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ADMINISTRATION,
COMMERCE AND
COMPUTER
TECHNOLOGY

OFFICE SYSTEM
TECHNOLOGY

412.A0

PROGRAM OF STUDY

Technical Studies Program

Diploma of College Studies

Office System Technology

412.A0

Options:

Office work coordination

Micropublishing and hypermedia

412.A0

Office System Technology

1999

Type of certification: Diploma of college studies

Number of credits: Office Work Coordination 91 2/3
Micropublishing and Hypermedia 90 2/3

Duration: 2,385 hours of instruction

Duration: General Education Component: 660 hours of instruction
Specific Program Component:
Common Core and option in Office Work Coordination: 1,725 hours of instruction
Common Core and option in Micropublishing and Hypermedia: 1,725 hours of instruction

Special conditions for admission: - none

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INTRODUCTION TO THE PROGRAM

The *Office System Technology* program is in keeping with the aims and orientations of technical education that guide the Direction générale de la formation professionnelle et technique. It has been designed in accordance with the framework for developing technical programs, which requires participation by partners from the business and educational communities.

This program is formulated in terms of competencies, objectives and standards. It was designed using an approach that takes into account training needs, the employment situation and the general goals of technical education, and it will provide the basis for the definition and evaluation of learning activities. It lends itself to the application of the program-based approach.

The *Office System Technology* program includes a general education component common to all programs (16 2/3 credits), a general education component specific to the program (6 credits), a general education component complementary to the other program components (4 credits) and a specific program component of 65 credits for the option in *Office Work Coordination* or 64 credits for the option in *Micropublishing and Hypermedia*.

This document has two parts. Part one presents an overview of the program, and part two describes the objectives and standards for the general education component and the specific program component.

VOCABULARY USED

Program

An integrated set of learning activities leading to the achievement of educational objectives based on set standards (*College Education Regulations*, section 1).

Competency

For the specific program component of a technical program: an integrated set of cognitive and psychomotor skills and socio-affective behaviours that enable a student to exercise a role or function, perform a task or carry out an activity at entry level on the job market (*Cadre technique d'élaboration de la partie ministérielle des programmes d'études techniques*, p. 3).

Objective

The competency, skills or knowledge to be acquired or mastered (*College Education Regulations*, section 1).

Statement of the competency

For the specific program component of a technical program, the statement of the competency is the result of an analysis of the work situation, the general goals of technical education and, in certain cases, other factors. It consists of an action verb and an object. It must be clear and unequivocal.

For the general education component, the statement of the competency is the result of an analysis of the needs of general education.

Elements of the competency

For the specific program component of a technical program, the elements of the competency include only what is necessary in order to understand the competency. They specify the major steps in exercising the competency or the essential elements of the competency.

For the general education component, the elements of the objective, formulated in terms of a competency, specify the essential elements of the competency. They include only what is necessary in order to understand and attain the competency.

Standard

The level of performance at which an objective is considered to be achieved (*College Education Regulations*, section 1).

Achievement context

For the specific program component of a technical program, the achievement context corresponds to the situation in which the competency is exercised at entry level on the job market. The achievement context does not specify the context for learning or evaluation.

Performance criteria

For the specific program component of a technical program, the performance criteria define the requirements that make it possible to judge the attainment of each of the elements of the competency and consequently of the competency itself. The performance criteria are based on the requirements at entry level on the job market. The performance criteria are not the evaluation instrument but, rather, they serve as a reference for the development of the evaluation instrument. Each element of the competency requires at least one performance criterion.

For the general education component, the performance criteria define the requirements for recognition of the attainment of the standard. All the criteria must be respected for the objective to be attained.

Learning activities

For the specific program component of a technical program, the learning activities are classes (labs, workshops, seminars, practicums or other educational activities) designed to ensure the attainment of the targeted objectives and standards. Colleges are entirely responsible for defining the learning activities and applying the program-based approach.

For the general education component, the elements of the learning activities that may be determined in whole or in part by the Minister are the field of study, the discipline(s), the weightings, the total hours of instruction, the number of credits and any details deemed essential.

PART ONE

GOALS OF THE PROGRAM

The *Office System Technology* program comprises two options. The option in *Office Work Coordination* is intended to train people to practise the vocation of office work coordinator, while the option in *Micropublishing and Hypermedia* is intended to train people to practise the vocation of micropublishing and hypermedia technician.

The *Office Work Coordination* option focuses on the development of skills relating to management and interpersonal relations. Office work coordinators are generally assigned to management duties, and more specifically to the planning, organization, supervision and assessment of the work of the team attached to a particular office unit. They generally report to upper management, and act as intermediaries between upper management and the staff under their direct supervision. Office coordinators must therefore have a sound knowledge of English, and sufficient knowledge of French, besides being highly discreet, flexible and available. They also act as advisors for staff members in situations of interpersonal conflict and in resolving personal problems. They must remain constantly aware of the difficulties faced by staff members and act in a tactful, open-minded way. They also intervene to help solve technical and organizational problems. Within the business, their leadership is an important element in mobilizing and motivating the workforce. Given the variety and importance of the tasks they perform, office work coordinators must have a strong sense of organization and be able to resist stress. The job requires skills in management, communications and interpersonal relations. Office work coordinators must be able to work in a computerized work environment subject to frequent change, and must therefore be able to adapt quickly to new software and computer environments.

Office work coordinators are found in businesses working in a range of economic sectors. Their level of responsibility varies according to the size and organization of the business concerned.

The option in *Office Work Coordination* brings together two training requirements, versatility and specialization, within the same program. Versatility is acquired by means of the general education component and thorough basic training in languages, management, interpersonal relations and the use of computers. The specialized knowledge required to join the labour force is acquired through instruction in the specific skills involved in office coordination.

The option in *Micropublishing and Hypermedia* is designed to develop technical skills in connection with the use of computer-based tools and the production and revision of written materials. The work performed by micropublishing and hypermedia technicians is almost exclusively concerned with the production, graphic design and page layout of various types of documents; technicians also design and produce multimedia presentations and create hypermedia documents. Micropublishing and hypermedia technicians are often required to work on actual document content, and must therefore have a sound command of English and a sufficient knowledge of French. Their work also involves providing technical support and acting as resource persons for their colleagues and supervisors. They must be creative in order to produce original and attractive documents in keeping with the image the business has chosen to project. They must be able to work in a computerized work environment subject to frequent change, and must therefore be able to adapt quickly to new software and computer environments. Since peak demand for documents can be high, they must be able to manage their time efficiently and resist stress, while remaining available. The job requires a strong sense of organization, a highly developed aesthetic sense and attention to detail.

Micropublishing and hypermedia technicians are found in most businesses, large and small, that need to produce a large number of documents with graphic design. Their work is performed under the responsibility of a range of supervisors whose job titles vary, depending on the type of business

concerned. However, in some businesses, the technicians themselves are responsible for managing micropublishing projects. They must be able to work as part of a team, and the level of responsibility assigned to them varies according to the work environment and the nature and objectives of the business. Micropublishing and hypermedia technicians can also create their own businesses, in which case they must act with initiative, independence and a highly developed sense of responsibility.

The *Micropublishing and hypermedia* option brings together two training requirements, versatility and specialization, within the same program. Versatility is acquired by means of the general education component and thorough basic training in languages and the use of computerized tools. The specialized knowledge required to join the labour force is acquired through instruction in the specific skills involved in micropublishing and hypermedia.

In accordance with the general goals of technical education, the *Office System Technology* program is intended to:

- enable students to practise their profession with competence, by correctly performing the tasks and technical activities of the profession as soon as they enter the job market;
- help students adapt to professional life, by informing them about the job market in general, as well as in the particular context of their profession;
- encourage students to develop and broaden their professional knowledge;
- foster the professional mobility of students by enabling them, among other things, to acquire the skills they need for managing their own careers, in particular by making them aware of entrepreneurial possibilities.

THE GOALS OF GENERAL EDUCATION

In Québec, college is the next stage after the compulsory years of schooling (elementary and secondary school) during which students acquire basic knowledge and skills. It represents a major crossroads in that there is greater emphasis on the cultural aspect of academic subjects and leads students directly to the labour market or to university. The college system is responsive to current needs with respect to technical and pre-university education. It allows students to further their education without, however, narrowing their options, since they may switch from one type of program to the other. Finally, it provides students with a well-rounded, balanced education.

Each college program features a general education component that is common to all programs, one that is adapted to the specific field of study, and one that is complementary. The goals of general education are to provide students with a common cultural core, to help them learn and develop generic skills, and to foster desirable attitudes. The desired outcomes are to educate students, to prepare them for their role as responsible members of society and to enable them to share in the common cultural heritage.

The common cultural core

Transmission of the common cultural core is aimed at allowing students to develop or acquire the following:

- mastery of the language of instruction as a tool for communication and reflection, and mastery of the basic rules of rational thought, discourse and argumentation;
- the ability to communicate in other languages, primarily French or English;
- openness to the world and to cultural diversity;
- appreciation of the riches of their cultural heritage through familiarization with the accomplishments of human civilization;
- the ability to situate themselves with respect to the major schools of thought;
- the ability to think critically, independently and reflectively;
- personal and social ethics;
- mastery of knowledge relevant to the development of physical and intellectual well-being;
- awareness of the need to develop habits conducive to good health.

