

FINAL REPORT and Summary



Accelerated Curriculum for Transfer Opportunities Pathways (ACTOP)

2017-22

Report prepared by Pauline Bélanger and Professor Stephen Stuart

Saint Paul University (SPU) March 15, 2018

List of Participants and Partner Institutions

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Chantal Thiboutot, directrice principale, Planification institutionnelle et imputabilité

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Executive Summary

The objective of this project is to develop bilingual accelerated pathways between specific technical communication-related programs at both Algonquin and La Cité, and Saint Paul University's Social Communication Honour's B.A. program via innovative new forms of intensive curriculum delivery, thereby enabling transfer students in these programs to complete their Degree more rapidly in the official language of their choice.

In today's employment market, many managerial positions require a minimum of a Bachelor's degree. Those in possession of technical diplomas and who later desire career progression have to make a difficult decision: return to education or accept the limitations. The opportunity to combine a bachelor's degree (theory) with a college diploma (technical) potentially eliminates that choice, and better prepares individuals for stronger career trajectories in their chosen field.

The newly developed pathways permit students to potentially complete their certificate studies at either college in two years and then complete 60 university credits within a further calendar year, in either official language thus obtaining a B.A. (Honours) in Social Communication at Saint Paul University.

Saint Paul University faculty and staff worked rigorously to assess the college programs and courses and map appropriate learning-outcome equivalencies. As a result of these efforts, an equivalency map was developed for each of the communication related programs in both colleges, which can be used for future pathway projects.

Each college student from the mapped programs is eligible to apply for admission to the four-year Saint Paul University honours degree and, if accepted, to aim for completion of SPU studies within 12 consecutive months. The year-long

project resulted in the creation of 14 new articulation pathways which will offer students from both colleges even more options to pursue graduate studies in Ontario. The college programs covered by the pathway agreements are:

Algonquin	La Cité
Photography	Photographie
Graphic Design	Design Graphique (LC) (3-years)
Broadcasting – Television	Production Télévisuelle
Broadcasting – Radio	Radio
Journalism	Journalisme
Public Relations	Relations publiques
Advertising & Marketing Communications	Publicité et communication marketing

This new agreement will allow new accelerated pathways of existing agreements in other disciplines to be implemented more easily in the future.

Although many meetings were held between participating institutions at all levels, and despite our best efforts to develop viable pathway options, we were not successful at implementing the accelerated program as planned in time to recruit students for the 2018 academic year. The prime reason was unforeseen delays prompted by the five-week Ontario College strike which caused issues with our partner’s deliverables. For example, we were not able to obtain the necessary level of cross-institution dialogue required to ensure that our assumptions regarding core content and learning outcomes were accurate and appropriate. We were unable to survey as many students as planned. Therefore advertising and marketing of the program was non-existent. However, the spirit of the program is completed and we were able to develop the suggested pathways.

Over the summer months, we will finalize the implementation process to implement these pathways immediately; we are confident we will be ready to launch the programs in the fall of 2018.

Project Purpose and Goals

Discussions began in November of 2015 as a simple exchange of ideas between SPU and La Cité concerning the possibility of creating a combined college and university BA degree where students would be enrolled in both institutions, in alternate sessions. The idea was to cultivate in our students both theoretical and practical skills simultaneously. As discussions progressed, it was evident that for this idea to become a reality, numerous modifications were needed (program, processes, regulations, fees etc.) in both institutions to adapt their courses to this type of program and course delivery.

For example we discussed, professors teaching in both institutions, professors with different credentials in colleges and university, student access to libraries, sports services, medical clinics, timetables, sessional dates, tuition, withdrawals, what happens if a student fails a course, what kind of accreditations would students receive two separate degrees or a joint degree etc. It was clear to us that we might need to create a new university program which would have taken too much time and wasn't the goal.

Originally, only two of the institutions (SPU and La Cité) were involved in the dialogue and in the research that was done. Both institutions wanted to know what kinds of mobility programs existed in particular Collaborative Programs.

The following are a few of the research documents/articles we reviewed:

- *Carleton University and Algonquin College collaborative program in Information Technology*
- *Fenshaw College and their partnerships with Western University*
- *3+2 program between Algoma and Brampton*
- *Learning Outcomes in Credit Transfer: A key tool for Innovation in Student Mobility, prepared by Nicole Fallon for ONCAT*
- *Integrated Learning Programs (ILPs) for University-College Collaborative Degrees in Ontario plus the review of the University/College Collaborative Program Template both prepared by Peter Ricketts*
- *Programmes conjoints des universités et collèges, prepared by ONCAT.*

After some time, it was decided that the project would review existing 2+2 pathways, recognizing the same number of credits (60/120) but taken in a condensed period of time while also creating new pathways.

