Seneca College’s Bachelor of Interdisciplinary Studies

Community College Baccalaureate Association
13th Annual International Conference, Dallas 2013

Dr. Henry Decock
Dr. Peter Meehan
SENECA COLLEGE

Toronto

22,000 Full time

25-30,000 part time

Comprehensive

12 Baccalaureate Degrees
ONTARIO

- Colleges granted opportunity to offer degrees in 2000
- Baccalaureate degrees in an applied area of study
- Assessed by the Postsecondary Education Quality Assessment Board (PEQAB)
- Approved by the Minister of Training, Colleges and Universities
- 70 degrees across the province
ONTARIO CREDIT TRANSFER MODELS

Partnerships
- Bilateral
- Multilateral

Curriculum Analysis
- Course-by-course comparison
- Analysis of Program Learning Outcomes
- Student record of successful postsecondary study at diploma or advanced diploma level; program affinity is not relevant

Transfer Credit Mechanism
- Direct entry with course credit toward degree requirements
  - Assigned
  - Not Assigned
- Direct entry to a specific point in a program with block credit
  - With Bridge
  - Without Bridge
- Direct entry with course credits toward program requirements
  - Assigned
  - Not assigned
- Direct entry with undifferentiated block credit equal to a specific entry point of a degree (usually 3rd year)
  - With Bridge
  - Without Bridge

Callahan, M & Golets, S. (2012) Presentation at PCCAT annual conference, Ottawa
The INS degree is designed to build and focus the professional knowledge and skills gained in a diploma program while providing the breadth of study found in a traditional liberal arts degree.
PROGRAMS WITH LOW AFFINITY

- Advanced standing credit for graduates of college programs with low affinity with degree programs
- Reasonable credit to enable obtaining a degree without starting over
"UPSIDE DOWN" OR INVERTED DEGREE

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

- YEAR 1: Broad, liberal arts, general education course work
- YEAR 2: Declare Major
- YEAR 3: Narrow focus of study
- YEAR 4: Narrow focus of study

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

- YEAR 1: Technical or Applied Associate degree
- YEAR 2: Combination of focused course work and broad, liberal arts study programs
- YEAR 3: Narrow focus of study
- YEAR 4: 90 credits at Evergreen including 32 credits of coordinated study outside the approved technical degree

Source: http://admissions.evergreen.edu/docs/upsidedown.pdf
DIFFERENT ENTRY POINTS

- Graduates of college programs
- Alumni
- Direct Entry from Secondary School
- University students
- International students and new Canadians
ALL ROADS LEAD TO THE INS DEGREE

Bachelor of Interdisciplinary Studies

International/New Canadians

Alumni

University

Direct Entry

Graduates
BUILT ON TWO EXISTING STRENGTHS

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

- Existing Degree programs
DEGREE COMPONENTS

- Pre-course
- Co-op placement
- Post-reflection

- Professional Options: 37%
- Breadth: 23%
- Electives: 15%
- Research: 15%
- Communication Skills: 10%
## PROGRAM MAP

<table>
<thead>
<tr>
<th></th>
<th>4 Years 120 credits</th>
<th>Professional Options 45 credits</th>
<th>Research 18 credits</th>
<th>Communication Skills 12 credits</th>
<th>Electives 18 credits</th>
<th>Breadth 27 credits</th>
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</thead>
<tbody>
<tr>
<td><strong>First Two Years</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Maximum credits:</td>
<td>30 Credits</td>
<td><em>Intro to Statistics (3)</em></td>
<td><em>Writing Strategies I (3)</em></td>
<td><em>Lower Year Electives (12)</em></td>
<td><em>Introduction to Mathematics (3)</em></td>
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<tr>
<td></td>
<td></td>
<td><em>Writing Strategies II (3)</em></td>
<td></td>
<td></td>
<td><em>Introduction to Natural Science (3)</em></td>
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<tr>
<td><strong>Upper Years</strong></td>
<td></td>
<td><em>Critical Analysis of Research (3)</em></td>
<td><em>Presentation Skills (3)</em></td>
<td><em>Upper Year Electives (6)</em></td>
<td><em>Upper Year Math/Science Course (3)</em></td>
<td></td>
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<tr>
<td>Minimum credits:</td>
<td>15 Credits</td>
<td><em>Applied Research Methods (3)</em></td>
<td><em>Upper Year Communication Course (3)</em></td>
<td></td>
<td><em>Upper Year Humanities Course (3)</em></td>
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<tr>
<td></td>
<td></td>
<td><em>Research Project (9)</em></td>
<td></td>
<td></td>
<td><em>Upper Year Social Science Course (3)</em></td>
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**Seneca**
### PATHWAYS

- **3 year Advanced Diploma**

<table>
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<tr>
<th>Professional Options</th>
<th>Transfer / Advanced</th>
<th>Need to take</th>
<th>Total</th>
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<tr>
<td></td>
<td>45</td>
<td>0</td>
<td>45</td>
</tr>
<tr>
<td>Research</td>
<td>0</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Breadth/ Communication/ Electives</td>
<td>15</td>
<td>42</td>
<td>57</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>60</strong></td>
<td><strong>120</strong></td>
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</table>

- **2 year Diploma**

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<th>Transfer/Advanced</th>
<th>Need to Take</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>30</td>
<td>15</td>
<td>45</td>
</tr>
<tr>
<td>Research</td>
<td>0</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Breadth/ Communication/ Electives</td>
<td>15</td>
<td>42</td>
<td>57</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
<td><strong>75</strong></td>
<td><strong>120</strong></td>
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ENROLMENT

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

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

- Computer Graphics
- Social Service Worker
- Law Clerk
- Travel & Tourism
- Dental
- Design
- Early Childhood Education
- Science
- Accounting
- Human Resources
- Business
REASONS FOR INTEREST IN PURSUING A DEGREE

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

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

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

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

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

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

Contact Us

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