Generic skills

General education allows students to acquire and develop the following generic skills:

- conceptualization, analysis and synthesis;
- coherent reasoning;
- critical judgment;
- articulate expression;
- the ability to apply what they have learned in analyzing situations;
- the ability to apply what they have learned in determining appropriate action;
- mastery of work methods;
- the ability to reflect on what they have learned.

Desirable attitudes

Cultural literacy and generic skills help students to acquire and develop the following attitudes:

- autonomy;
- a critical sense;
- awareness of their responsibilities toward themselves and others;
- openmindedness;
- creativity;
- openness to the world.

These outcomes apply to the three general education components, more specifically:

- General education common to all programs, which is allotted 16 2/3 credits distributed as follows:
 - language of instruction and literature: 7 1/3 credits;
 - humanities or *philosophie*: 4 1/3 credits;
 - physical education: 3 credits;
 - second language: 2 credits.
- General education adapted to programs, which introduces tasks or learning situations that are relevant to the field of study. The breakdown of credits, for a total of 6, is as follows:
 - language of instruction and literature: 2 credits;
 - humanities or *philosophie*: 2 credits;
 - second language: 2 credits.
- Complementary general education, which allows students to complete their training with learning activities chosen with a view to achieving balance and complementarity in relation to the program-specific component. Students may choose courses for a total of 4 credits in the following areas:
 - social sciences;
 - science and technology;
 - modern languages;
 - mathematics literacy and computer science;
 - art and aesthetics.

The general and the specific education components are designed to contribute to students' education in an integrative fashion. In other words, the knowledge and skills transmitted in one component are reinforced and, whenever possible, reapplied in the other.

Each college-level institution must provide such general education through learning activities that are consistent with its educational project, within the framework of the stated outcomes, the given subject areas and ministerial guidelines.

All the sets of objectives and standards in the general education component are developed in keeping with the provisions of the *College Education Regulations* (R.S.Q., c. C-29, s. 18; 1993, c. 25, s. 11). Revised Edition, August 1998.

EDUCATIONAL INTENTIONS OF GENERAL EDUCATION

The educational intentions explain in detail the contribution of each field of studies included in the three components of general education (common to all programs, adapted to programs or complementary) to the achievement of the goals of general education. For the first two components, the educational intentions include a general statement of the role of each field of studies, the principles which underlie this role, the contribution of each field, in the form of outcome objectives, to the achievement of the goals of general education in terms of knowledge, abilities and attitudes, and an explanation of the sequence of objectives and standards.

The integral text of the educational intentions is at the end of this document.

LIST OF PROGRAM OBJECTIVES

GENERAL EDUCATION COMMON TO ALL PROGRAMS

(16 2/3 credits)

- 0004 To analyze and produce various forms of discourse.
- 0005 To apply a critical approach to literary genres.
- 0006 To apply a critical approach to a literary theme.
- 00B2 To apply a logical analytical process to how knowledge is organized and used.
- 000G To apply a critical thought process to world views.
- 0017 Appliquer les notions de base de la communication en français courant.
- or
- 000A Communiquer en français avec une certaine aisance.
- or
- 000B Communiquer avec aisance en français.
- or
- 000C Traiter d'un sujet culturel et littéraire.
- 0064 To establish the role that being physically active plays amongst the lifestyle behaviours which promote health.
- 0065 To improve one's effectiveness when practising a physical activity.
- 0066 To demonstrate one's responsibility for being physically active in a manner which promotes health.

GENERAL EDUCATION ADAPTED TO PROGRAMS

(6 credits)

- 000L To communicate in the forms of discourse appropriate to one or more fields of study.
- 000U To apply a critical thought process to ethical issues relevant to the field of study.
- 0018 Appliquer des notions fondamentales de la communication en français, liées à un champ d'études.
- or
- 000Q Communiquer en français dans un champ d'études particulier.
- or
- 000R Communiquer avec aisance en français dans un champ d'études particulier.
- or
- 000S Dissserter en français sur un sujet lié au champ d'études.

COMPLEMENTARY GENERAL EDUCATION

(4 credits)

- 000V To estimate the contribution of the social sciences to an understanding of contemporary issues.
- 000W To analyze one of the major problems of our time using one or more social scientific approaches.
- 000X To explain the general nature of science and technology and some of the major contemporary scientific or technological issues.
- 000Y To resolve a simple problem by applying the basic scientific method.
- 000Z To communicate with limited skill in a modern language.
- 0010 To communicate on familiar topics in a modern language.
- 0067 To communicate with relative ease in a modern language.
- 0011 To recognize the role of mathematics or informatics in contemporary society.
- 0012 To use various mathematical or computer concepts, procedures and tools for common tasks.
- 0013 To consider various forms of art produced by aesthetic practices.
- 0014 To produce a work of art.

SPECIFIC PROGRAM COMPONENT

(65 or 64 credits)

Common core

- 00UW To perform word processing operations.
- 00UX To process and present data.
- 00UY To communicate using spoken English.
- 00UZ To produce English texts and perform English linguistic revision.
- 00V0 To produce French texts and perform French linguistic revision.
- 00V1 To communicate using spoken French.
- 00V2 To translate texts.
- 00V3 To use tools and services relating to office work.
- 00V4 To provide technical support.
- 00V5 To interact in various work situations.
- 00V6 To successfully enter the labour market and build a career.

Office Work Coordination

- 00V7 To analyze the profession.
- 00V8 To ensure the process of financial information and the management of the office unit budgets.
- 00V9 To create and operate a database.
- 00VA To produce documents.
- 00VB To automate operations.
- 00VC To solve problems.
- 00VD To adapt working approaches to the particular features of the work environment.
- 00VE To design and adapt a records management system.
- 00VF To design and adapt office working procedures.
- 00VG To participate in the staff recruitment process for the office unit.
- 00VH To organize and supervise work within the office unit.
- 00VJ To ensure the management of material resources within the office unit.
- 00VK To assess the performance of the staff in the office unit.
- 00VL To ensure the training of the office unit staff.
- 00VM To organize professional activities.

Micropublishing and Hypermedia

- 00VN To analyze the profession.
- 00VP To create drawings and process images.
- 00VQ To enter data and produce the graphic design of training manuals.
- 00VR To perform page layout operations.
- 00VS To design and produce forms.
- 00VT To ensure the quality of written language and produce the graphic design of reports.
- 00VU To design and produce advertising documents.
- 00VV To create hypermedia documents.
- 00VW To design and produce multimedia presentations.
- 00VX To ensure the quality of written language and produce the graphic design of in-house bulletins and newsletters.
- 00VY To process requests from clients.
- 00VZ To manage micropublishing projects.

HARMONIZATION

The technical program *Office System Technology* 412.A0 has been designed and written in such a way as to harmonize the technical programs *Secretarial Studies*, and *Desktop Publishing*. The purpose of the harmonization is to optimize students' progress in their training by making it easier for them to go from one program to another or from one level of education to another without duplication of learning content.

A. HARMONIZATION WITH THE *SECRETARIAL STUDIES* PROGRAM

1. From secondary level to college level

Students who have acquired competencies of the *Secretarial Studies* program at the secondary level will receive recognition for corresponding competencies in the *Office Work Coordination* option if they pursue their studies at the college level.

FROM		TO	
CODE	SECRETARIAL STUDIES COMPETENCY	CODE	OFFICE WORK COORDINATION COMPETENCY
960025	To apply a keyboarding technique	00UW	To perform word processing operations
960056	To use the basic functions of word processing software		
960204	To use the advanced functions of word processing software		
960214	To design the visual format of a document		
960036	To proofread business texts	00UZ	To produce English texts and perform English linguistic revision
960066	To write business correspondence		
960078	To carry out common accounting tasks	00V8	To ensure the process of financial information and the management of the office unit budgets
960104	To carry out periodic accounting tasks		
960122	To use telecommunication tools	00V3	To use tools and services relating to office work
960135	To handle bilingual communications in an office setting		
960146	To produce and receive business correspondence		
960154	To use the basic functions of spreadsheet software	00UX	To process and present data
960252	To use job search techniques	00V6	To successfully enter the labour market and build a career

Students who have acquired competencies of the *Secretarial Studies* program at the secondary level will receive recognition for corresponding competencies in the *Micropublishing and Hypermedia* option if they pursue their studies at the college level.

FROM		TO	
SECRETARIAL STUDIES		MICROPUBLISHING AND HYPERMEDIA	
CODE	COMPETENCY	CODE	COMPETENCY
960025	To apply a keyboarding technique	00UW	To perform word processing operations
960056	To use the basic functions of word processing software		
960204	To use the advanced functions of word processing software		
960214	To design the visual format of a document		
960036	To proofread business texts	00UZ	To produce English texts and perform English linguistic revision
960066	To write business correspondence		
960122	To use telecommunication tools	00V3	To use tools and services relating to office work
960135	To handle bilingual communications in an office setting		
960146	To produce and receive business correspondence		
960154	To use the basic functions of spreadsheet software	00UX	To process and present data
960252	To use job search techniques	00V6	To successfully enter the labour market and build a career

2. From college level to secondary level

Students who have acquired competencies of the *Office Work Coordination* option at the college level will receive recognition for corresponding competencies in the *Secretarial Studies* program if they pursue their studies at the secondary level.

