



Expansion of Pathways between Algonquin College and Carleton University

Final Report – Contract 2018-21

List of participants and partner institutions

Algonquin College

Maggie Cusson
Dean, Academic Development

Melissa Staddon
Project Lead, Academic Development

Alanna MacDonald
Professor and Curriculum Consultant

Renay Dixon
Transfer Pathways Coordinator

David Thibodeau
Chair, Mechanical and Transportation
Technology

Bruno Rocha
Professor, Mechanical and Transportation
Technology

Mary Grammatikakis
Chair, Financial, Accounting and Legal Studies

Kim Walker
Professor & Coordinator, Legal Studies

Carleton University

Dwight Deugo
Assistant Vice-President, Academic

Andrea Thompson
Learning Outcomes Assessment Specialist

Jerome Talim
Assistant Professor, Faculty of Engineering

Hugh Shewell
Interim Dean, School of Social Work

Sarah Todd
Professor, School of Social Work

Diana Majury
Undergraduate Supervisor, Department of Law
and Legal Studies

Sarah Cleary
Departmental Administrator, Department of
Law and legal Studies

Contacts

Algonquin College

Maggie Cusson

Dean, Academic Development

1385 Woodroffe Avenue

Ottawa, ON K2G 1V8

Carleton University

Dwight Deugo

Assistant Vice-President (Academic)

Office of Vice-Provost and Associate Vice-President (Academic)

1125 Colonel By Drive, 421E Tory Building

Ottawa, Ontario K1S 5B6

Table of Contents

1.0	Executive Summary	5
2.0	Project Purpose and Goals.....	6
3.0	Development of Transfer Pathways.....	6
3.1	Methodology.....	6
3.2	Comparison and Analysis of Programs	7
4.0	Summary of Pathways Created.....	7
4.1	Status of Pathways.....	8
5.0	Promising Practices and Lessons Learned	9
6.0	Conclusion.....	9

1.0 Executive Summary

This project sought to establish reciprocal pathways to help students enhance their skills in Science, Technology, Engineering and Mathematics (STEM) and other areas including Law. Students already transition between both institutions and this project used existing data to develop new pathways and renew existing ones.

The project aimed to benefit the graduates of Algonquin College's Law Clerk Diploma program to pathway into Carleton University's Bachelor of Arts in Law, both at the General and Honours level. The pathway also worked in the other direction, whereby students who graduated from the Bachelor of Arts in Law at Carleton could move into Algonquin's Law Clerk Diploma program. In addition, the existing pathway between Algonquin's Social Service Worker Diploma and Carleton's Bachelor of Social Work was renewed to continue to allow students to pathway with minimal barriers.

The project also aimed to benefit the graduates of Algonquin's Mechanical Engineering Technology Advanced Diploma program to pathway into Carleton's Bachelor of Engineering and vice versa. The work for the pathway from Carleton's Bachelor of Engineering into Algonquin's Mechanical Engineering Technology Advanced Diploma is near completion (see details below in section 4.0) and the institutions have agreed to continue work toward developing a pathway from Algonquin's Mechanical Engineering Technology Advanced Diploma program into Carleton's Bachelor of Engineering.

2.0 Project Purpose and Goals

The objective of this project was to develop transfer pathways and renew existing pathways between Algonquin College and Carleton University with the aim of increasing pathway opportunities for students in multiple disciplines: Law, STEM and Social Work. The development of these pathways was the result of the fact that students were already forging these pathways themselves. In addition, pathway development in the STEM area has been a priority for both institutions to provide students with opportunities to transfer within these programs and retain as many transfer credits as possible.

When the project was first submitted to ONCAT, two new pathways and one pathway renewal were proposed:

Algonquin College Program	Carleton University Program	Type
Law Clerk Ontario College Diploma	Bachelor of Arts, Law (Honours and General)	New
Mechanical Engineering Technology Advanced Diploma	Bachelor of Engineering	New
Social Service Worker Ontario College Diploma	Bachelor of Social Work	Renewal

The two new pathways were bilateral pathways, meaning that they went in both directions. Students from Carleton University could pathway into Algonquin’s programs and students from Algonquin College could pathway into Carleton’s programs.

We knew in advance of this project that we would likely experience some difficulty in establishing a formal pathway from Algonquin’s Mechanical Engineering Technology Advanced Diploma program to Carleton’s Bachelor of Engineering. Given the demand for this pathway to be developed, our end goal with this particular pathway was to formally establish it with the understanding that it might not get to that point by the time the final report came due. In the event that we encountered delays, our secondary goal was to review these roadblocks and begin the discussion as to how we can overcome them.

3.0 Development of Transfer Pathways

3.1 Methodology

The steps followed to develop these transfer pathways were as follows:

1. Consultations with departments, directors and deans, in person and/or in writing, to identify the pathway and articulation agreement avenues to be developed;
2. Identification of articulation models to be developed for each agreement and pathway (in this case, two bilateral and one traditional agreement – see summary of pathways);
3. Gathering and exchange of course outlines, course descriptions, curricula, etc., necessary for analysis;
4. Comparison and analysis of program-level learning outcomes determined the gaps in learning that would exist for a student taking a pathway into each program. Credits to be given and the

courses required to remediate the gap in learning were determined based on the course learning outcomes;

5. Initiation of the approval process to obtain consensus from departments at both institutions in the following order:
 - a. Department
 - b. Faculty
 - c. Dean, Academic Development (Algonquin College) and *Corresponding Faculty Dean (Carleton University)*
 - d. Senior Vice-President, Academic (Algonquin College) and *Provost and Vice-President (Academic)(Carleton University)*
 - e. President, Algonquin College and President, Carleton University

3.2 Comparison and Analysis of Programs

When comparing and analyzing the programs, the program-level learning outcomes were compared in a table to identify gaps in learning that included skills, knowledge and depth of learning.

