

Transfer Pathway

**Business Administration  
Programs of La Cité and  
Collège Boréal  
to  
Laurentian University's  
Bachelor of Business  
Administration**

Final report prepared for the Ontario Council on  
Articulation and Transfer (ONCAT)  
Project 2014-19  
March 2016

Parcours de transfert

**Techniques en administration  
des affaires de La Cité et du  
Collège Boréal  
vers le  
Baccalauréat en  
administration des affaires  
de l'Université Laurentienne**

Rapport final préparé pour le Conseil pour  
l'articulation et le transfert – Ontario (CATON)  
Projet 2014-19  
Mars 2016

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éducation • innovation • recherche



## Executive Summary

Laurentian University, Collège Boréal and La Cité collaborated on a transfer agreement to accelerate the process of obtaining a Bachelor of Business Administration for graduates of Ontario's two francophone colleges.

As of September 2016, graduates of the two-year Business Administration programs (Techniques en administrations des affaires) at Collège Boréal and La Cité will benefit from a practical 2+2 model allowing them to earn a Bachelor of Business Administration (Baccalauréat en administration des affaires) from Laurentian University. According to the agreement, college graduates will need to complete the equivalent of two years of university studies as well as a statistics course to earn the degree. This transfer credit recognition in business is without precedent in the Francophone community and among the most beneficial in Ontario.

Students of Collège Boréal and La Cité who wish to pursue their studies through Laurentian University's Faculty of Management will also have the option to take their courses in French on campus or at a distance through a blended model. This added flexibility may allow them to enter the job market while completing their studies and pursuing their professional activities. Furthermore, by combining a college diploma and a bachelor's degree, these students will have a competitive advantage in the job market as well as access to several professional designations requiring a four-year degree.

## Résumé

L'Université Laurentienne, le Collège Boréal et La Cité ont collaboré à une entente d'arrimage accélérant l'obtention d'un baccalauréat en administration des affaires pour les diplômés des deux collèges francophones de la province.

Dès septembre 2016, les diplômés des programmes de deux ans en Techniques en administration des affaires du Collège Boréal et de La Cité bénéficieront d'un modèle avantageux de type 2 + 2 permettant d'acquérir un baccalauréat en administration des affaires (B.A.A.) de l'Université Laurentienne. Selon cette entente, les diplômés collégiaux n'auront qu'à compléter l'équivalent de deux ans d'études universitaires ainsi qu'un cours de statistique afin d'obtenir leur diplôme. Cette reconnaissance est sans précédent au sein de la communauté francophone dans le domaine de l'administration et figure parmi les plus profitables en Ontario.

Les étudiants du Collège Boréal et de La Cité désireux de poursuivre leurs études à la Faculté de gestion de l'Université Laurentienne pourront également accéder à leurs cours en français soit sur campus ou à distance selon un modèle hybride. Cette flexibilité permettra à ceux qui désirent entrer dans le monde du travail de compléter leur formation à distance tout en poursuivant leurs activités professionnelles. Il va sans dire que la combinaison d'un diplôme collégial et d'un baccalauréat fournira à ces étudiants un avantage concurrentiel sur le marché du travail et l'accès à plusieurs désignations professionnelles qui exigent un baccalauréat.

## A Few Words From Our Institutional Leaders

*“This agreement was implemented by Laurentian University, Collège Boréal and La Cité and fits within their willingness to further progress the postsecondary education continuum in French on a provincial scale. As the first bilingual university designated under the French-Language Services Act, Laurentian also aims to recognize the quality of French-language training programs offered by the colleges and increase the Francophone gateways to university studies for the benefit of students.”*

Dominic Giroux,  
President and Vice-Chancellor of  
Laurentian University

*“Thanks to this new articulation agreement, Collège Boréal and its partners will continue to collaborate closely at the provincial level to offer more flexibility to Francophone students throughout Ontario striving to reach their career goals. For Collège Boréal, La Cité and Laurentian University, this initiative reflects a joint desire to work together within a concerted strategy that puts their students first.”*

Pierre Riopel,  
President of Collège Boréal

*“This new agreement stems from an innovative and strengthened collaboration and reflects a willingness shared by our three institutions to offer the very best training options to our students while further responding to the current and future realities of the job market.”*

Lise Bourgeois,  
President of La Cité

## Quelques mots de nos chefs institutionnels

*« Mise sur pied par l'Université Laurentienne, le Collège Boréal et La Cité, cette entente s'inscrit dans une volonté assumée de faire progresser le continuum d'études postsecondaire en français, à l'échelle de l'Ontario. En tant que première université bilingue désignée en vertu de la Loi sur les services en français, la Laurentienne veut reconnaître la qualité des programmes de formation en français offerts au niveau collégial et augmenter les passerelles francophones menant au niveau universitaire pour le bénéfice des étudiants. »*

