


Trent/Fleming Degree/Diploma in Ecological Restoration


Pan Canadian Consortium on Admissions and Transfer
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Project Overview

- Project had been conceptualized before CUCC funding was announced
- Initially envisioned a 3+2 or 2+2 model...but that is not what we have developed in the end
- Video




Advisory Committee

- Required in community colleges; not typically used in universities
- Membership: environmental consultant, MNR, conservationists, landscape architect, academics
- Commitment to engage the committee and to listen to their advice



Program Model & Curriculum

- Degree or diploma not sufficient on its own
- Needed field skills, taxonomy knowledge, but also critical thinking, analysis and communication skills
- Fully integrated model: degree + diploma at the end of 4 years
- Integrated applied research & field camps
- Foundation of Indigenous environmental studies embedded in program
- Gatekeeper course for continuation in program and exit option



Our First Class: Applicant Profile

- Goal was 35 for first intake
- 120 applications; 43 confirmed accepts
- No overlap in applications between this program and Trent's Environmental Science program (whew!)
- 90% of the applicants are from outside of our geographic area
- 50/50 male/female split
- 52% of applicants were 1st choice applicants




Applicant Quotes

"I have been interested in pursuing a science degree in an environmental degree for some time, but I did not feel that other programs were in line with my interests and goals. It appears that this program is exactly what I am looking for."

"I am interested in returning to school, the ecological restoration program proves to be the most alluring of the natural sciences programs that are offered."

"I've read over the online information for the Ecological Restoration Program and I think that it sounds amazing."



Critical Success Factors

- Belief in the importance of the project – before CUCC
- Mutual desire to create something neither partner could create on their own
- Cross-institutional history
- Natural fit and history between programs
- No turf wars or territorial issues...at the department level
- Willingness to learn from other joint programs
- Program content timely for the market



Challenges

- Difficult conversations about marketing and admissions priorities at Trent
- Fleming reluctance given unsuccessful applied degree
- Avoid the temptation to establish super-student expectations
- How to create a joint identity and truly seamless transition for students?
- How will we handle transfer students?
- How does the first class do in the 1st university equivalent course?



What the CUCC funding helped us to do...

- Money talks! Institutional leverage
- External validation and accountability
- Bought release time for curriculum development
- Curriculum review retreats for Trent ERS faculty
- Fleming hired faculty sooner
- Development of applied research projects
- Distance education course development
- *AWESOME* marketing campaign
- Thanks to CUCC!



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