Soon after, and because of Saint Paul University's bilingual nature, we reached out to Algonquin College to join the project and make of it a bilingual project. It became known as **ACTOP** (*Accelerated Curriculum Transfer Opportunities Pathways*).

L'objectif principal était de créer et de développer des parcours accélérés bilingues, nouveaux et existants, entre des programmes spécifiques des communication et media à la fois à Algonquin et à La Cité, et le programme de baccalauréat en communication sociale de l'Université Saint-Paul, grâce à de nouvelles formes novatrices de prestation intensive des programmes d'études, permettant ainsi aux étudiants de compléter leur diplôme plus rapidement dans la langue officielle de leur choix.

Le travail décrit dans ce projet reconnaît les forces de chaque établissement par la création d'un cheminement théorique pratique, technique et critique accéléré où, grâce à un programme novateur d'études intensives, les étudiants dans l'une ou l'autre des langues officielles pourront terminer leurs études du niveau collégial en deux ans, puis compléter les 60 crédits universitaires au cours d'une autre année civile, obtenant ainsi un Baccalauréat spécialisé en communication sociale à l'Université Saint-Paul.

The primary goals of the project were to:

1. Create and develop new and existing pathways to a BA (Hons) in Social Communication with Algonquin and La Cité in specific technical fields as shown in the table above under the section *Executive Summary*, which were identified as priorities by project team members from all three institutions;
2. Create and develop innovative and intensive curriculum delivery methods allowing students to complete their diploma and degree within a total of three calendar years;
3. Create and develop innovative e-learning content allowing for students to complete their university studies wherever they are located; and
4. Create and develop appropriate bridging courses where necessary.

Pathway Development

Rationale:

Currently, our existing articulation agreements define 2+2 programs whereby students at either Algonquin or La Cité undertake a 2-year certificate program in their chosen field of interest, and then transfer to Saint Paul University for a further 2 years of study, after which they earn a BA in a specific discipline, such as Social Communication.

Whilst acceptable for some students initially wishing to pursue a technical career, this 2+2 pathway can appear to be too long to others who could benefit from a University degree at some point in the future as their career progresses towards management, and they encounter barriers which a theory-based degree could help overcome.

Methodology

Meetings and Consultations

This project involved key faculty from each program at both partner institutions and Saint Paul University.

An introductory meeting was held on April 12, 2017 with middle and senior management officials of all three institutions to present the project, confirm which programs were targeted for pathway development, and define deliverables and timelines. Consult *Appendix A: ACTOP timelines and deliverables*

A series of meetings with Curriculum Managers from all three institutions were held throughout the process. These meetings occurred by telephone or in person and varied from formal to informal depending on the subject at hand. A total of 20 planned meetings were held from the beginning of talks with La Cité in 2015.

Both colleges submitted to the university their course outlines, course descriptions and learning objectives which were all necessary for the analysis and mapping of the identified programs.

Consultations were planned with all department heads and program directors who are subject-matter experts and to whom we could provide information on the project and get their buy-in.

Unfortunately, only one meeting transpired with the Program Directors of both colleges before the college strike. Hence, since the return to work order, we have not been able to meet with these same directors to update them of the progress.

One Algonquin College Program Director informed us that he would not be promoting one of the identified pathways as part of this project due to a prior relationship transfer agreement this department has with another university. However, the necessary work will be done to create the accelerated pathway for this particular program, but it will not be promoted internally.

La proposition initiale du programme a été présentée à quelques groupes d'étudiants de La Cité, principalement Relations publiques, Journalisme, Photographie et Publicité et communication marketing où nous avons reçu des commentaires positifs pour le projet en général et le programme accéléré plus spécifiquement.

Consultations with Algonquin students were not scheduled due to internal restrictions which the college was trying to resolve, and then the strike occurred.