Dominic Giroux,  
Recteur et vice-chancelier de  
l'Université Laurentienne

*« Par cette nouvelle entente d'articulation, le Collège Boréal et ses partenaires poursuivent une collaboration étroite à l'échelle de la province afin d'offrir aux étudiantes et étudiants francophones de tout l'Ontario davantage de flexibilité dans l'atteinte et la réalisation de leurs objectifs de carrière. Cette initiative témoigne d'une volonté conjointe qu'ont le Collège Boréal, La Cité et l'Université Laurentienne de travailler ensemble dans le cadre d'une stratégie concertée plaçant ces étudiantes et étudiants au premier plan. »*

Pierre Riopel,  
Président du Collège Boréal

*« Cette nouvelle entente, une collaboration innovante et renforcée, témoigne d'une volonté commune entre nos trois établissements d'offrir à nos étudiants et étudiantes ce qu'il y a de mieux comme options de formation tout en répondant davantage aux réalités actuelles et futures du marché de l'emploi. »*

Lise Bourgeois,  
Présidente de La Cité

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## Introduction

A four-year university degree is a requirement for many professions in management such as Accounting and Human Resources. According to anecdotal evidence, one third of graduates in Business Administration from Collège Boréal and La Cité wish to pursue university studies. This demonstrates an interest on the part of college students for undergraduate studies and a need for transfer pathways to facilitate student mobility. With very few educational opportunities available for Francophone college graduates of business programs, Laurentian University, Collège Boréal and La Cité collaborated on the development of a transfer pathway. With a “students first” philosophy, the three institutions produced a 2+2 degree pathway for graduates of the two-year programs in *Techniques en administration des affaires* (Business Administration) of Collège Boréal and La Cité towards the *Baccalauréat en administration des affaires* (Bachelor of Business Administration (BBA)) of Laurentian University.

## Transfer Pathway

### Initial Analysis

The development of the transfer pathway began with an initial analysis of transferability. Based on this analysis, it was determined that a transfer pathway to the four-year BBA degree was preferable to the originally proposed Honours Bachelor of Commerce (H.B.Com.). Both degrees require 120 credits<sup>1</sup>. As the BBA had less business course requirements than the H.B.Com., it was deemed more advantageous for prospective transfer students.

### Gap Analysis of Learning Outcomes

An in-depth review of the curriculum of both college programs was undertaken by seven subject matter experts from the Faculty of Management at Laurentian University. They analyzed the potential gaps between the expected learning outcomes of the college and university programs. The subject matter experts noted the high quality and standards of the curriculum taught at Collège Boréal and La Cité. Based on the analysis, 57 transfer credits out of a possible 60 were recognized from the two-year college programs towards the BBA degree.

The one area that demonstrated significant differences in the expected learning outcomes was Business Statistics. The compulsory college courses in this area covered approximately 50% of the required subject matter. Since Business Statistics is a fundamental course and a prerequisite for many other courses within the BBA program, it was deemed critical for students to undertake further studies in this area. In fact, the Faculty of Management at Laurentian University had noted that academic success in statistics tends to lead to overall achievement in the program. For these reasons, transfer students will be required to complete a university course in Business Statistics. Students at La Cité that complete the statistics course 11325 QUA will be eligible to receive a transfer credit for the BBA degree’s statistics requirement. As a result of the analysis, La Cité revised this course slightly to align it better with the learning outcomes of the Business Statistics course at Laurentian University.

The subject matter experts also noticed several minor gaps during their analysis. Many of these gaps are being addressed in a new course designed to provide learners with additional foundations in management (COMM 1086 Fondements complémentaires en gestion). This required course was

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<sup>1</sup> The credit scale at Laurentian University is 3 and 6 credits.

developed specifically for transfer students in order to help them transition to university studies, further expose them to quantitative subjects and expose them to different learning methods used in management such as the case study method.

## Admission Criteria

Following discussions among administrators from Laurentian University, Collège Boréal and La Cité, the following admission criteria to benefit from the degree pathway were established:

- Ontario College Diploma
  - Collège Boréal: Techniques en administration des affaires (2 years) or Commerce (2 years)
  - La Cité: Techniques en administration des affaires (2 years)
- 70% average

If the above conditions are met, students are eligible to receive 57 transfer credits towards the BBA degree.

## Curriculum Requirements and Pathway

The pathway requires students to complete 63 university credits to obtain a BBA degree from Laurentian University. Out of this number, 33 credits are required courses in Business Administration:

COMM 1056 F – Statistique de l'activité économique  
COMM 1057 F – Introduction à la science de la gestion  
COMM 1086 F – Fondements complémentaires en gestion  
COMM 2016 F – Comptabilité et contrôle de la gestion I  
COMM 2017 F – Comptabilité et contrôle de la gestion II  
COMM 2027 F – Gestion financière II  
COMM 2037 F – Gestion stratégique du marketing mix  
COMM 2046 F – Gestion du comportement organisationnel  
COMM 2056 F – Gestion des opérations I  
COMM 4006 F – Gestion stratégique des organisations I : Formulation  
COMM 4007 F – Gestion stratégique des organisations II : Mise en oeuvre

The remaining credits are electives. This pathway is equivalent to two years of university studies as well as a Business Statistics course. The pathway is simplified in Appendix A.

