

THE PATH TO PATHWAYS: AN INNOVATIVE APPROACH

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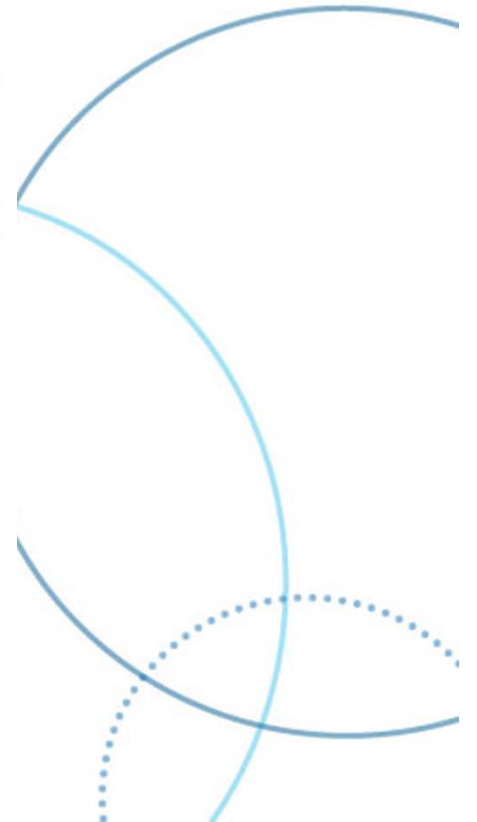
May 1-2, 2017

Student Pathways in Higher Education Conference

Conférence sur le parcours des étudiants dans les études supérieures

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Introductory Exercise



Historic Barriers to Student Mobility

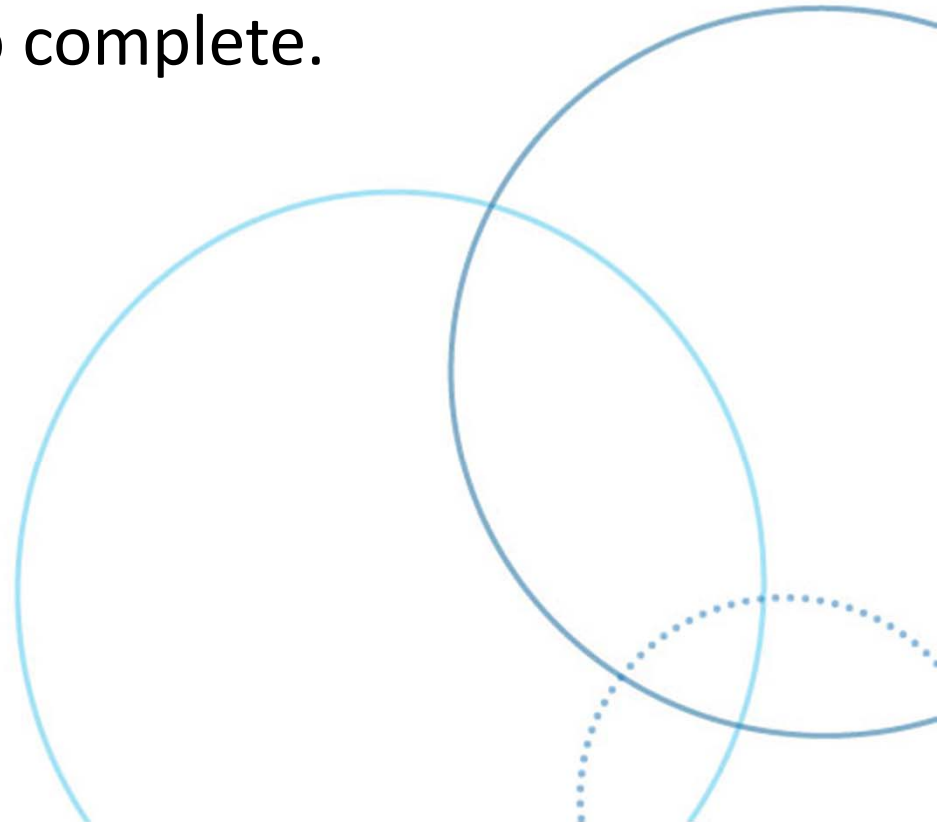
Significant community-driven diversity amongst the twenty-one CYC programs across Ontario:

- delivery methods
- course offerings
- program structure
- course sequencing



Historic Barriers to Student Mobility

- Program diversity not well accommodated by traditional course-by-course transfer processes.
- Transfer students often required more **time** and more **money** to complete.