Les descriptions de cours et les résultats d'apprentissage pour les 14 programmes des deux collèges ont été évalués et comparés aux exigences des cours individuels pour le baccalauréat en communications sociales. L'évaluation a été faite par le professeur Stephen Stuart, professeur agrégé de la Faculté des sciences humaines. *Voir photo Appendice B*

Key steps were:

1. Ensure that the evaluations were each able to yield an equivalent of 60 credits to allow the articulation agreement to function correctly;
2. Align all three of Social Communication programs core courses and get approved by Senate;
3. Establish a core of 60 credits (20 3-credit courses) from the BA (Hons) Social Communication to form the discipline-specific pedagogical core of the critical and theoretical components of the articulation agreement;
4. Ensure that the learning outcomes from each program are pedagogically respected;
5. Create the intensive curriculum course content and support material for each of the 20 3-credit courses;
6. Consult on the number of e-learning courses required;
7. Develop the required specific e-learning modules;
8. Create the program schedule and sequencing to optimize the flow of students through the program at Saint Paul University, respecting the need to provide an environment conducive to learning.
9. Develop adequate and appropriate support mechanisms for students undertaking this innovative curriculum to ensure high satisfaction levels and low attrition rates and thus achieve their goal;
10. Create an appropriate range of marketing and recruitment materials to best target the appropriate student population at each institution; and
11. Consider the possibility to develop the flow of students into a bi-directional stream.

Of all the academic session, the summer session, was the most challenging session to schedule courses to permit students to complete the program on time.

Five different timetable scenarios for the summer session were produced with the goal of querying students for their preference or comments on the best scenario. We thought it was important to consult the students because the program is very intensive and students were inquiring whether they could work during the summer period. See Appendix C for scheduling scenarios

Discussions with SPU (full-time and part-time) professors were coordinated by the Vice-Dean of the faculty, in person, by email and over the phone concerning the project focusing on the recruitment of professors and their interest in teaching in this accelerated program, especially since a good portion of the teaching will be done over the summer months. There was a potential delay in terms of gathering interests from SPU part-time professors but we are fairly certain it will not become a material issue. For example, from the French professor pool, 14 professors were contacted by email, 12 called the Vice-Dean for more information, of the 12 who called, 9 nine showed interest in the project and in the possibility of teaching over the summer.

Meetings were held with the Registrar and Faculty administrative personnel to inform the parties as the project progressed.

Program Comparison and Analysis

Professor Stuart determined that there were courses or course combinations taught in the two college programs that would be equivalent to courses in the BA Social Communications. Also, it was determined from the beginning that college students would be required to complete all the obligatory courses in the BA.

Curriculum mapping focused on a review and comparison of Learning Outcomes for both sending and receiving programs. See Appendix D and E as attachments.

Based on the evaluations that were done in the identified programs, it was possible to award 60 credits towards the BA in Social Communications for most programs from La Cité and Algonquin College. These general credits are granted in recognition of the skills and knowledge acquired through the completion of the 2 or 3 year college diplomas.

The course descriptions were matched in a grid to identify similarities between the college and university courses. When two similar courses are identified, a detailed analysis of the course outlines and learning objectives was required to ensure a minimum of 78-80% common content.

As already mentioned above, in all programs, which are part of the project, the students must complete the compulsory courses of the program. Certain elective courses were removed. This reduces the costs and time required of the student who already has a base of prior knowledge and experience in the field.

It is possible that a bridge course could be necessary in the future. Time will tell. If students seem to be struggling, we will add a zero credit bridge course. The Academic Advisors will be following this group of students' diligently.

In parallel to the one year accelerated pathway, 14 regular bilingual 2+2 pathways were developed with the BA in Social Communications.

Implementation Process and Timelines

The pathway approval process at SPU lies with the Dean of the faculty, the Vice-Rector, Academic and Research and the Program Director.

Program changes such as those that Social Communications made to the content alignment of its three programs (certificate, B.A. with Major and B.A. specialization) must be approved at the departmental level, Faculty Council, Undergraduate Studies committee and finally are approved by the Senate. None of the approval processes affected the implementation timeline.

Although many meetings were held between participating institutions at all levels, and despite our best efforts to develop pathways, we were not successful at implementing the accelerated program as planned for the 2018 academic year. The prime causes were unforeseen delays prompted by the five-week Ontario College strike which caused issues with our partner's deliverables. For example, we were not able to obtain the necessary level of cross-institution dialogue required to ensure that our assumptions regarding core content and learning outcomes were accurate and appropriate, we were

unable to survey as many students as planned, and the planned consultations to support the development of the pathways after the strike were not possible, therefore advertising and marketing of the program was non-existent. However, the project did allow Saint Paul University to complete the analysis of the programs and develop suggested pathways.

Once normal working conditions resume at the partner institutions over the summer and after most of their students are off campus, we will finalize the schedule to implement these pathways immediately. We are confident we will be ready to launch the programs in September 2018.