## Delivery Model

Collège Boréal and La Cité offer their two-year Business Administration programs in various locations in Ontario. The college graduates who wish to pursue their studies at Laurentian University will have the option to take their courses in French on campus in Sudbury or at a distance through a blended model. The blended model, sometimes referred to as hybrid, combines asynchronous online learning with synchronous web conferences for the required courses in management. This will make the BBA program more accessible to Francophone students throughout the province. Furthermore, the flexibility of the model may allow students to enter the job market while completing their degree studies and pursuing their professional activities.

During the project, Laurentian University undertook the development and revision of a total of 19 blended courses to make this transfer pathway accessible to students. Every course required the involvement of a development team including a coordinator, subject matter experts, instructional designers, editors and technologists. This methodology ensured a sound pedagogical approach and quality courses.

## Learning Outcomes

After completing the BBA program, students will have acquired competencies in the following areas:

- Knowledge integration and application
- Problem solving and critical thinking
- Ethics and corporate social responsibility
- Global learning
- Teamwork
- Oral and written communication

A summary of the learning outcomes can be found in Appendix B.

## Best Practices and Lessons Learned

The development of the transfer agreement yielded several lessons learned and best practices.

- **“Students First” Approach:** Putting students first was a major driver and a shared value for the three collaborating organizations during the development of the transfer agreement. This emphasis helped to orient discussions and decisions for the benefit of students.
- **Common Goals:** When collaborating with other parties, it is important to be focused on the common goals. For this project, the main mutual goals were to facilitate the mobility of students among the three institutions and most importantly increase access to postsecondary programs in French.
- **Media Coverage:** The project promoted the announcement of the transfer agreement through the use of free publicity such as a press conference, press releases and interviews to successfully obtain media coverage in print, online, radio and television.
- **Classroom Presentations:** The project presented the transfer agreement directly to students during classes. This provides a captive audience. It is important not only to focus on the graduating students but also those in their first year of studies to plant the idea for the future.
- **Information for Instructors and Staff:** Instructors and staff members at the sending and receiving institutions should be informed of the transfer agreement to help guide students.
- **Transfer Pathway Figure:** Clearly demonstrating the pathway in a simplified figure helps prospective students understand the requirements.
- **Supporters:** It is very valuable to have key supporters within the organizations who will champion the cause along the way.
- **Alignment of Learning Outcomes:** Strong communication between the sending and receiving institutions regarding program learning outcomes is critical, especially when considering curriculum changes. A concerted effort should be made to align the learning outcomes to facilitate current and future transfer opportunities.

## Implementation and Future Developments

The transfer pathway agreement was approved by the Senate of Laurentian University on October 20, 2015 and subsequently signed by the three postsecondary institutions on November 5, 2016. Laurentian University will welcome graduates from Collège Boréal and La Cité under this transfer pathway starting in September 2016. The three organizations have started to promote the transfer agreement to students, administrators and instructors at the colleges. Laurentian University is committed to the ongoing revisions of the blended courses and the development of additional courses in the future.

This transfer pathway sets the stage to collaborate with other postsecondary institutions on additional articulation agreements. As a result of the public announcement of the new agreement with Laurentian University, Collège Boréal and La Cité, all three institutions have received inquiries from other colleges about the transfer pathway. Laurentian University plans to pursue these discussions. The province wide agreement that grants recognition for business diploma program transfers should greatly facilitate these discussions.

Another point that warrants further development is the significant difference in the expected learning outcomes. The major gap identified during the curriculum review was in the area of statistics. The three postsecondary institutions hope to bring together faculty members at the college and university levels to discuss the gaps and the possibility of making changes to the curriculum in the future.

Laurentian University would also like to explore a model pathway for the BBA program at Laurentian University to the new Human Resources program of Collège Boréal.

## Appendix A: Transfer Pathway

The following figure illustrates the transfer pathway.



## Appendix B: Learning Outcomes

The following table summarizes the learning outcomes for the BBA program of Laurentian University.