FROM		TO	
OFFICE WORK COORDINATION		SECRETARIAL STUDIES	
CODE	COMPETENCY	CODE	COMPETENCY
00UW	To perform word processing operations	960025	To apply a keyboarding technique
		960056	To use the basic functions of word processing software
		960204	To use the advanced functions of word processing software
		960214	To design the visual format of a document
00UX	To process and present data	960154	To use the basic functions of spreadsheet software
00UY	To communicate using spoken English	960135	To handle bilingual communications in an office setting
00V1	To communicate using spoken French		
00UZ	To produce English texts and perform English linguistic revision	960036	To proofread business texts
		960066	To write business correspondence
00V0	To produce French texts and perform French linguistic revision	960176	To produce business correspondence in French
00V2	To translate texts	960194	To translate business correspondence into French
00V3	To use tools and services relating to office work	960122	To use telecommunication tools
00V3	To use tools and services relating to office work	960066	To write business correspondence
		960122	To use telecommunication tools
		960146	To produce and receive business correspondence
00VA	To produce documents	960176	To produce business correspondence in French
00V5	To interact in various work situations	960112	To communicate in an office setting
		960162	To manage their time
00V6	To successfully enter the labour market and build a career	960252	To use job search techniques

Continuation of table from previous page

FROM		TO	
OFFICE WORK COORDINATION		SECRETARIAL STUDIES	
CODE	COMPETENCY	CODE	COMPETENCY
00V8	To ensure the process of financial information and the management of the office unit budgets	960104	To carry out periodic accounting tasks
00V9	To create and operate a database	960082	To use database software
00VA	To produce documents	960066	To write business correspondence
		960176	To produce business correspondence in French
00VD	To adapt working approaches to the particular features of the work environment	960091	To understand and identify various management approaches to quality
		960182	To handle requests regarding labour laws
00VE	To design and adapt a records management system	960044	To manage administrative information
00VM	To organize professional activities	960232	To prepare business meetings

Students who have acquired competencies of the *Micropublishing and Hypermedia* option at the college level will receive recognition for corresponding competencies in the *Secretarial Studies* program if they pursue their studies at the secondary level.

FROM		TO	
MICROPUBLISHING AND HYPERMEDIA		SECRETARIAL STUDIES	
CODE	COMPETENCY	COCE	COMPETENCY
00UW	To perform word processing operations	960025	To apply a keyboarding technique
		960056	To use the basic functions of word processing software
		960204	To use the advanced functions of word processing software
		960214	To design the visual format of a document
00UX	To process and present data	960154	To use the basic functions of spreadsheet software
00UY	To communicate using spoken English	960135	To handle bilingual communications in an office setting
00V1	To communicate using spoken French		
00UZ	To produce English texts and perform English linguistic revision	960036	To proofread business texts
		960066	To write business correspondence
00V0	To produce French texts and perform French linguistic revision	960176	To produce business correspondence in French
00V2	To translate texts	960194	To translate business correspondence into French
00V3	To use tools and services relating to office work	960122	To use communication tools
00V5	To interact in various work situations	960112	To communicate in an office setting
		960162	To manage their time
00V6	To successfully enter the labour market and build a career	960252	To use job search techniques
00VY	To process requests from clients	960082	To use database software
00VZ	To manage micropublishing projects	960044	To manage administrative information

B. HARMONIZATION WITH THE *DESKTOP PUBLISHING* PROGRAM

1. From secondary level to college level

Students who have acquired competencies of the *Desktop Publishing* program at the secondary level will receive recognition for corresponding competencies in the *Micropublishing and Hypermedia* option if they continue their studies at the college level.

FROM		TO	
DESKTOP PUBLISHING		MICROPUBLISHING AND HYPERMEDIA	
CODE	COMPETENCY	CODE	COMPETENCY
971244	Black-and-White Illustrations	00VP	To create drawings and process images
971275	Black-and-White Image Processing		
971325	Colour Illustrations		
971338	Colour Image Processing		
971284	Production of a Comprehensive Layout	00VR	To perform page layout operations
971298	Monochrome Page Layout	00VX	To perform page layout operations
971254	Proofreading		
971298	Monochrome Page Layout		
971356	Colour Page Layout		
971378	Four-Colour Page Layout		
971362	Computers in the Workplace	00V4	To provide technical support
971422	Career Development	00V6	To successfully enter the labour market and build a career

2. From college level to secondary level

Students who have acquired competencies of the *Micropublishing and Hypermedia* option at the college level will receive recognition for corresponding competencies in the *Desktop Publishing* program if they continue their studies at the secondary level.

FROM		TO	
MICROPUBLISHING AND HYPERMEDIA		DESKTOP PUBLISHING	
CODE	COMPETENCY	CODE	COMPETENCY
00UW	To perform word processing operations	971228	Keyboarding
00UW	To perform word processing operations	971267	Typography
00VR	To perform page layout operations		
00VR	To perform page layout operations	971284	Production of a Comprehensive Layout
		971298	Monochrome Page Layout
00UZ	To produce English texts and perform English linguistic revision	971254	Proofreading
00V3	To use tools and services relating to office work	971346	Telecommunications Media
00VV	To create hypermedia documents		
00V4	To provide technical support	971362	Computers in the Workplace
00VP	To create drawings and process images	971244	Black-and-White Illustrations
00VT	To ensure the quality of written language and produce the graphic design of reports	971238 971254 971298	Visual Communication Proofreading Monochrome Page Layout
00VU	To design and produce advertising documents		
00VX	To ensure the quality of written language and produce the graphic design of in-house bulletins and newsletters		
00V6	To successfully enter the labour market and build a career	971422	Career Development

PART TWO

**OBJECTIVES AND STANDARDS –
GENERAL EDUCATION COMMON TO ALL
PROGRAMS**

GENERAL EDUCATION COMMON TO ALL PROGRAMS :
LANGUAGE OF INSTRUCTION AND LITERATURE

CODE : 0004

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To analyze and produce various forms of discourse.</p> <p>Elements</p> <p>1 To identify the characteristics and functions of the components of discourse.</p> <p>2 To determine the organization of facts and arguments of a given discourse.</p> <p>3 To prepare ideas and strategies for a projected discourse.</p> <p>4 To formulate a discourse.</p> <p>5 To edit the discourse.</p>	<p>Performance criteria</p> <p>1.1 Accurate explanation of the denotation of words.</p> <p>1.2 Adequate recognition of the appropriate connotation of words.</p> <p>1.3 Accurate definition of the characteristics and function of each component.</p> <p>2.1 Clear and accurate recognition of the main idea and structure.</p> <p>2.2 Clear presentation of the strategies employed to develop an argument or thesis.</p> <p>3.1 Appropriate identification of topics and ideas.</p> <p>3.2 Adequate gathering of pertinent information.</p> <p>3.3 Clear formulation of a thesis.</p> <p>3.4 Coherent ordering of supporting material.</p> <p>4.1 Appropriate choice of tone and diction.</p> <p>4.2 Correct development of sentences.</p> <p>4.3 Clear and coherent development of paragraphs.</p> <p>4.4 Formulation of a 750-word discourse.</p> <p>5.1 Thorough revision of form and content.</p>
LEARNING ACTIVITIES	
<p>Discipline : English</p> <p>Weighting : 2-2-4, 1-3-4</p> <p>Credits : 2 2/3</p>	

GENERAL EDUCATION COMMON TO ALL PROGRAMS :
LANGUAGE OF INSTRUCTION AND LITERATURE

CODE : 0005

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To apply a critical approach to literary genres.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 To distinguish genres of literary discourse. 2 To recognize the use of literary conventions within a specific genre. 3 To situate a discourse within its historical and literary period. 4 To explicate a discourse representative of a literary genre. 	<p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Clear recognition of the formal characteristics of a literary genre. 2.1 Accurate recognition of the figurative communication of meaning. 2.2 Adequate explanation of the effects of significant literary and rhetorical devices. 3.1 Appropriate recognition of the relationship of a text to its period. 4.1 Selective use of appropriate terminology. 4.2 Effective presentation of a 1000-word integrated response to a text.
LEARNING ACTIVITIES	
<p>Discipline : English</p> <p>Weighting : 2-2-3</p> <p>Credits : 2 1/3</p>	