Nevertheless, a separate agreement to facilitate the implementation of the 2+2 pathways between institutions for all 14 bilingual pathways and will come into effect immediately. These pathways will be entered on the SPU website as well as the Ontransfer database.

Key Milestones table deadlines had to be adjusted on several occasions due to the absence of consultations to support the development of the pathways. See table that follows.

Key Milestones Table (those that represent significant project progress) at the time of project delivery March 2018

Id.	Title	Planned completion date	Current forecast completion date	Actual completion date
1	Program evaluation, curriculum mapping and validation	30-July-17	15-Nov-17	Completed
2	Determine and establish the 60 core credits	30-July-17	30-Nov-17	Completed
3	Ensure appropriate alignment of learning outcomes	15-Aug-17	30-Nov-17	Completed
4	Recruit part-time faculty for content delivery	15 Sept-17	15-Dec-17	In progress
5	Finalise creation of course content and support material and mechanisms	30-Dec-17	30-Jan-18	Completed
6	Development of e-learning modules	15-Jan-2018	15-Feb-18	In progress
7	Deployment of marketing and recruitment material	30-Dec-217	30-Dec-17	01-Aug-18
8	Fine tuning of all aspects of the project Launch program	30-Mar-2018	30-Mar-18	01-Sept-18

Summary of Pathways Created

Regular 2+2 pathways were created where college students who graduate with a college degree and an average of 70% from the identified programs can apply to Saint Paul University and complete their BA within 2 years.

A 12 month intensive accelerated pathway was created and will be implemented as of the fall. Students must have an average of 70% and a college degree.

Promising Practices and Lessons Learned

The major obstacle for this project was the college strike and the non-existence of communication or dialogue with the college professors and students. The importance of communicating with all those involved was vital to the project, especially a project that involves more than one institution.

La communication permet d'éviter les malentendus et les surprises. Par exemple, nous avons été informés que nous n'étions pas en mesure de sonder les étudiants de l'un des collèges à mi-chemin du projet. Cette question aurait dû être abordée dès le début du projet, car il s'agissait d'une ressource essentielle pour la réussite du projet. Dès le début du projet, la volonté des collèges de conclure l'entente ACTOP a été très forte et le projet s'est poursuivi sans heurts jusqu'à la grève des collèges. À partir de ce moment-là, nous n'avons pu communiquer avec aucun des professeurs ou étudiants des collèges.

Conversations and dialogue must be structured. Once the excitement of the project wears off so does the dialogue and enthusiasm. In some programs, there was less affinity than we would have liked which is why most of the credits recognized by the University were elective credits, which poses a challenge, especially when students want to complete a minor or major, in addition to their chosen specialization. It will not be possible with this project.

Management support is key. We realized how fortunate we were to have senior management support for our project. Another lesson learned surrounds the timelines. It is imperative that all stakeholders adhere to the timelines and deliverables.

Although our project is complete, the implementation is still a work in progress. The work completed with this project, becomes a valuable resource for future projects of this kind.

Appendices:

Appendix A ACTOP Timelines and Deliverables

ONCAT 2017-22 – Accelerated Curriculum for Transfer Opportunities Pathways (ACTOP)

Calendar of activities 2017-2018 (at the time of project delivery March 2018)