A New Approach

- Recognizing that transfer pathways based on particular courses would quickly be out-dated, the goal was to develop a process that would be **practical, enduring and widely adopted**:

- Outcome-Based
- Flexible
- Inclusive
- Easily Accessible
- User Friendly



Overview of Methods

- **Collaboration** with all provincial CYC coordinators
- Development of **Core Areas of Study** Comparison Tool
- Inclusion & Collaboration = **Trust & Confidence**



Outcomes

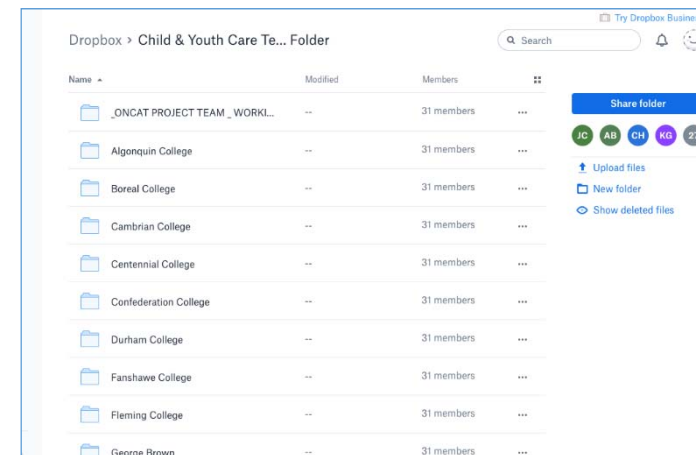
Core Areas of Study Comparison Tool

Core Areas of Study Comparison Chart - final copy.xlsx
Modified on February 8

Share Open ...

Core Area of Study	Agencies/Settings	Service	Settings	Intervention	Intervention	Outcomes	Outcomes	Outcomes
Addictions (Sem 1 & 2)								
Addictions (Sem 3 & 4)					CH 308 Addictions (3)	CH 308 Addictions and Young Adulthood (3)		CH 308 Addictions and Young Adulthood (3)
Anti-oppressive approaches (Sem 1 & 2)					CH 308 Addictions (3)	CH 308 Addictions and Young Adulthood (3)		CH 308 Addictions and Young Adulthood (3)
Anti-oppressive approaches (Sem 3 & 4)					CH 308 Addictions (3)	CH 308 Addictions and Young Adulthood (3)		CH 308 Addictions and Young Adulthood (3)
Assessment, Recording and Documentation (professional writing) (Sem 1 & 2)					CH 308 Addictions (3)	CH 308 Addictions and Young Adulthood (3)		CH 308 Addictions and Young Adulthood (3)
Assessment, Recording and Documentation (professional writing) (Sem 3 & 4)					CH 308 Addictions (3)	CH 308 Addictions and Young Adulthood (3)		CH 308 Addictions and Young Adulthood (3)
Child and Adolescent Development (Sem 1 & 2)					CH 308 Addictions (3)	CH 308 Addictions and Young Adulthood (3)		CH 308 Addictions and Young Adulthood (3)
Child and Adolescent Development (Sem 3 & 4)					CH 308 Addictions (3)	CH 308 Addictions and Young Adulthood (3)		CH 308 Addictions and Young Adulthood (3)
College writing & Gen Eds (Sem 1 & 2)					CH 308 Addictions (3)	CH 308 Addictions and Young Adulthood (3)		CH 308 Addictions and Young Adulthood (3)

Course Information Sheet Repository



Draft Agreement



Sample Transfer

We can see that they have already taken a course with **Addictions** as a core area of study in the first year at Sault College

Core Areas of Study	Confederation	Sault
Addictions (Sem 1 & 2)		CYC101 Substance Use Continuum (1), CYC154 Addictions: Evidence Informed Practice (2)
Addictions (Sem 3 & 4)	CY-318 Addictions (3)	

We can also see that a student coming from Sault has not yet had **Human Sexuality** as a core area of study, so it would be advisable to have them take the appropriate course at Confederation, instead of the Addictions course in the first year.

Human Sexuality (Sem 1 & 2)	CY-108 Social Welfare (1), *Components of PY-299 Developmental Psychology (1)	
Human Sexuality (Sem 3 & 4)		* Component of CYC204 Child & Adolescent Development 11 (3)

Closer Inspection

Course Number	Course Title	Description
CY 318	Addictions	3 This course provides the child and youth care student with working knowledge of the risk factors identified in the development of substance use issues with adolescents. A developmental ecological framework will be used to examine the social context in which addictions develop, with specific populations of youth experiencing oppression. Strength-based, harm reduction and mindful based intervention frameworks are examined. The of substance use upon the developing adolescent brain is also ed. Students will examine their own beliefs about mental health and ons, as it relates to the intentional use of `self?, in relational Child and Care.

Child and Adolescent Development Part 2 2 CYC204

I. COURSE DESCRIPTION:

This course is a continuation of CYC153. It will provide an intensive study of human development from middle childhood to the end of adolescence. Included will be an examination of psychological, physical, cognitive and social growth and development. In some instances, abnormal development and behaviour will be contrasted with normal patterns.

There will also be an introduction to developmental issues during the adult phase of the life cycle, with a particular emphasis on parenthood.

A holistic view of human development and functioning will be encouraged. Emphasis will be on students integrating and applying their knowledge of developmental patterns and occurrences. The course will include an ongoing study of psychological theory, method and vocabulary.

Recommendations and Future Considerations

Recommendations from Project Team for ONCAT moving forward:

- A. Proceeding with Phase II
- B. Comparison tool and each program course outlines
 - A. Be kept up to date
 - B. Be centrally located
 - C. Accessible to all colleges
- C. Translation of French course outlines
- D. Ease of student mobility
 - A. Ease of access to locate pathway at ONCAT website
 - B. Elimination of OCAS fees for transfer students if applying through OCAS for the pathway



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Questions & Comments