GENERAL EDUCATION COMMON TO ALL PROGRAMS :
LANGUAGE OF INSTRUCTION AND LITERATURE

CODE : 0006

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To apply a critical approach to a literary theme.</p> <p>Elements</p> <p>1 To recognize the treatment of a theme within a literary text.</p> <p>2 To situate a literary text within its cultural context.</p> <p>3 To detect the value system inherent in a literary text.</p> <p>4 To explicate a text from a thematic perspective.</p>	<p>Performance criteria</p> <p>1.1 Clear recognition of elements within the text which define and reinforce a theme and its development.</p> <p>1.2 Adequate demonstration of the effects of significant literary and rhetorical devices.</p> <p>2.1 Appropriate recognition of a text as an expression of cultural context.</p> <p>2.2 Adequate demonstration of the effects of significant literary and rhetorical devices.</p> <p>3.1 Appropriate identification of expression (explicit/implicit) of a value system in a text.</p> <p>4.1 Selective use of an appropriate terminology.</p> <p>4.2 Effective presentation of a 1000-word integrated response to a text.</p>
LEARNING ACTIVITIES	
<p>Discipline : English</p> <p>Weighting : 2-2-3</p> <p>Credits : 2 1/3</p>	

GENERAL EDUCATION COMMON TO ALL PROGRAMS : HUMANITIES		CODE : 00B2
OBJECTIVE		STANDARD
Statement of the competency To apply a logical analytical process to how knowledge is organized and used.		
Elements 1 To recognize the basic elements of a field of knowledge. 2 To define the modes of organization and utilization of a field of knowledge. 3 To situate a field of knowledge within its historical context. 4 To organize the main components into coherent patterns. 5 To produce a synthesis of the main components.		Performance criteria 1.1 Appropriate description of the basic elements. 1.2 Appropriate use of terminology relevant to fields of knowledge. 2.1 Adequate definition of the dimensions, limits, and uses of fields of knowledge. 3.1 Accurate identification of the main components in the historical development of fields of knowledge. 3.2 Accurate description of the effects of historical development and societal milieu on the limitations and uses of a field of knowledge. 4.1 Coherent organization of the main components. 5.1 Appropriate analysis of the components. 5.2 Coherent synthesis of the main components. 5.3 Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the organization and uses of knowledge.
LEARNING ACTIVITIES		
Discipline : Humanities Weighting : 3-1-3 Credits : 2 1/3		

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To apply a critical thought process to world views.</p> <p>Elements</p> <p>1 To describe world views.</p> <p>2 To explain the major ideas, values, and implications of a world view.</p> <p>3 To organize the ideas, values and experiences of a world view into coherent patterns.</p> <p>4 To compare world views.</p>	<p>Performance criteria</p> <p>1.1 Accurate description of a society or group with a distinctive world view.</p> <p>1.2 Appropriate use of terminology relevant to these societies or groups.</p> <p>2.1 Adequate explanation of the salient components of a world view.</p> <p>3.1 Coherent organization of ideas about a world view.</p> <p>3.2 Appropriate expression, including a significant individual written component, of an analysis of the context, importance, and implications of world views.</p> <p>4.1 Comparative analysis of these world views.</p> <p>4.2 Appropriate inclusion of central elements, relationships, and organizational principles of the societies or groups in the analysis.</p>
LEARNING ACTIVITIES	
<p>Discipline : Humanities</p> <p>Weighting : 3-0-3</p> <p>Credits : 2</p>	

OBJECTIF	STANDARD
<p>Énoncé de la compétence</p> <p>Appliquer les notions de base de la communication en français courant.</p> <p>Éléments</p> <p>1 Dégager le sens d'un message oral simple.</p> <p>2 Émettre un message oral simple.</p> <p>3 Dégager le sens d'un texte.</p> <p>4 Rédiger un texte simple.</p>	<p>Critères de performance</p> <p>1.1 Repérage précis des difficultés de compréhension du message.</p> <p>1.2 Utilisation pertinente des techniques d'écoute choisies.</p> <p>1.3 Distinction précise du sens général et des idées essentielles du message.</p> <p>1.4 Description précise du sens général et des idées essentielles du message.</p> <p>2.1 Repérage précis des difficultés d'expression.</p> <p>2.2 Utilisation pertinente des techniques d'expression orales choisies.</p> <p>2.3 Emploi pertinent du vocabulaire courant.</p> <p>2.4 Expression intelligible du propos.</p> <p>3.1 Repérage précis des difficultés de compréhension du texte.</p> <p>3.2 Utilisation pertinente des techniques de lecture choisies.</p> <p>3.3 Distinction claire des principaux éléments du texte.</p> <p>3.4 Description précise du sens général et des idées essentielles d'un texte de 500 mots.</p> <p>4.1 Repérage précis des difficultés d'écriture.</p> <p>4.2 Utilisation pertinente des techniques d'écriture choisies.</p> <p>4.3 Emploi pertinent du vocabulaire courant.</p> <p>4.4 Formulation claire et cohérente d'un texte de 100 mots.</p>
LEARNING ACTIVITIES	
<p>Discipline : Français, langue seconde</p> <p>Pondération : 2-1-3</p> <p>Unités : 2</p>	

FORMATION GÉNÉRALE COMMUNE : LANGUE SECONDE (NIVEAU II)		CODE : 000A
OBJECTIF		STANDARD
Énoncé de la compétence		
Communiquer en français avec une certaine aisance.		
Éléments		Critères de performance
1	Interpréter un texte oral simple de trois minutes en français courant.	1.1 Distinction claire des principaux éléments du texte oral. 1.2 Explication précise du sens des mots dans le texte. 1.3 Repérage précis des idées et des sujets traités dans le texte.
2	Produire un texte oral planifié de cinq minutes en français courant.	2.1 Emploi pertinent du vocabulaire courant. 2.2 Respect du niveau de langue, du code grammatical et des règles de la prononciation. 2.3 Formulation claire et cohérente du propos.
3	Interpréter un texte écrit en français courant.	3.1 Distinction claire des principaux éléments du texte. 3.2 Explication précise du sens des mots dans le texte. 3.3 Repérage précis des idées principales et de la structure d'un texte de 700 à 1000 mots.
4	Rédiger un texte simple en français courant.	4.1 Respect du code grammatical et orthographique. 4.2 Utilisation judicieuse des principaux éléments du corpus. 4.3 Formulation claire et cohérente des phrases. 4.4 Articulation cohérente des paragraphes. 4.5 Rédaction d'un texte de 200 mots.
LEARNING ACTIVITIES		
Discipline :	Français, langue seconde	
Pondération :	2-1-3	
Unités :	2	

FORMATION GÉNÉRALE COMMUNE : LANGUE SECONDE (NIVEAU III)		CODE : 000B
OBJECTIF		STANDARD
Énoncé de la compétence		
Communiquer avec aisance en français.		
Éléments		Critères de performance
1	Produire un texte oral planifié de cinq minutes de complexité moyenne.	1.1 Emploi pertinent du vocabulaire courant. 1.2 Adaptation à l'interlocuteur ou à l'interlocutrice. 1.3 Respect du niveau de langue, du code grammatical et des règles de la prononciation. 1.4 Formulation claire et cohérente du propos. 1.5 Agencement pertinent des idées.
2	Commenter un texte écrit de complexité moyenne.	2.1 Distinction claire des principaux éléments d'un texte comprenant entre 2 500 et 3 000 mots. 2.2 Explication précise du sens des mots dans le texte. 2.3 Distinction précise des idées principales et secondaires, des faits et des opinions. 2.4 Formulation d'éléments implicites.
3	Rédiger un texte de complexité moyenne.	3.1 Respect du code grammatical et orthographique. 3.2 Adaptation au lecteur ou à la lectrice. 3.3 Utilisation judicieuse des principaux éléments du corpus. 3.4 Formulation claire et cohérente des phrases, dont au moins trois sont complexes. 3.5 Articulation cohérente des paragraphes. 3.6 Rédaction d'un texte de 350 mots.
LEARNING ACTIVITIES		
Discipline : Français, langue seconde Pondération : 2-1-3 Unités : 2		

GENERAL EDUCATION COMMON TO ALL PROGRAMS : PHYSICAL EDUCATION CODE : 0064

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To establish the role that being physically active plays amongst the lifestyle behaviours which promote health.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 To establish the relationship between one's lifestyle and one's health. 2 To be physically active in a manner which promotes health. 3 To recognize one's needs, abilities, and motivational factors with respect to being physically active on a regular basis. 4 To propose physical activities which promote health. 	<p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Proper use of documentation. 1.2 Appropriate relationships between the main lifestyle behaviours and their impact on health. 2.1 Observance of the rules involved in the physical activity, including safety guidelines. 2.2 Respect of one's abilities when practising physical activities. 3.1 Appropriate use of the physical quantitative and qualitative data. 3.2 Statement of one's main physical needs and abilities. 3.3 Statement of one's main motivational factors with respect to being physically active on a regular basis. 4.1 Appropriate and justified choice of physical activities according to one's needs, abilities, and motivational factors.
LEARNING ACTIVITIES	
<p>Discipline : Physical Education</p> <p>Weighting : 1-1-1</p> <p>Credits : 1</p>	