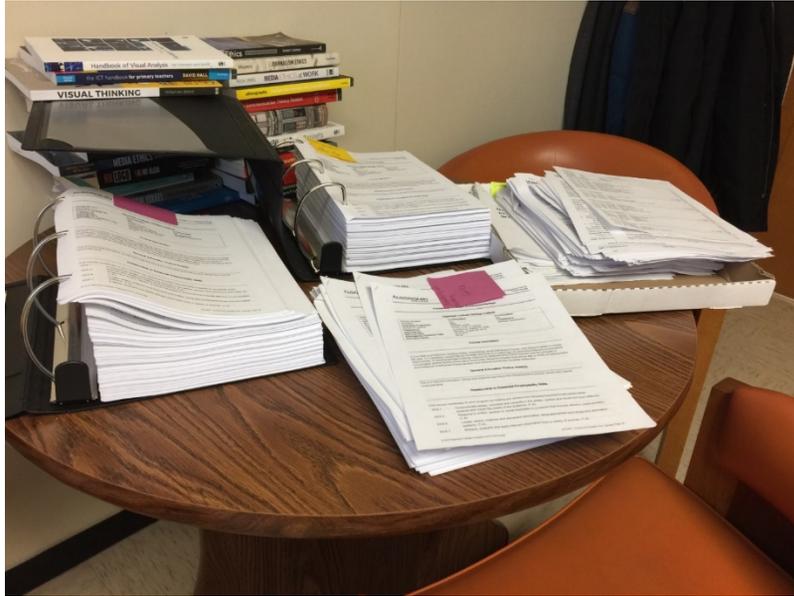
Updated Jan 2018

Dates and deadlines	Actions & Deliverables	Assigned to	Status	Issues
10 March 2017	<ul style="list-style-type: none"> Project /Contract signed with ONCAT 	P. Bélanger		
27 March 2017	<ul style="list-style-type: none"> Meeting with USP IT Director, Vice Rector and Project Lead to discuss <i>eventual</i> E-learning courses. <p>Attendees: Jean-Marc Barrette, S. Stuart, A. Séguin, P. Bélanger</p>	P. Bélanger	Completed	
4 April 2017	<ul style="list-style-type: none"> Request a date to meet La Cité college students who have not already taken part in one of the focus groups before the end of the session. Request a date to meet with professors at colleges before the end of May . 1st meeting with Algonquin Profs and planned second with La Cité 	P. Bélanger S. Stuart	ALGONQUIN meeting with profs confirmed for May 15 2017	
4 April 2017	<ul style="list-style-type: none"> Meeting with S. Stuart, project lead to discuss timelines and project deliverables 	S. Stuart P. Bélanger	Completed	
6 April 2017	<ul style="list-style-type: none"> Meeting between S. Stuart and M. Blais agreement on rationalization of the 20 obligatory courses of ACTOP. Plan meetings with part-time professors 	S. Stuart	Emails sent to all SPU profs. consultation completed	Hiring of profs in progress since project implementation on not possible until

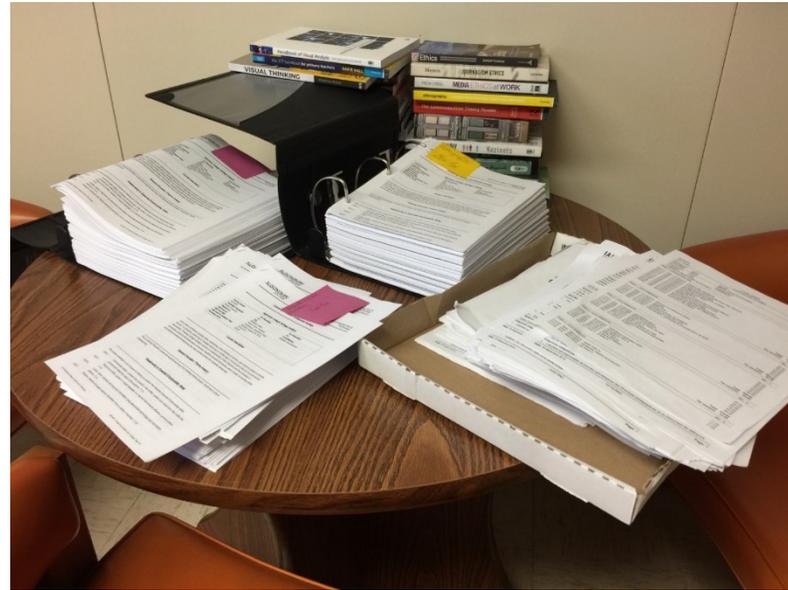
				the fall for the next academic year.
12 April 2017	<ul style="list-style-type: none"> Inaugural meeting with colleges and SPU. Attendees: Jean-Marc Barrette, Stephen. Stuart, Harpreet Singh Sonu, Joseph Aghaby ,Lise Frenette <p>The intended goals of the project are to:</p> <ul style="list-style-type: none"> Create and develop new and existing pathways (7 per college) to a BA (Hons) in Social Communication between Algonquin and La Cité in specific technical fields. See appendix 1 Create and develop innovative and intensive curriculum delivery methods allowing students to complete their diploma and degree within a <u>total of three calendar years</u>; Create and develop innovative e-learning content allowing for students to complete their university studies wherever they are located; and Create and develop appropriate bridging courses where necessary; Discuss plans for the frequency of future meetings between the institutions; <p>Focus group/survey college students in September/October</p>	<p>P. Bélanger</p> <p>S. Stuart, P.Bélanger</p>	Completed	
30 April 2017	<ul style="list-style-type: none"> Exchange of the programs of study and detailed course outlines and learning objectives for Social Communications. Use of Dropbox Exchange of the programs of study and detailed course outlines as well as learning objectives for the respective programs from Algonquin College in <p>• photography Director: Peter Larock,</p>	<p>H. Singh Sonu P. Bélanger J. Aghaby S. Stuart, Social Communications</p>	Completed	

