



**COLLÈGE BORÉAL**  
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# RAPPORT FINAL

**CONTRAT :**

2017-18 Architecture transfer pathway development

**TITRE DU PROJET :**

Développement de parcours de transfert en Architecture

**PRÉPARÉ PAR :**

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## **1) SUMMARY**

Initially, this project aimed at developing traditional pathway agreements between Laurentian University's new architecture program and the Techniques d'architecture Architectural (Techniques) (2 years) and Technologie de l'architecture (Architectural Technology) (3 years) programs at Collège Boréal, then facilitate the development of a similar but adapted agreement, with the three-year program in Techniques d'architecture (Architectural Techniques) at La Cité college.

Promoting dialogue between universities and colleges, and encouraging the retention of Francophone students in Ontario's post-secondary education system, this initiative was in line with ONCAT goals. As a result, the number of students taking and completing the entire continuum of education in the province could also increase in a field as specialized as architecture.

Two completely innovative agreements will now link the McEwen School of Architecture at Laurentian University to Collège Boréal and La Cité college, creating not only three new transfer pathways in French for students in this area, but also promoting access for Francophones to this unique school in the province.

## **2) PROJECT PURPOSE AND GOALS**

In addition to meeting ONCAT goals, the project had the following goals for participating institutions:

- maximize the achievements of students graduating from Collège Boréal's Techniques d'architecture (2 years) and Technologie de l'architecture (3 years) programs, as well as from the Technologie de l'architecture (3 years) program at La Cité college;
- promote access for Francophones to the only bilingual architecture school in the province;
- encourage, or even start, dialogue between Laurentian University, Collège Boréal and La Cité, in order to work towards a certain coherence between the programs, which would stimulate the Francophone student mobility in the field of architecture and would benefit the entire education system.

### 3) DEVELOPMENT OF THE TRANSFER PATHWAYS

- **Methodology**

The original idea was to tie Techniques d'architecture (2 years) and Technologie de l'architecture (3 years) programs from Collège Boréal to the Bachelor of Architectural Studies program at Laurentian University to, only then, facilitate development of an agreement adapted to the three-year program in Techniques d'architecture at La Cité college. However, in light of the discussions in recent years, which have recommended further support of the equivalency agreement on the analysis of learning outcomes cross-referenced in the departure program and the arrival program, we have chosen to invest the necessary efforts to ensure that this analysis is done in parallel for all programs involved, in order to develop a real comparative portrait of the results of this new methodology on similar programs in two different institutions.

Thus, all the originally planned analysis procedures only between Laurentian and Collège Boréal were split at the beginning of the work in order to ultimately conclude whether we could possibly rely on the rigour of such a methodology to apply courses transfer development between Laurentian and a college partner for a particular program to another college partner offering the same program.

For the rest, the steps were the same as those planned and proposed in the filing of our proposal, meaning:

Schedule of activities	Steps and deliverables
April, 2017	<ul style="list-style-type: none"> <li>- Meetings with the Dean of the School of Architecture to discuss the project and its steps</li> <li>- Allocate hours on the workload forms of the professors/subject-matter experts and educational consultants for spring 2017</li> </ul>
May, 2017	<ul style="list-style-type: none"> <li>- Meetings with the Directors or Deans of the programs of study, the people in charge of the Staff Support Centres and the managers of the Admissions Offices of Laurentian University, Boréal and La Cité to present the project</li> <li>- Kick-off meeting with program professors to discuss the goals of the Laurentian, Collège Boréal and La Cité's architectural programs</li> </ul>
June 2017	Collection of lesson plans and other information related to the results and learning activities of the university program targeted by the project (Architectural Studies), and the three college programs (Techniques d'architecture at La Cité - 3 years, Techniques d'architecture at Boréal - 2 years, and Technologie de l'architecture at Boréal - 3 years)
September 2017	<ul style="list-style-type: none"> <li>- Development of an analytical framework based on learning outcomes</li> <li>- Feedback on the analysis structure proposed by the Senior Advisor</li> <li>- Approval of the analysis structure by the Vice-Provost, Francophone Studies and Affairs at Laurentian</li> <li>- Construction of the matrices</li> </ul>
October 2017 to February 2018	<ul style="list-style-type: none"> <li>- Analysis and comparison of the various programs' learning outcomes</li> <li>- Identification of credits that can be recognized</li> <li>- Consultation with the Head of Admissions of Laurentian to share the analyzes, complete the results of the credits granted by the standards resulting from the general administrative practices for the elective courses and academic results of the candidates, and</li> </ul>