GENERAL EDUCATION COMMON TO ALL PROGRAMS :
PHYSICAL EDUCATION

CODE : 0065

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To improve one's effectiveness when practising a physical activity.</p> <p>Elements</p> <p>1 To use a process designed to improve one's effectiveness in the practice of a physical activity.</p>	<p>Performance criteria</p> <p>1.1 Initial assessment of one's abilities and attitudes when practising a physical activity.</p> <p>1.2 Statement of one's expectations and needs with respect to one's ability to practise the activity.</p> <p>1.3 Appropriate formulation of personal objectives.</p> <p>1.4 Statement of the means to achieve one's objectives.</p> <p>1.5 Observance of the rules involved in the physical activity, including safety guidelines.</p> <p>1.6 Periodic evaluation of one's abilities and attitudes when practising a physical activity.</p> <p>1.7 Meaningful interpretation of the progress achieved and the difficulties experienced during the activity.</p> <p>1.8 Pertinent and periodic adjustments of objectives or action plan.</p> <p>1.9 Appreciable improvement of the motor skills required by the activity.</p>
LEARNING ACTIVITIES	
<p>Discipline : Physical Education</p> <p>Weighting : 0-2-1</p> <p>Credits : 1</p>	

GENERAL EDUCATION COMMON TO ALL PROGRAMS :
PHYSICAL EDUCATION

CODE : 0066

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To demonstrate one's responsibility for being physically active in a manner which promotes health.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 To combine effective practice with a health promotional approach to physical activity. 2 To manage a personal physical activity program. 	<p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Integration of effective practice with factors which promote health in the practice of a physical activity. 2.1 Statement of one's priorities according to the needs abilities, and motivational factors with respect to being active on a regular basis. 2.2 Proper formulation of objectives to achieve in one's personal program. 2.3 Appropriate choice of activity or activities for one's personal program. 2.4 Appropriate planning of how the activity or activities in the personal program are carried out. 2.5 Appropriate choice of criteria to measure program objective attainment. 2.6 Periodic statement of the time invested and the activities carried out during the program. 2.7 Meaningful interpretation of the progress achieved and difficulties experienced during the activity. 2.8 Appropriate and periodic adjustment of objectives or action plan.
LEARNING ACTIVITIES	
<p>Discipline : Physical Education</p> <p>Weighting : 1-1-1</p> <p>Credits : 1</p>	

**OBJECTIVES AND STANDARDS –
GENERAL EDUCATION ADAPTED TO PROGRAMS**

GENERAL EDUCATION ADAPTED TO PROGRAMS : LANGUAGE OF INSTRUCTION AND LITERATURE		CODE : 000L
OBJECTIVE	STANDARD	
Statement of the competency To communicate in the forms of discourse appropriate to one or more fields of study. Elements 1 To identify the forms of discourse appropriate to given fields of study. 2 To recognize the discursive frameworks appropriate to given fields of study. 3 To formulate a discourse.	Performance criteria 1.1 Accurate recognition of specialized vocabulary and conventions. 1.2 Accurate recognition of the characteristics of the form of discourse. 2.1 Clear and accurate recognition of the main ideas and structure. 2.2 Appropriate distinction between fact and argument 3.1 Appropriate choice of tone and diction. 3.2 Correctly developed sentences. 3.3 Clearly and coherently developed paragraphs. 3.4 Appropriate use of program-related communication strategies. 3.5 Formulation of a 1000-word discourse. 3.6 Thorough revision of form and content.	
LEARNING ACTIVITIES		
Discipline :	English	
Total Contact Hours :	60	
Credits :	2	

GENERAL EDUCATION ADAPTED TO PROGRAMS : HUMANITIES		CODE : 000U
OBJECTIVE	STANDARD	
Statement of the competency To apply a critical thought process to ethical issues relevant to the field of study. Elements 1 To situate significant ethical issues, in appropriate world views and fields of knowledge. 2 To explain the major ideas, values, and social implication of ethical issues. 3 To organize the ethical questions and their implications into coherent patterns. 4 To debate the ethical issues.	Performance criteria 1.1 Accurate recognition of the basic elements of ethical issues. 1.2 Appropriate use of relevant terminology. 1.3 Adequate identification of the main linkages with world views and fields of knowledge. 2.1 Adequate description of the salient components of the issues. 3.1 Coherent organization of the ethical questions and their implications. 3.2 Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the issues. 4.1 Adequate development of substantiated argumentation including context and diverse points of view. 4.2 Clear articulation of an individual point of view.	
LEARNING ACTIVITIES		
Discipline : Humanities Total Contact Hours : 45 Credits : 2		

FORMATION GÉNÉRALE PROPRE : LANGUE SECONDE (NIVEAU I)		CODE : 0018
OBJECTIVE		STANDARD
Énoncé de la compétence Appliquer des notions fondamentales de la communication en français, liées à un champ d'études.		
Elements 1 Dégager le sens d'un message oral simple lié à un champ d'études.		Performance criteria 1.1 Repérage précis des difficultés de compréhension du message. 1.2 Distinction juste des caractéristiques du message. 1.3 Repérage juste du vocabulaire spécialisé. 1.4 Utilisation pertinente des techniques d'écoute choisies. 1.5 Distinction claire des principaux éléments du message. 1.6 Description précise du sens général et des idées essentielles du message.
2 Dégager le sens et les caractéristiques d'un texte lié à un champ d'études.		2.1 Repérage précis des difficultés de compréhension du texte. 2.2 Distinction juste des caractéristiques du texte. 2.3 Repérage précis du vocabulaire spécialisé. 2.4 Utilisation pertinente des techniques de lectures choisies. 2.5 Distinction claire des principaux éléments du texte. 2.6 Description précise du sens général et des idées essentielles du texte.
3 Émettre un message oral simple lié à un champ d'études.		3.1 Repérage précis des difficultés d'expression orale. 3.2 Utilisation pertinente des techniques d'expression orale choisies. 3.3 Utilisation pertinente du vocabulaire courant et spécialisé. 3.4 Expression intelligible du propos.
4 Rédiger un court texte lié à un champ d'études.		4.1 Repérage précis des difficultés d'écrire. 4.2 Utilisation pertinente des techniques d'écriture choisies. 4.3 Utilisation pertinente du vocabulaire courant et spécialisé. 4.4 Formulation claire et cohérente du texte.
ACTIVITÉS D'APPRENTISSAGE		
Discipline : Français, langue seconde Nombre d'heures-contact : 45 Nombre d'unités : 2		

FORMATION GÉNÉRALE PROPRE : LANGUE SECONDE (NIVEAU II)		CODE : 000Q
OBJECTIVE		STANDARD
Énoncé de la compétence Communiquer en français dans un champ d'études particulier.		
Elements 1 Distinguer les types de textes propres au champ d'études. 2 Interpréter des textes représentatifs du champ d'études. 3 Utiliser des techniques de production de textes appropriées au champ d'études.		Performance criteria 1.1 Distinction précise des caractéristiques formelles de chacun des principaux types de textes et des conventions utilisées. 2.1 Distinction claire des principaux éléments du texte. 2.2 Interprétation claire du vocabulaire spécialisé. 2.3 Repérage précis des idées et des sujets traités. 2.4 Utilisation pertinente des techniques de lecture et d'écoute. 3.1 Emploi pertinent du vocabulaire spécialisé et des conventions. 3.2 Respect du niveau de langue et du code grammatical. 3.3 Formulation claire et cohérente du propos. 3.4 Utilisation pertinente des techniques d'expression.
ACTIVITÉS D'APPRENTISSAGE		
Discipline : Français, langue seconde Nombre d'heures-contact: 45 Nombre d'unités : 2		

FORMATION GÉNÉRALE PROPRE : LANGUE SECONDE (NIVEAU III)		CODE : 000R
OBJECTIVE	STANDARD	
<p>Énoncé de la compétence</p> <p>Communiquer avec aisance en français dans un champ d'études particulier.</p> <p>Elements</p> <p>1 Commenter des textes propres au champ d'études.</p> <p>2 Produire un texte sur un sujet lié au champ d'études.</p>	<p>Performance criteria</p> <p>1.1 Distinction précise des caractéristiques formelles des principaux types de textes et des conventions utilisées.</p> <p>1.2 Explication précise du sens des mots dans le texte.</p> <p>1.3 Repérage précis de la structure du texte.</p> <p>1.4 Reformulation juste des idées principales et secondaires, des faits et des opinions.</p> <p>1.5 Emploi juste du vocabulaire spécialisé.</p> <p>2.1 Respect du sujet.</p> <p>2.2 Emploi pertinent du vocabulaire spécialisé et des conventions.</p> <p>2.3 Respect du niveau de langue et du code grammatical.</p> <p>2.4 Formulation claire et cohérente du propos.</p> <p>2.5 Agencement pertinent des idées.</p> <p>2.6 Adéquation entre forme et fond.</p>	
<p align="center">ACTIVITÉS D'APPRENTISSAGE</p>		
<p>Discipline :</p> <p>Nombre d'heures-contact :</p> <p>Nombre d'unités :</p>	<p>Français, langue seconde</p> <p>45</p> <p>2</p>	

FORMATION GÉNÉRALE PROPRE : LANGUE SECONDE (NIVEAU IV)		CODE : 000S
OBJECTIF	STANDARD	
Énoncé de la compétence Dissenter en français sur un sujet lié au champ d'études. Éléments 1 Analyser un texte lié au champ d'études. <		