Competency	Learning Goal	Learning Objectives
Knowledge integration and application	To relate the implications and value what diverse learning opportunities bring to “real world” scenarios by integrating learning from a variety of contexts and disciplines covering personal interests and abilities, general education, degree program courses, and co-curricular activities.	Our students will <ul style="list-style-type: none"> <li>• connect personal experiences and academic knowledge to address complex unscripted real world problems.</li> <li>• draw on diverse knowledge areas and modes of inquiry to benefit from multiple perspectives in identifying and choosing among multiple solutions to complex problems.</li> <li>• adapt skills, abilities, theories, and methodologies gained in classroom situations and easily transfer them to new situations whether in the classroom or in the field.</li> <li>• describe their personal development as learners, building on prior experiences to respond to new and challenging contexts through self-assessment, reflective, or creative work.</li> </ul>
Problem solving/Critical thinking	To demonstrate understanding of solving problems by defining the problem; developing a plan to solve the problem, collecting and analyzing information about the problem and solving the problem.	Our students will <ul style="list-style-type: none"> <li>• demonstrate the ability to define a problem.</li> <li>• be able to identify strategies that can solve a defined problem.</li> <li>• propose effective problem solutions or hypotheses.</li> <li>• be able to evaluate potential problem solutions.</li> <li>• be able to formulate solution implementation plans.</li> </ul>
Ethics and corporate social responsibility	To develop the knowledge and skills needed to exercise ethical leadership and decision-making as a foundation for business practices that respect and promote corporate social responsibility (CSR).	Our students will <ul style="list-style-type: none"> <li>• easily articulate their core ethical and CSR beliefs with depth and clarity.</li> <li>• name and accurately explain the details of the ethical and CSR theory or theories applied to a problem situation.</li> <li>• recognize ethical and CSR issues when presented in a complex, multilayered business management context and perceive the cross-relationships among the issues.</li> <li>• independently and accurately apply ethical and CSR perspectives/concepts to business management situations and will consider the full implications of the application.</li> </ul>
Global learning	To analyze and explore complex global challenges, collaborate	Our students will <ul style="list-style-type: none"> <li>• <i>Global self-awareness</i>: rely on a mature,</li> </ul>

	<p>respectfully with diverse others, apply learning to take responsible action in contemporary global contexts, and evaluate the goals, methods, and consequences of that action.</p>	<p>integrated personal identity enriched by a systemic understanding of the interrelationships among the self, local and global communities, and the natural and physical world, and the integrated economic systems of the global business environment.</p> <ul style="list-style-type: none"> <li>• <i>Perspective taking</i>: understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.</li> <li>• <i>Cultural diversity</i>: learn respectfully about the cultural diversity of other people and how to bridge differences in collaboratively reaching common goals.</li> <li>• <i>Personal and social responsibility</i>: recognize their responsibilities to society--locally, nationally, and globally--and develop a perspective on ethical and power relations both across the globe and within individual societies by developing competence in ethical and moral reasoning and action.</li> <li>• <i>Global systems</i>: integrate how complex and overlapping worldwide systems, including those associated with the natural world and those developed by society influence how life is lived, how these systems are influenced and/or constructed, how they operate with differential consequences, how they affect the human and natural world, and how they can be altered.</li> <li>• <i>Knowledge application</i>: apply an integrated and systemic understanding of the interrelationships between contemporary and past challenges facing cultures, societies, and the natural world (i.e., contexts) on the local and global levels, through knowledge and skills gained from real-life problem-solving.</li> </ul>
Teamwork	<p>To engage, synthesize and build upon the contributions of others to advance a common goal.</p>	<p>Our students will</p> <ul style="list-style-type: none"> <li>• actively contribute to the team meeting.</li> <li>• always have a positive attitude about the tasks.</li> <li>• actively look for solutions to problems.</li> <li>• consistently focus on what needs to be done.</li> <li>• be working with others.</li> </ul>
Oral communication	<p>To prepare and deliver purposeful presentations designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes,</p>	<p>Our students will</p> <ul style="list-style-type: none"> <li>• organize content into a cohesive presentation</li> <li>• employ imaginative, memorable, compelling and audience-appropriate language to</li> </ul>

	values, beliefs, or behaviours.	<p>enhance presentation effectiveness.</p> <ul style="list-style-type: none"> <li>• understand how delivery techniques such as posture, gesture, eye contact, and vocal expressiveness influence audience perceptions of the presentation and speaker.</li> <li>• include a variety supporting materials in their presentations, referring appropriately to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.</li> <li>• deliver a compelling central message in their presentations.</li> </ul>
Written communication	To develop and express ideas in writing by learning to work in genres and styles appropriate to business and management communication, using related technologies and integrating texts, data and images.	<p>Our students will</p> <ul style="list-style-type: none"> <li>• draft professional business-quality written documents that respond to the needs of a business audience.</li> <li>• demonstrate subject mastery in their choice of content.</li> <li>• apply formal and informal rules inherent in business writing.</li> <li>• use credible, relevant business sources to develop their written ideas and arguments.</li> <li>• draft written communications using graceful language that skilfully conveys precise meaning to readers with clarity and fluency, and is error-free.</li> </ul>