	<ul style="list-style-type: none"> • Graphic Design (3 yrs), Broadcasting – Television, Broadcasting – Radio Journalism, Public Relations, and Advertising & Marketing Communications (3 yrs). Director: Andy Coxhead • Échange des programmes d'études, plans de cours et résultats d'apprentissages pour les programmes de La Cité en Photographie, Design Graphique (LC) 3 ans, Production télévisuelle, Radio, Journalisme, Relations publiques, Publicité et communications marketing . 	<p>H. Singh Sonu P. Bélanger</p> <p>J. Aghaby S. Stuart</p>		
May 15 2017	<ul style="list-style-type: none"> • Individual meeting with Algonquin Team Professors and La Cité to present the project in detail. • Identify needs in terms of subject experts and counselors. 	<p>H. Singh Sonu J. Aghaby S. Stuart P. Belanger</p>	Completed	
July 31 2017	<ul style="list-style-type: none"> • Social Communications completes the content alignment of its three programs (certificate, B.A. with Major and B.A. specialization.) <p>Outcome: identified USP content for ACTOP</p>	<p>S. Stuart</p>	Completed and approved by Senate	
October 2017	<ul style="list-style-type: none"> • Enact BA program changes and process approvals • Map Algonquin College's diploma programs and La Cité college diploma programs onto the SPU Social Communications degree program with the goal of identifying goals and gaps and preparing bridging classes as needed. • Undertake financial analysis to ensure fiscal viability of the program <p>Outcome: Coherent map of ACTOP content.</p>	<p>S. Stuart</p> <p>P. Bélanger</p> <p>J. Aghaby H. Singh Sonu P. Belanger</p>	Completed	
30 September – January 2017	<p>Commence creation of course content and support material and mechanisms Commence e-learning consultation Recruit part-time faculty for content delivery</p> <p>Outcome: content development</p>	<p>S. Stuart</p>		

18 October 2017	Request updates from Colleges for submission of interim report	P. Bélanger	Completed	
30 October 2017	Submission of mid-project report. Outcome: reporting and invoicing	P. Bélanger J. Aghaby H. Singh Sonu	Completed	
Summer 2018	Verify if bursaries are available Will OSAP be available for summer sessions Will OSAP accept 1 year La Cité and 1 year USP	La Cité and Algonquin will look into these areas and report back		
Spring- Summer 2018	Continue creation of course content and support material and mechanisms Commence development e-learning modules Commence creation of marketing and recruitment materials Prepare contract for part-time profs Outcome: content creation and ACTOP marketing	S. Stuart P.Bélanger F. Lavigne Vice-Rector Academic and Research	Completed In progress	
Summer 2018	Deployment of marketing and recruitment materials Outcome: content creation and ACTOP marketing	S. Stuart P.Bélanger F.Lavigne		
Winter 2018 - Summer 2018	Meeting with personnel of the Registrar's Office, Recruitment and Communications to discuss publicity & marketing of the project at SPU and colleges Add pathways to respective web sites. Add pathways to ONTransfer.ca Prepare course timetable scenarios Outcome: internal administration and recruitment	S. Stuart F.Lavigne V.Khayat P.Bélanger P. Mazureck		
February 2018	Preparation of final report due March 15, 2018	P. Bélanger	March 2018	



Appendix B Photo documents d'analyse



Appendix C ACTOP Draft of Course Scheduling Scenarios

ACTOP Schedule Draft for Spring/Summer 2018 Five courses delivered in a period of 14 weeks (including exam sessions)

- ISC1308 – 12 weeks Tuesdays x 3h (1:30 p.m. to 4:30 p.m.)
 - Course: May 1 – July 17
 - Exam: July 24
- ISC2301 – 12 weeks Tuesdays x 3h (5:30 p.m. to 8:30 p.m.)
 - Course: May 1 – July 17
 - Exam: July 31
- ISC2328 – 12 weeks Wednesdays x 3h (5:30 p.m. to 8:30 p.m.)
 - Course: May 2 – July 18
 - Exam: July 25
- ISC2307 – 12 weeks = Thursdays x 3h (1:30 p.m. to 4:30 p.m.)
 - Course: May 3 – July 19
 - Exam: August 2
- ISC2326 – 12 weeks = Thursdays x 3h (5:30 p.m. to 8:30 p.m.)
 - Course: May 3 – July 19
 - Exam: July 26

There are three long weekends in the period during which these courses will be delivered.