**OBJECTIVES AND STANDARDS –
COMPLEMENTARY GENERAL EDUCATION**

COMPLEMENTARY GENERAL EDUCATION: SOCIAL SCIENCES		CODE: 000V
OBJECTIVE	STANDARD	
Statement of the competency To estimate the contribution of the social sciences to an understanding of contemporary issues. Elements 1 Recognize the focus of one or more of the social sciences and their main approaches. 2 Identify some of the issues currently under study in the social sciences. 3 Demonstrate the contribution of one or more of the social sciences to an understanding of contemporary issues.	Achievement context Students will work alone. They will write an essay of approximately 750 words on the contribution of the social sciences to an understanding of contemporary issues. Documents and data from the field of social sciences may be used. Performance criteria 1.1 Formulation of the focus specific to one or more of the social sciences. 1.2 Description of the main approaches used in the social sciences. 2.1 Association of issues with the pertinent areas of research in the social sciences. 3.1 Presentation of contemporary issues by emphasizing the interpretation of the social sciences. 3.2 Illustration of the interaction between certain social changes and the contribution of the social sciences.	
LEARNING ACTIVITIES		
Number of student-contact hours :		45
Number of credits :		2

COMPLEMENTARY GENERAL EDUCATION: SOCIAL SCIENCES		CODE: 000W
OBJECTIVE		STANDARD
Statement of the competency To analyze one of the major problems of our time using one or more social scientific approaches.		Achievement context <ul style="list-style-type: none"> Students will work alone. They will write an essay of approximately 750 words on a topic related to human existence. Reference materials from the field of social sciences may be used.
Elements <ol style="list-style-type: none"> 1 Formulate a problem using one or more social scientific approaches. 2 Deal with an issue using one or more social scientific approaches. 3 Draw conclusions. 		Performance criteria <ol style="list-style-type: none"> 1.1 Presentation of the background to the problem. 1.2 Use of appropriate concepts and language. 1.3 Brief description of individual, collective, spatio-temporal and cultural aspects of the problem. 2.1 Clear formulation of an issue. 2.2 Selection of pertinent reference materials. 2.3 Brief description of historical, experimental and survey methods. 3.1 Appropriate use of the selected method. 3.2 Determination of appropriate evaluation criteria. 3.3 Identification of strengths and weaknesses of the conclusions.
LEARNING ACTIVITIES		
Number of student-contact hours : 45 Number of credits : 2		

COMPLEMENTARY GENERAL EDUCATION: SCIENCE AND TECHNOLOGY		CODE: 000X
OBJECTIVE	STANDARD	
Statement of the competency To explain the general nature of science and technology and some of the major contemporary scientific or technological issues. Elements 1 Describe the standard scientific mode of thought and method. 2 Demonstrate how science and technology are complementary. 3 Explain the context and the stages related to several scientific and technological discoveries. 4 Deduce different consequences and questions resulting from certain recent scientific and technological developments.	Achievement context <ul style="list-style-type: none">Students will work alone.They will use a written commentary on a scientific discovery or technological development.They will write an essay of approximately 750 words. Performance criteria 1.1 Brief description of the essential characteristics of the scientific mode of thought, including quantification and demonstration. 1.2 Organized list and brief description of the essential characteristics of the main steps in the standard scientific method. 2.1 Definition of terms and description of the primary ways in which science, techniques and technology are interrelated: logical and temporal connections, and mutual contributions. 3.1 Pertinent and coherent explanation of the relationship between the determining contexts related to several scientific and technological discoveries. 3.2 List of the main stages of scientific and technological discoveries. 4.1 Brief description of important consequences (of different types) and the current major challenges resulting from several scientific and technological discoveries. 4.2 Formulation of relevant questions and credibility of responses to the questions formulated.	
LEARNING ACTIVITIES		
Number of student-contact hours : 45 Number of credits : 2		

COMPLEMENTARY GENERAL EDUCATION: SCIENCE AND TECHNOLOGY		CODE: 000Y
OBJECTIVE		STANDARD
Statement of the competency To resolve a simple problem by applying the basic scientific method.		Achievement context <ul style="list-style-type: none"> Students will work alone or in groups. They will be given a scientific and technological problem that is not complex and that can be resolved by applying the standard scientific method. Common scientific instruments and reference materials (written or other) may be used.
Elements 1 Describe the main steps of the standard scientific method. 2 Formulate a hypothesis designed to solve a simple scientific and technological problem. 3 Verify a hypothesis by applying the fundamental principles of the basic experimental method.		Performance criteria 1.1 Organized list and brief description of the characteristics of the steps of the standard scientific method. 2.1 Clear, precise description of the problem. 2.2 Observance of the principles for formulating a hypothesis (observable and measurable nature of data, credibility, etc.). 3.1 Pertinence, reliability and validity of the experimental method used. 3.2 Observance of established experimental method. 3.3 Appropriate choice and use of instruments. 3.4 Clear, satisfactory presentation of results. 3.5 Validity of the connections established between the hypothesis, the verification and the conclusion.
LEARNING ACTIVITIES		
Number of student-contact hours : 45 Number of credits : 2		

COMPLEMENTARY GENERAL EDUCATION: MODERN LANGUAGES		CODE: 000Z
OBJECTIVE	STANDARD	
Statement of the competency To communicate with limited skill* in a modern language. (*This refers to the limited use of language structures, grammar and vocabulary. This limitation varies depending on the complexity of the modern language.)	Achievement context For modern languages that use the Latin alphabet, students will: <ul style="list-style-type: none">• have a conversation that includes at least 8 lines of dialogue• write a text consisting of at least 8 sentences For modern languages that use a writing system other than the Latin alphabet, students will: <ul style="list-style-type: none">• have a conversation that includes at least 6 lines of dialogue• write a text consisting of at least 6 sentences Students will be exposed to learning situations on familiar themes. Reference materials may be used.	
Elements 1 Understand the meaning of a verbal message. <		

COMPLEMENTARY GENERAL EDUCATION: MODERN LANGUAGES		CODE: 0010
OBJECTIVE	STANDARD	
Statement of the competency To communicate on familiar topics in a modern language.	Achievement context <ul style="list-style-type: none">• Students will have a conversation that includes at least 15 lines of dialogue.• They will write a text consisting of at least 20 sentences for Latin-alphabet languages.• They will write a text consisting of at least 10 sentences for languages not using the Latin alphabet.• Students will be exposed to:<ul style="list-style-type: none">– common situations in everyday life– simple topics from everyday life• Reference materials may be used.	
Elements 1 Understand the meaning of a verbal message.	Performance criteria The acquisition of a modern language requires an awareness of the culture of the people who use the language. 1.1 Accurate identification of words and idiomatic expressions. 1.2 Clear recognition of the general meaning and essential ideas of messages of average complexity. 1.3 Logical connection between the various elements of the message.	
2 Understand the meaning of a written message.	2.1 Accurate identification of words and idiomatic expressions. 2.2 Clear recognition of the general meaning and essential ideas of messages of average complexity. 2.3 Logical connection between the various elements of the message.	
3 Express a simple message verbally, using sentences of average complexity.	3.1 Appropriate use of language structures in main or subordinate clauses. 3.2 Appropriate application of grammar rules. 3.3 Use of verbs in the present indicative. 3.4 Appropriate use of enriched basic vocabulary and idiomatic expressions. 3.5 Understandable pronunciation. 3.6 Coherent sequence of sentences of average complexity. 3.7 Conversation	
4 Write a text on a given subject, using sentences of average complexity.	4.1 Appropriate use of language structures in main or subordinate clauses. 4.2 Appropriate application of grammar rules. 4.3 Use of verbs in the present and past indicative. 4.4 Appropriate use of enriched basic vocabulary and idiomatic expressions. 4.5 Coherent sequence of sentences of average complexity. 4.6 Acceptable application of graphic rules for writing systems other than the Latin alphabet.	
LEARNING ACTIVITIES		
Number of student-contact hours : 45		
Number of credits : 2		

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To communicate with relative ease in a modern language.</p> <p>Elements</p> <p>1 Understand the meaning of a verbal message in everyday language.</p> <p>2 Understand the meaning of a text of average complexity.</p> <p>3 Have a conversation on a subject.</p> <p>4 Write a text of average complexity.</p>	<p>Achievement context</p> <ul style="list-style-type: none"> Students will work alone. They will have a conversation that includes at least 20 lines of dialogue. They will write a text of medium length (at least 25 sentences for Latin-alphabet languages and 15 sentences for other languages). They will use documents of a sociocultural nature. Reference materials for the written text may be used. <p>Performance criteria</p> <p>The acquisition of a modern language requires an awareness of the culture of the people who use the language.</p> <p>1.1 Accurate explanation of the general meaning and essential ideas of the message.</p> <p>1.2 Clear identification of structural elements of the language.</p> <p>2.1 Accurate explanation of the general meaning and essential ideas of the text.</p> <p>2.2 Clear identification of structural elements of the language.</p> <p>3.1 Appropriate use of the structural elements of the language according to the message to be expressed.</p> <p>3.2 Appropriate use of everyday vocabulary.</p> <p>3.3 Accurate pronunciation and intonation.</p> <p>3.4 Normal flow in a conversation in everyday language.</p> <p>3.5 Coherence of the message expressed.</p> <p>3.6 Pertinent responses to questions.</p> <p>4.1 Appropriate use of the structural elements of the language according to the text to be written.</p> <p>4.2 Accurate vocabulary.</p> <p>4.3 Coherence of the text as a whole.</p> <p>4.4 Observance of presentation and writing rules applicable to the text.</p>
LEARNING ACTIVITIES	
Number of student-contact hours :	45
Number of credits :	2