	identify the documentation to prepare for next steps of the administrative approvals at Laurentian  - Consultation with key program stakeholders to validate comparative analyzes of the learning outcomes (program department of each institution, Deans of colleges and Dean of Laurentian Faculty of Science, Engineering and Architecture)
March - April 2018	- Final validation of the pathways developed with stakeholders before starting the approval process  - Development and finalizing of the traditional transfer agreements based on the comparative analyses validated by program stakeholders
May – June 2018	- Completion of the approval process at the University (2 last steps) P ARA (Academic Regulations and Awards) P Laurentian University Senate
Summer 2018	- Add pathways to agreement protocols  - Communication with the University's Admissions Office to add the pathways to ONTransfer.ca

• **Comparison and analysis of programs**

As the analysis of programs based on their learning outcomes to identify credit courses in each subject gateway was a new practice for us, we had to design, develop, and produce tools that would most rigorously document analysis data in order to validate the relevance of this approach.

Thus, matrices allowing us to map all the learning outcomes of each of the programs covered by the project and their overlaps were developed. These list the

learning outcomes of the Laurentian Architecture Program against the learning outcomes of the Boréal and La Cité programs and are used as follows:

- For each corresponding learning outcome between the university program and one of the college programs, a "1" was entered in the grid;
- The corresponding learning results are then added per UL Architecture course;
- - If a Laurentian course has at least one corresponding learning outcome for all of its learning outcomes, it may be suggested to the program director that the course has a college equivalent and credit is recognized in the agreement;

Even if, when comparing courses by course, there is not a college course that is exactly the equivalent of a Laurentian course, mapping shows that in the entire college diploma, students covered the learning outcomes of some courses;

- At the end of the exercise, the college program directors are consulted to validate the learning outcomes that were cross-referenced. They then have the opportunity to specify whether certain results have been omitted for lack of clarity or understanding of course syllabuses, or even to propose a certain revision of their program so as to add a particularly decisive learning result.

The Excel document containing all the analysis matrices used in this project is presented in Appendix A.

- **Implementation process and timelines**

Approval processes have a significant impact on the timelines of such a project and its implementation. Indeed, some committees such as the Senate, for example, face very busy agendas, in addition to a very limited meeting schedule. We must face the facts, the June meeting remains the most favourable for the processing of files like this one and therefore interferes with the original hope of completing all the work for mid-March.

To this awareness was added an imponderable this year, the university and college strikes that took place in turn. In fact, since the teachers' strike in Ontario colleges in the fall of 2017 lasted nearly five weeks, many development projects involving teaching have been put on hold at both Collège Boréal and La Cité. Due to the reorganization of the school calendar, teachers were unable to complete this type of mandate within the prescribed time frame. The fall session at La Cité ended January 26, 2018 and the winter session began January 29, 2018. This new timetable forced educational institutions to cancel the traditional reading week, with the result that the administrative work normally done by teachers during this week could not be ensured this year.

That said, monumental work was done to get as close as possible to the outcome of the project. To date, the mapping of programs and the results of the first analysis it suggests have been submitted for validation to the authorities of each institution.

The next few weeks will allow us to complete the following steps:

- Meeting of institutional program directors to draw on the results of the first analysis and the recommendations for maximizing pathways;
- Approval with ARA and information to the CPF;
- Approval from the Senate;
- Add pathways to agreement protocols;
- Communication with the University's Admissions Office to add the pathways to ONTransfer.ca;
- Preparation of an announcement of new pathways for back to school.