- Victoria Day (Monday May 21st)
- Canada Day (Sunday July 1st)
- Civic (Monday August 6th)

Students will have no courses on the weekends, however they will have three exams in one week.

All five courses follow regular university calendar.

It would however be wise to consider creating a break for these students in week seven of the twelve-week courses to allow them to prepare for mid-terms, integrate the knowledge and catch up with the content if necessary.

Week Course	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
ISC1308	Tue (3h)	EXAM													
ISC2301	Tue (3h)		EXAM												
ISC2328	Wed (3h)	EXAM													
ISC2307	Thu (3h)		EXAM												
ISC2326	Thu (3h)	EXAM													

ACTOP Schedule Draft for Spring/Summer 2018
Five courses delivered in a period of 15 weeks (including exam sessions)

- ISC1308 – 6 weeks = Saturdays x 6h (9 a.m. to 4 p.m.)
 - Course: May 5 – June 9
 - Exam: June 16

- ISC2301 – 6 weeks =Sundays x 6h (9 a.m. to 4 p.m.)
 - Course: May 6 – June 10
 - Exam: June 17

- ISC2328 – 12 weeks Wednesdays x 3h (5:30 p.m. to 8:30 p.m.)
 - Course: May 2 – July 18
 - Exam: July 25

- ISC2307 – 6 weeks = Saturdays x 6h (9 a.m. to 4 p.m.)
 - Course: June 23 – August 4
 - Exam: August 11

- ISC2326 – 6 weeks =Sundays x 6h (9 a.m. to 4 p.m.)
 - Course: June 24 – August 5
 - Exam: August 12

There are three long weekends in the period during which these courses will be delivered. In this model the students would have to give up two out of three:

- Victoria Day (Monday May 21st)
- Canada Day (Sunday July 1st)
- Civic (Monday August 6th)

Students would have courses on the weekends prior to the statutory holidays marked in green.

The first three courses follow regular university calendar.

It would however be wise to consider creating a break for these students in week seven of the twelve-week course to allow them to concentrate on the exams for the two six-week courses.

Week Course	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
ISC1308	Sat (6h)	EXAM													
ISC2301	Sun (6h)	EXAM													
ISC2328	Wed (3h)	Wed (3h)	Wed (3h)	Wed (3h)	EXAM										
ISC2307								Sat (6h)	Canada Day	Sat (6h)	EXAM				
ISC2326								Sun (6h)	Canada Day	Sun (6h)	EXAM				

ACTOP Schedule Draft for Spring/Summer 2018
Five courses delivered in a period of 14 weeks (including exam sessions)

- ISC1308 – 12 weeks Tuesdays x 3h (5:30 p.m. to 8:30 p.m.)
 - Course: May 1 – July 17
 - Exam: July 31

- ISC2301 – 12 weeks Wednesdays x 3h (5:30 p.m. to 8:30 p.m.)
 - Course: May 2 – July 18
 - Exam: July 25

- ISC2328 – 12 weeks Thursdays x 3h (5:30 p.m. to 8:30 p.m.)
 - Course: May 3 – July 19
 - Exam: August 2

- ISC2307 – 12 weeks = Weekends x 6h (9 a.m. to 4 p.m.)
 - Course: May 5-6, June 2-3, July 7-8
 - Exam: July 28

- ISC2326 – 12 weeks = Weekends x 6h (9 a.m. to 4 p.m.)
 - Course: May 12-13, June 9-10, July 14-15
 - Exam: July 29

There are three long weekends in the period during which these courses will be delivered. In this model the students would not have to give up any out of three:

- Victoria Day (Monday May 21st)
- Canada Day (Sunday July 1st)
- Civic (Monday August 6th)

Students would have no courses on the weekends prior to the statutory holidays marked in green.

All five courses follow regular university calendar.

It would however be wise to consider creating a break for these students in week seven of the twelve-week courses to allow them to prepare for mid-terms, integrate the knowledge and catch up with the content if necessary.

