragraph explains that the page is for college or university students interested in transferring to Seneca, mentioning transfer credit and the 'Transfer Credit Request' application form. The second paragraph states that if a program is not listed, students can still apply as transfer students. Below the text is a list of transfer pathways, each with a dropdown arrow: 'Accelerated Transfer Pathways', 'Upper Level Entry', 'York University to Seneca College Transfer Options', 'Cambrian to Seneca Degree Transfer Pathways' (circled in red), 'ONCAT Business Programs - College to Seneca College Transfer', and 'International Agreements'.

Seneca  
Because it matters.

30 YEARS

Programs Students Apply Now Campuses About Seneca

Degree Transfer / For Students

Pathways to Seneca  
Seneca Diploma to Degree  
Transferring From Seneca  
Masters & Graduate Studies Information  
Events  
Contact Us

Follow us on Twitter

SenecaTransfer @SenecaTransfer  
For everything else you need to know about @UWindsor we invite you to read this week's #FeatureFriday at bit.ly/2ledkjzt 2h

SenecaTransfer @SenecaTransfer  
We have SO MANY great diploma-to-degree #SenecaPathways with @UWindsor. Check them out at bit.ly/2IPFpBn 2h

SenecaTransfer @SenecaTransfer  
Today's #TransferJourney post has suggestions for faculty & staff when working with a student who has a disability: bit.ly/2e5xu0T 23h

## Pathways to Seneca

If you are a College or University Student interested in transferring to Seneca College then this may be the right page for you. Below you can find specific pathway information about entry requirements, and specific transfer credit for certain situations. If you have prior post-secondary experience, in most cases you are eligible to apply for transfer credit using the [Transfer Credit Request](#) application form, once you enrolled in a Seneca program. For more information on applying for transfer credit at Seneca click [here](#).

If you don't see your program listed below as an option for transferring to Seneca, you can still apply to transfer. These are just the preferred options for transfer students, since there are agreements in place that establish these specific pathway details. You can still apply as a transfer student as long as you meet the minimum entry requirements for your program of interest.

For detailed pathway information on transferring to Seneca, click the tabs below.

- Accelerated Transfer Pathways
- Upper Level Entry
- York University to Seneca College Transfer Options
- Cambrian to Seneca Degree Transfer Pathways**
- ONCAT Business Programs - College to Seneca College Transfer
- International Agreements