

Seneca



York University Psychology Degree
Pathways into Seneca College
Graduate Certificates, Degrees and
Diplomas
2018-19

Final Report
March 1, 2019

York/ Seneca Partnership

EXECUTIVE SUMMARY

In recent years, pathway development has focused predominantly on mobility from colleges into the universities. In Ontario, university degrees into college credentials remain largely under-explored. The “York University Psychology Degree Pathways into Seneca College Graduate Certificates, Degrees and Diplomas” project was aimed at uncovering opportunities for mobility from the university to the college. The project resulted in the successful development of five pathways: 1) York degrees into Seneca Graduate Certificates – two agreements; 2) York Degrees into Seneca Diplomas – two agreements; and 3) York degrees into a Seneca Degree. These agreements are being finalized and will be posted to the ONCAT website by April 2019.

In the degree to graduate certificate pathways, York degree students will receive at least one and up to a maximum of four transfer credits when they opt to enroll in the Graduate Certificate in Advanced Investigations and Enforcement; and one transfer credit when they enroll in the Infant and Early Child Mental Health Graduate Certificate program at Seneca College. The minimum and maximum credit allocations were determined by the degree program taken at York and the alignment of the latter to the Seneca credential. On the other hand, York degree graduates who enroll in the Social Service Worker (Accelerated) Diploma program will receive a minimum of one credit and a maximum of three, when they enroll at Seneca; and up to nine transfer credits, when they enroll in the Behavioural Sciences Diploma. This latter arrangement was successful at mapping out an accelerated format of the diploma, which had not existed prior to the project. In the resulting allocation of transfer credits, York students who enroll in this diploma will only be required to complete three out of four semesters to obtain this credential.

In the degree to degree pathway arrangement there were a number of York degrees that were aligned academically to the Honours Bachelor of Crime and Intelligence Analysis degree at Seneca. However, this arrangement was the most challenging to achieve. This is because degree structures prescribe general education and major requirements as well as elective options for students. What may be an elective course in one degree may be a major requirement in another. Additionally, the number of major requirements, general education courses and electives are specifically quantified within each York degree. Therefore, the amount of transfer credit that could be granted to individual students would be highly dependent on their prior knowledge of this pathway arrangement, and the allowances for electives within their York degree. Consequently, the success of this pathway would be highly dependent on a student’s initial knowledge, preferably within the first two years of their enrolment at York, and strong student advising, to navigate the degree and maximize the potential for transfer credit at Seneca.

The achievement of these five pathways were the result of consistent networking and communication between and within each institution. Program Chairs, Associate Deans, Undergraduate Program Directors, program staff and academic directors conducted curricula reviews, and offered input, feedback and advice on how to facilitate these pathways. While the Psychology program at York University was the primary focus of the project, other cognate

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degree programs to the Seneca credentials emerged during this exploration. Accordingly, the most significant learning from this project seem to be that university degrees with major/ minor options offered the most flexibility for degree to degree collaborations with the college. More work needs to be done to explore student mobility opportunities within degree to degree collaboration between colleges and universities.

PATHWAY DESCRIPTIONS

Degrees into Graduate Certificates

- 1) Honours Bachelor of Disaster and Emergency Management; Bachelor of Disaster and Emergency Management; Degrees in Psychology (90-credit and 120-credit BA & BSc); Honours BA Law and Society; and Honours BA in Criminology.
- 2) Degrees in Psychology (90-credit and 120-credit BA & BSc) into the Infant and Early Child Mental Health, Graduate Certificate.

Degrees into Diplomas

- 3) Degrees in Psychology (90-credit and 120-credit BA & BSc) into the Social Service Worker- Gerontology (Accelerated) Diploma.
- 4) Degrees in Psychology (90-credit and 120-credit BA & BSc) into the Behavioural Sciences Diploma.

Degrees into Degrees

- 5) Degrees in Psychology (90-credit and 120-credit BA & BSc); Honours Bachelor of Arts, Criminology; Honours Bachelor of Public Administration; Honours Bachelor of Arts Political Science and Bachelor of Political Science.

The above pathways provide greater recognition of credit towards the completion of the Seneca College credentials by graduates from York University degree programs.

PROMISING PRACTICES

As part of the project, multiple university degree programs were assessed as being highly aligned to a single college credential. In this scenario, pathway opportunities between Ontario's universities and colleges could be maximized, with a single agreement. However, unlike many college credentials, not all courses offered within a university degree are mandatory. While courses offered within the major of the degree are mandatory, the options for elective and general education courses are varied and multiple. Therefore, in these types of university to college pathway arrangements, some of the university level courses identified as transfer credit equivalents for the college credential, may or may not have been taken by the university degree holder, seeking enrolment into a college. Therefore, strong advising support would be needed early to help these students take advantage of the advanced standing opportunities that would become available. Consequently, due to the nature of university degrees and college credential structures, it would be difficult to approve transfer credit into a college credential as a 'block' allocation, because degree courses taken by transferring students would vary immensely.

University degree programs with major/ minor options for students seemed to offer the most flexibility for degree to degree collaboration with the colleges. In the York degrees, a concentration of courses taken within one subject area of at least thirty credits, would constitute a minor. However, the option to do a minor is only allowable within honours degree program structures (120-credits). On the other hand, a major requires at least 30 of the 90 credits



required for a bachelor's degree or a minimum of 42 of the 120 credits required for an Honours degree (York University, 2019). Therefore, the opportunity to complete courses equivalent to the transfer credits within the college credential can potentially be accommodated outside of the major, in electives or potentially within a minor.

There are also other challenges with degree to degree collaboration between colleges and universities, including the length of time it would take to complete a second lateral credential. However, the applied focus and opportunities for work integrated learning embedded within all college degrees would be an appeal for some students; as well as the interest in specific careers, where these credentials would be highly desirable. Furthermore, formalizing a dual credential between college and universities raises other issues regarding quality assurance and governance/ academic ownership. Yet despite these concerns, as the instances of degree offerings within colleges increase, degree to degree student mobility will need further exploration.