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To recognize the role of mathematics or informatics in contemporary society.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 Demonstrate the acquisition of basic general knowledge of mathematics or informatics. 2 Describe the evolution of mathematics or informatics. 3 Recognize the contribution of mathematics or informatics to the development of other areas of knowledge. 4 Illustrate the diversity of mathematical or informatics applications. 5 Evaluate the impact of mathematics or informatics on individuals and organizations. 	<p>Achievement context</p> <ul style="list-style-type: none"> • Students will work alone. • They will write an essay of approximately 750 words, using numerous concrete examples that they themselves will have selected. <p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Identification of basic notions and concepts. 1.2 Identification of main branches of mathematics or informatics. 1.3 Appropriate use of terminology. 2.1 Descriptive summary of several major phases. 3.1 Demonstration of the existence of important contributions, using concrete examples. 4.1 Presentation of a range of applications in various areas of human activity, using concrete examples. 5.1 Identification of several major influences. 5.2 Explanation of the way in which mathematics or informatics have changed certain human and organizational realities. 5.3 Recognition of the advantages and disadvantages of these influences.
LEARNING ACTIVITIES	
<p>Number of student-contact hours : 45</p> <p>Number of credits : 2</p>	

OBJECTIVE	STANDARD
<p>Statement of the competency</p> <p>To use various mathematical or computer concepts, procedures and tools for common tasks.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 Demonstrate the acquisition of basic functional knowledge in mathematics or informatics. 2 Select mathematical or computer tools and procedures on the basis of specific needs. 3 Use mathematical or computer tools and procedures to carry out tasks and solve problems. 4 Interpret the quantitative data or results obtained using mathematical or computer tools and procedures. 	<p>Achievement context</p> <ul style="list-style-type: none"> • Students will work alone. • They will carry out a task or solve a problem based on everyday needs. • Familiar tools and reference materials may be used. <p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Brief definition of concepts. 1.2 Correct execution of basic operations. 1.3 Appropriate use of terminology. 2.1 List of numerous possibilities available with mathematical and computer tools and procedures. 2.2 Analysis of concrete situations and recognition of the usefulness of mathematical or computer tools and procedures. 2.3 Appropriate choice according to needs. 3.1 Planned, methodical process. 3.2 Correct use of tools and procedures. 3.3 Satisfactory results, given the context. 3.4 Appropriate use of terminology specific to a tool or procedure. 4.1 Accurate interpretation, given the context. 4.2 Clear, precise formulation of the interpretation.
LEARNING ACTIVITIES	
<p>Number of student-contact hours : 45</p> <p>Number of credits : 2</p>	

COMPLEMENTARY GENERAL EDUCATION: ART AND AESTHETICS		CODE: 0013
OBJECTIVE	STANDARD	
Statement of the competency To consider various forms of art produced by aesthetic practices. Elements 1 Develop an appreciation for the dynamics of the imagination in art. 2 Describe art movements. 3 Give a commentary on a work of art.	Achievement context <ul style="list-style-type: none">• Students will work alone.• They will use a specified work of art and write a commentary of approximately 750 words. Performance criteria 1.1 Precise explanation of a creative process connected to the construction of an imaginary universe. 2.1 Descriptive list of the main characteristics of three art movements from different eras, including a modern movement. 3.1 Coherent organization of observations, including identification of four fundamental elements of form and structure related to the language used as well as a justified description of the meaning of the work of art.	
LEARNING ACTIVITIES		
Number of student-contact hours : 45 Number of credits : 2		

COMPLEMENTARY GENERAL EDUCATION: ART AND AESTHETICS		CODE: 0014
OBJECTIVE		STANDARD
Statement of the competency To produce a work of art. Elements 1 Recognize the primary forms of expression of an artistic medium. 2 Use the medium.		Achievement context <ul style="list-style-type: none"> Students will work alone. of the language and techniques specific to the medium selected. Performance criteria 1.1 Identification of specific features: originality, essential qualities, means of communication, styles, genres. 2.1 Personal, coherent use of elements of language. 2.2 Satisfactory application of artistic techniques. 2.3 Observance of the requirements of the method of production.
LEARNING ACTIVITIES		
Number of student-contact hours : 45 Number of credits : 2		

**OBJECTIVES AND STANDARDS –
SPECIFIC PROGRAM COMPONENT**

OBJECTIVES AND STANDARDS

COMMON CORE

CODE : 00UW	
OBJECTIVE	STANDARD
<p>Statement of the Competency To perform word processing operations.</p> <p>Elements of the Competency</p> <p>1 To use the user interface.</p> <p>2 To set the basic parameters for a text.</p> <p>3 To perform basic word processing functions.</p> <p>4 To create the complementary parts of a text.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • Using a computer workstation. • Using a word processing software application. • Using content on both hard copy and electronic support. • Using software user's guides. • Using dictionaries, grammar guides and reference tools. • Observing ergonomic guidelines. <p>Performance Criteria</p> <p>1.1 Efficient navigation within the user interface.</p> <p>1.2 Appropriate disk and diskette formatting.</p> <p>1.3 Efficient file management.</p> <p>1.4 Creation and deletion of directories (folders) and files.</p> <p>1.5 On-going virus prevention.</p> <p>2.1 Correct setting of paper size and orientation.</p> <p>2.2 Correct setting of text placement parameters.</p> <p>2.3 Correct setting of basic font style and size.</p> <p>2.4 Optimum use of the page numbering functions.</p> <p>2.5 Correct creation of headers and footers.</p> <p>2.6 Appropriate selection of printer driver.</p> <p>3.1 Strict application of a keyboarding method.</p> <p>3.2 Efficient use of techniques for moving cursor.</p> <p>3.3 Efficient modification of text placement and character formatting.</p> <p>3.4 Appropriate insertion of data, objects and files.</p> <p>3.5 Optimum application of techniques for deleting, moving and copying content elements.</p> <p>3.6 Effective use of tools to assist in text production.</p> <p>3.7 Efficient use of saving and printing options.</p> <p>3.8 Regular execution of back-up copies.</p> <p>4.1 Appropriate creation of footnotes and endnotes.</p> <p>4.2 Appropriate insertion of codes for table of contents and index.</p> <p>4.3 Appropriate production of table of contents and index.</p>

CODE : 00UX	
OBJECTIVE	STANDARD
<p>Statement of the Competency To process and present data.</p> <p>Elements of the Competency</p> <p>1 To create a spreadsheet.</p> <p>2 To modify a spreadsheet.</p> <p>3 To improve the presentation of a spreadsheet.</p> <p>4 To perform multi-sheet processing.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • Using a computer workstation. • Using a spreadsheet, a drawing and a graphics software application. • Using data and instructions on both hard copy and electronic support. • Using software user's guides. • Observing ergonomic guidelines. <p>Performance Criteria</p> <p>1.1 Efficient data entry.</p> <p>1.2 Efficient use of automatic data entry options.</p> <p>1.3 Efficient use of align, copy, move and delete functions.</p> <p>1.4 Efficient data sorting.</p> <p>1.5 Appropriate formula creation.</p> <p>1.6 Use of relevant integrated functions.</p> <p>1.7 Regular execution of back-up copies.</p> <p>2.1 Appropriate modification of row and column dimensions.</p> <p>2.2 Efficient insertion and deletion of rows and columns.</p> <p>2.3 Appropriate changes of cell format and display.</p> <p>2.4 Efficient insertion of elements from the same application or different applications.</p> <p>2.5 Correct importation of spreadsheets from the same application or different applications.</p> <p>3.1 Relevant use of styles and page setup possibilities.</p> <p>4.1 Appropriate naming of spreadsheets.</p> <p>4.2 Simultaneous data entry in several spreadsheets.</p> <p>4.3 Efficient data copying in a multi-sheet file.</p> <p>4.4 Efficient linking of data between spreadsheets in the same file and spreadsheets in different files.</p> <p>4.5 Appropriate use of multi-sheet printing possibilities.</p>

CODE : 00UY	
OBJECTIVE	STANDARD
<p>Statement of the Competency To communicate using spoken English.</p> <p>Elements of the Competency</p> <p>1 To receive a visitor.</p> <p>2 To answer and forward telephone calls.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In communication situations typical of office work, for a maximum of 15 minutes. • Using dictionaries, grammar guides and reference tools. <p>Performance Criteria</p> <p>1.1 Use of appropriate forms of politeness to receive and introduce oneself to the visitor.</p> <p>1.2 Relevant questions concerning the purpose of the visit.</p> <p>1.3 Appropriate introduction of the visitor to the person requested.</p> <p>1.4 Selection of a level of language appropriate to the visitor.</p> <p>1.5 Display of courtesy.</p> <p>1.6 Consistent attention to quality of spoken language.</p> <p>2.1 Strict application of telephone conversation etiquette.</p> <p>2.2 Correct interpretation of the caller's message.</p> <p>2.3 Formulation of clear and relevant answers and questions.</p> <p>2.4 Efficient communication of explanations.</p> <p>2.5 Use of appropriate forms of politeness.</p> <p>2.6 Selection of a level of language appropriate to the caller.</p> <p>2.7 Appropriate preparation of a recorded voicemail message.</p> <p>2.8 Consistent attention to quality of spoken language.</p> <p>2.9 Accurate written transcription of telephone messages.</p>