#### 4) SUMMARY OF THE TRANSFER PATHWAYS CREATED

The following table provides a brief overview of the transfer pathways proposed at the conclusion of this project.

<b>ANNÉE 1 - Laurentienne</b>	<b>Boréal ARTG (3 ans)</b>	<b>Boréal ARTQ (2 ans)</b>	<b>La Cité (3 ans)</b>
ARCH1006 - Design Thinking (3 cr)	X	X	X
ARCH1505 - Design Studio 1: Place (6 cr)	X	X	X
ARCH1007 - Sacred Places (3 cr)	X	X	X
ARCH1515 - Studio 2 : Place II (6 cr)	X	X	X
ARCH0100 - COOP A1 (1 cr - 14 semaines)	X		X
<b>ANNÉE 2 - Laurentienne</b>			
ARCH 2306 - Design for Climate Change (3 cr)			X
ARCH 2316 - Structures 1: Wood (3 cr)	X	X	X
ARCH 2505 - Design Studio 3: Landscape (6 cr)			
ARCH 2036 - Canadian Art & Architecture (3 cr)	X	X	
ARCH 2326 Architecture & Ecology (3 cr)			X
ARCH 2515 - Design Studio 4: Landscape II (6 cr)	X	X	
COOP 1B (14 semaines)			
<b>ANNÉE 3 - Laurentienne</b>			
ARCH 3006 - Indigenous Precedents (3 cr)			
ARCH 3306 - The Well-tempered Environment (3 cr)			X
ARCH 3505 - Design Studio 5: Northern Building Studio (6 cr)	X	X	
ARCH 3906 - Independent Study (3 cr)			
ARCH 0300 Spring - Co-operative 2 (2 cr - 14 semaines)			
ARCH 3017 - WRITINGS IN ARCHITECTURE (3 cr)			
ARCH 3316 - Structures 2: Connections (3 cr)	X	X	
ARCH 3515 - Design Studio 6: Northern Building Studio II (6 cr)	X	X	
COOP 2 (14 semaines)			
<b>ANNÉE 4 - Laurentienne</b>			
ARCH 4006 - Building Case Studies (3 cr)			
ARCH 4306 - Digital Fabrication (3 cr)			
ARCH 4505 - STUDIO 7: INTEGRATED DESIGN (6 cr)			
ARCH 4526 - Architectural Communications (3 cr)			
ARCH 4016 - Cultural Sustainability (3 cr)			
ARCH 4316 - Structures 3: Building Systems (3 cr)			
ARCH 4515 - STUDIO 8: INTEGRATED DESIGN 2 (6 cr)			

The specific details associated with these transfer pathways are documented in the pathway models provided in Appendix B.

*Warning: It should be noted that the number of credits granted anticipated in the analysis provided with this report may be modified when the agreements are presented to ARA and the Senate. For this reason, Laurentian University is committed to providing ONCAT with an additional report once all approval steps have been completed.*

## **5) PROMISING PRACTICES AND LESSONS LEARNED**

Among the promising practices include the importance of communicating with all the departments involved in various institutions. These include the department of the program in question, the faculty, the registrar's office and the admissions office, as well as the administrators and the academic guidance centre, which advises students on their schedule, etc.

This communication ensures not only that there are no misunderstandings, but also that the agreement complies with all of the University's rules. Furthermore, when everyone is informed about the agreement, it has a better chance of being approved during the various approval steps, as the committee members are generally members of the aforementioned departments.

Although there seems to be slightly less affinity between the programs than the 2 + 2 initially hoped for, the stakeholders are still very satisfied with the progress of this project. The new analysis approach based on learning outcomes has facilitated discussions and provided sound objectivity to the equivalency agreement process. We, therefore, intend to pursue this path in the development of potential transfer pathways, using the same tools as those conceptualized for this project.