Week Course	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
ISC1308	Tue (3h)	Tue (3h)	Tue (3h)	Tue (3h)	Tue (3h)	Tue (3h)	Tue (3h)	Tue (3h)	Tue (3h)	Tue (3h)	Tue (3h)	Tue (3h)	EXAM	EXAM	
ISC2301	Wed (3h)	Wed (3h)	Wed (3h)	Wed (3h)	Wed (3h)	Wed (3h)	Wed (3h)	Wed (3h)	Wed (3h)	Wed (3h)	Wed (3h)	Wed (3h)	EXAM	EXAM	
ISC2328	Thu (3h)	Thu (3h)	Thu (3h)	Thu (3h)	Thu (3h)	Thu (3h)	Thu (3h)	Thu (3h)	Thu (3h)	Thu (3h)	Thu (3h)	Thu (3h)	EXAM	EXAM	
ISC2307	Sat (6h) Sun (6h)		Victoria Day			Sat (6h) Sun (6h)			Canada Day	Sat (6h) Sun (6h)			EXAM	Civic	
ISC2326		Sat (6h) Sun (6h)	Victoria Day			Sat (6h) Sun (6h)			Canada Day		Sat (6h) Sun (6h)		EXAM	Civic	

ACTOP Schedule Draft for Spring/Summer 2018
Five courses delivered in a period of 14 weeks (including exam sessions)

- ISC1308 – 12 weeks Tuesdays x 3h (1:30 p.m. to 4:30 p.m.)
 - Course: May 1 – July 17
 - Exam: July 24

- ISC2301 – 12 weeks Tuesdays x 3h (5:30 p.m. to 8:30 p.m.)
 - Course: May 1 – July 17
 - Exam: July 31

- ISC2328 – 12 weeks Wednesdays x 3h (5:30 p.m. to 8:30 p.m.)
 - Course: May 2 – July 18
 - Exam: July 25

- ISC2307 – 12 weeks = Thursdays x 3h (5:30 p.m. to 8:30 p.m.)
 - Course: May 3 – July 19
 - Exam: August 2

- ISC2326 – 12 weeks = Fridays x 3h (1:30 p.m. to 4:30 p.m.)
 - Course: May 4 – July 20
 - Exam: July 27

There are three long weekends in the period during which these courses will be delivered. In this model the students would not have to give up any out of three:

- Victoria Day (Monday May 21st)
- Canada Day (Sunday July 1st)
- Civic (Monday August 6th)

Students will have no courses on the weekends.

All five courses follow regular university calendar.

It would however be wise to consider creating a break for these students in week seven of the twelve-week courses to allow them to prepare for mid-terms, integrate the knowledge and catch up with the content if necessary.

Week Course	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
ISC1308	Tue (3h)	EXAM													
ISC2301	Tue (3h)		EXAM												
ISC2328	Wed (3h)	EXAM													
ISC2307	Thu (3h)		EXAM												
ISC2326	Fri (3h)	EXAM													

ACTOP Schedule Draft for Spring/Summer 2018
Five courses delivered in a period of 15 weeks (including exam sessions) with only 6-week courses

- ISC1308 – 6 weeks = Saturdays x 6h (9 a.m. to 4 p.m.)
 - Course: May 5 – June 9
 - Exam: June 16

- ISC2301 – 6 weeks =Sundays x 6h (9 a.m. to 4 p.m.)
 - Course: May 6 – June 10
 - Exam: June 17

- ISC2328 – 6 weeks Wednesdays x 6h (9:00 a.m. to 4:30 p.m.)
 - Course: May 2 – June 6
 - Exam: June 13

- ISC2307 – 6 weeks = Saturdays x 6h (9 a.m. to 4 p.m.)
 - Course: June 23 – August 4
 - Exam: August 11

- ISC2326 – 6 weeks =Sundays x 6h (9 a.m. to 4 p.m.)
 - Course: June 24 – August 5
 - Exam: August 12

There are three long weekends in the period during which these courses will be delivered. In this model the students would have to give up two out of three:

- Victoria Day (Monday May 21st)
- Canada Day (Sunday July 1st)
- Civic (Monday August 6th)

Students would have courses on the weekends prior to the statutory holidays marked in green.

The first three courses follow regular university calendar.

It would however be wise to consider creating a break for these students in week seven of the twelve-week course to allow them to concentrate on the exams for the two six-week courses.

Week Course	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
ISC1308	Sat (6h)	EXAM													
ISC2301	Sun (6h)	EXAM													
ISC2328	Wed (6h)	EXAM													
ISC2307								Sat (6h)	Canada Day	Sat (6h)	EXAM				
ISC2326								Sun (6h)	Canada Day	Sun (6h)	EXAM				