The program of study was reviewed in light of the program-level learning outcomes of the prior credential. Credit for a course was granted when the program-level learning outcomes from the prior credential confirmed that the student has demonstrated the learning identified in the course learning requirements associated with that course. If additional details were required, the course learning requirements for courses in the prior program of study were reviewed in order to clarify the specific skills and the depth of learning achieved in a previous course. Credits outside of the program-learning outcomes (such as general education, breadth or communications credits) were given based on program requirements for the same course in the prior credential.

With a list of credits granted, a modified program of study was designed with the remaining courses. Once the modified program of study was detailed, it was cross-referenced with the gap analysis to make certain that the remaining courses fill the gap in learning the student would have upon entering the program.

The goal is to ensure that the students met all learning outcomes in the new program while being awarded the maximum number of credits to recognize their prior knowledge in a relevant field of study, reducing the cost and time for the student to receive an additional credential.

4.0 Summary of Pathways Created

As part of this project, one bilateral pathway (1) has been identified and is being developed between Algonquin and Carleton. In addition, one unilateral pathway (2) from Algonquin to Carleton was renewed:

	Algonquin College Program	Carleton University Program
1	Law Clerk Ontario College Diploma	Bachelor of Arts, Law (Honours and General)
2	Social Service Worker Ontario College Diploma	Bachelor of Social Work

4.1 Status of Pathways

The approval process for new articulation agreements and pathways consists of the following steps:

Step	Details
Pathway Identified	<p>Chair or Academic Manager communicates the proposed pathway to Academic Development and the Transfer Pathways Coordinator</p> <p>Conduct Needs Analysis</p> <p>Conduct Gap Analysis</p>
Pathway Review	<p>Draft reviewed and approved by Dean, Academic Development (Algonquin)</p> <p>Draft reviewed and approved by Senior Vice-President, Academic (Algonquin)</p> <p>Draft reviewed and approved by the and approved by Assistant Vice-President (Academic) (Carleton)</p> <p>Draft reviewed and approved and approved by the Partner Institution</p>
Pathway Approval	<p>Approval by Chair of the receiving program; notification to the Chair of the sending program.</p> <p>Approval by Dean of the receiving program; notification to the Chair of the sending program.</p> <p>Approval by the Dean, Academic Development (Algonquin)</p> <p>Approval by the Senior Vice-President, Academic (Algonquin)</p> <p>Approved pathway forwarded to partner institution for signature</p> <p>Approved pathway returned to receiving institution and signed by President (Algonquin)</p>
Pathway Implementation	<p>Communicate the approval of the pathway to the Registrar's Office and confirm implementation timeline.</p> <p>Pathway stored in the Pathway Database and the ONTransfer database.</p>

Each of the pathways mentioned when the project was submitted to ONCAT are at the following stages as of the date of this report being submitted:

Pathway	Status
Law Clerk Diploma to Bachelor of Arts, Law (General)	Pathway identified – expected implementation date: Fall 2019

Law Clerk Diploma to Bachelor of Arts, Law (Honours)	Pathway identified – expected implementation date: Fall 2019
Bachelor of Arts, Law (General) to Law Clerk Diploma	Pathway review – expected implementation date: Fall 2019
Bachelor of Arts, Law (Honours) to Law Clerk Diploma	Pathway review – expected implementation date: Fall 2019
Social Service Worker Diploma to Bachelor of Social Work	Pathway approval
Mechanical Engineering Technology Advanced Diploma to Bachelor of Engineering	Pathway identified
Bachelor of Engineering to Mechanical Engineering Technology Advanced Diploma	Pathway review

5.0 Promising Practices and Lessons Learned

Both Algonquin College and Carleton University recognize the importance of developing a formal pathway from the advanced diploma in Mechanical Engineering Technology to a Bachelor of Engineering. Progress has been made and both institutions are in agreement that this pathway can have significant positive impacts for students, allowing them to obtain both technical and theoretical skills in the field of engineering.

Involving the accreditation body earlier on in the project is a lesson learned as this would help ensure that activities related to developing the pathway are in alignment with the requirements for accreditation. This was not part of the initial project scope but will be considered for projects moving forward that have accreditation requirements associated with the completion of the credential.

Developing and formalizing the Letter of Intent between Algonquin and Carleton was a key step to ensuring that work continues to progress, and discussions continue to happen toward formalizing a pathway. Those involved in the project met to discuss the content of the Letter of Intent, specifically with regards to the guiding principles. The guiding principles are the specific tasks and deliverables that both institutions have agreed to pursue in the interest of working toward developing the pathway.

6.0 Conclusion

In general, both Algonquin College and Carleton University are satisfied with how this project is progressing. Although we would have preferred to make more progress on the pathway for students to transfer into a Bachelor of Engineering, we recognize that work outside the scope of this project must be completed before such a pathway can be formally established.

The Letter of Intent will provide the basis for both institutions to move forward on the work that is required to establish a formal pathway for students wishing to pursue an accredited Engineering credential. It is our hope that through continued collaboration and communication, we will continue to make progress with this pathway.