CODE : 00UY	
<p>Elements of the Competency</p> <p>3 To carry on a business conversation.</p> <p>4 To deal with a complaint.</p> <p>5 To make an oral presentation.</p>	<p>Performance Criteria</p> <p>3.1 Appropriate use of communication techniques.</p> <p>3.2 Correct interpretation of the conversational message.</p> <p>3.3 Formulation of relevant, clear and coherent responses.</p> <p>3.4 Use of correct sentence structure.</p> <p>3.5 Use of appropriate business vocabulary.</p> <p>3.6 Selection of a level of language appropriate to the conversational partner.</p> <p>3.7 Consistent attention to quality of spoken language.</p> <p>4.1 Appropriate use of listening techniques.</p> <p>4.2 Correct interpretation of the complaint.</p> <p>4.3 Formulation of clear, coherent and relevant explanations, objections and arguments.</p> <p>4.4 Proposal of an acceptable solution.</p> <p>4.5 Use of language demonstrating objectiveness, empathy, respect, politeness and courtesy.</p> <p>4.6 Use of correct sentence structure.</p> <p>4.7 Use of appropriate vocabulary.</p> <p>4.8 Selection of a level of language appropriate to the conversational partner.</p> <p>4.9 Consistent attention to quality of spoken language.</p> <p>5.1 Search for information to provide background on the subject.</p> <p>5.2 Establishment of a presentation plan.</p> <p>5.3 Appropriate development of ideas.</p> <p>5.4 Clear and relevant presentation.</p> <p>5.5 Solicitation of comments.</p> <p>5.6 Formulation of relevant answers to questions.</p> <p>5.7 Self-assurance.</p> <p>5.8 Ease of delivery.</p> <p>5.9 Consistent attention to quality of spoken language.</p>

CODE : 00UY	
<p>Elements of the Competency</p> <p>6 To transmit information and instructions.</p>	<p>Performance Criteria</p> <p>6.1 Appropriate ordering of the information and instructions to be transmitted.</p> <p>6.2 Clear and effective transmission of relevant information and instructions.</p> <p>6.3 Solicitation of questions and comments.</p> <p>6.4 Relevance of answers and additional information given.</p> <p>6.5 Application of an effective method to verify whether the message has been understood.</p> <p>6.6 Self-assurance.</p> <p>6.7 Ease of delivery.</p> <p>6.8 Selection of a level of language appropriate to the audience.</p> <p>6.9 Consistent attention to quality of spoken language.</p>

CODE : 00UZ	
OBJECTIVE	STANDARD
<p>Statement of the Competency To produce English texts and perform English linguistic revision.</p> <p>Elements of the Competency 1 To interpret the request.</p> <p>2 To write texts.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • Using a computer workstation and word processing software. • In response to verbal and written instructions. • In response to a request to produce a text typical of the profession, no longer than 1,000 words. • In response to a request to correct a text typical of the profession, no longer than 1,500 words, on paper or on-screen. • In response to a request to summarize texts of approximately 2,000 words. • Using dictionaries, grammar guides and reference tools. <p>Performance Criteria</p> <p>1.1 Accurate and rapid understanding of the message to be conveyed.</p> <p>1.2 Immediate clarification of unclear details when necessary.</p> <p>1.3 Appropriate collection of elements required to write the text.</p> <p>1.4 Correct identification of target audience.</p> <p>1.5 Appropriate selection of mode of transmission.</p> <p>2.1 Appropriate determination of the drafting plan.</p> <p>2.2 Appropriate development of the various sections of the text.</p> <p>2.3 Strict application of grammar and spelling rules.</p> <p>2.4 Correct selection of level of language to match target audience and context.</p> <p>2.5 Relevance of content.</p> <p>2.6 Clear and coherent writing of the text.</p> <p>2.7 Use of appropriate vocabulary and style.</p> <p>2.8 Correct application of checking techniques.</p> <p>2.9 Consistent attention to the quality of text presentation.</p>

CODE : 00V0	
OBJECTIVE	STANDARD
<p>Statement of the Competency To produce French texts and perform French linguistic revision.</p> <p>Elements of the Competency</p> <p>1 To interpret the request.</p> <p>2 To write texts.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • Using a computer workstation and word processing software. • In response to verbal and written instructions. • In response to a request to produce a text typical of the profession, no longer than 800 words. • In response to a request to correct a text typical of the profession, no longer than 1,000 words, on paper or on-screen. • Using dictionaries, grammar guides and reference tools. <p>Performance Criteria</p> <p>1.1 Accurate and rapid understanding of the message to be conveyed.</p> <p>1.2 Immediate clarification of unclear details when necessary.</p> <p>1.3 Appropriate collection of elements required to write the text.</p> <p>1.4 Correct identification of target audience.</p> <p>1.5 Appropriate selection of mode of transmission.</p> <p>2.1 Appropriate determination of the drafting plan.</p> <p>2.2 Appropriate development of the various sections of the text.</p> <p>2.3 Strict application of grammar and spelling rules.</p> <p>2.4 Correct selection of level of language to match target audience and context.</p> <p>2.5 Relevance of content.</p> <p>2.6 Clear and coherent writing of the text.</p> <p>2.7 Use of appropriate vocabulary and style.</p> <p>2.8 Correct application of checking techniques.</p> <p>2.9 Consistent attention to the quality of text presentation.</p>

CODE : 00V0	
<p>Elements of the Competency</p> <p>3 To correct texts.</p> <p>4 To improve text content.</p>	<p>Performance Criteria</p> <p>3.1 Efficient and rapid reading of the text.</p> <p>3.2 Quick error detection.</p> <p>3.3 Appropriate correction of grammar, punctuation and spelling mistakes.</p> <p>3.4 Appropriate correction of incorrect terms.</p> <p>3.5 Appropriate replacement of anglicisms.</p> <p>4.1 Efficient and rapid reading of the text.</p> <p>4.2 Identification of the main ideas in the text.</p> <p>4.3 Appropriate elimination of repetitions.</p> <p>4.4 Appropriate changes to text structure.</p>

CODE : 00V1	
OBJECTIVE	STANDARD
<p>Statement of the Competency To communicate using spoken French.</p> <p>Elements of the Competency</p> <p>1 To receive a visitor.</p> <p>2 To answer and forward telephone calls.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In communication situations typical of office work, for a maximum of 10 minutes. • Using dictionaries, grammar guides and reference tools. <p>Performance Criteria</p> <p>1.1 Use of appropriate forms of politeness to receive and introduce oneself to the visitor.</p> <p>1.2 Relevant questions concerning the purpose of the visit.</p> <p>1.3 Appropriate introduction of the visitor to the person requested.</p> <p>1.4 Selection of a level of language appropriate to the visitor.</p> <p>1.5 Display of courtesy.</p> <p>1.6 Consistent attention to quality of spoken language.</p> <p>2.1 Strict application of telephone conversation etiquette.</p> <p>2.2 Correct interpretation of the caller's message.</p> <p>2.3 Formulation of clear and relevant answers and questions.</p> <p>2.4 Efficient transmission of explanations.</p> <p>2.5 Use of appropriate forms of politeness.</p> <p>2.6 Selection of a level of language appropriate to the caller.</p> <p>2.7 Appropriate preparation of a recorded voicemail message.</p> <p>2.8 Consistent attention to quality of spoken language.</p> <p>2.9 Accurate written transcription of telephone messages.</p>

CODE : 00V1	
<p>Elements of the Competency</p> <p>3 To carry on a business conversation.</p> <p>4 To deal with a complaint.</p> <p>5 To make an oral presentation.</p>	<p>Performance Criteria</p> <p>3.1 Appropriate use of communication techniques.</p> <p>3.2 Correct interpretation of the conversational message.</p> <p>3.3 Formulation of relevant, clear and coherent answers.</p> <p>3.4 Use of correct sentence structure.</p> <p>3.5 Use of appropriate business vocabulary.</p> <p>3.6 Selection of a level of language appropriate to the conversational partner.</p> <p>3.7 Consistent attention to quality of spoken language.</p> <p>4.1 Appropriate use of listening techniques.</p> <p>4.2 Correct interpretation of the complaint.</p> <p>4.3 Formulation of clear, coherent and relevant explanations, objections and arguments.</p> <p>4.4 Proposal of acceptable solution.</p> <p>4.5 Use of language demonstrating objectiveness, empathy, respect, politeness and courtesy.</p> <p>4.6 Use of correct sentence structure.</p> <p>4.7 Use of appropriate vocabulary.</p> <p>4.8 Selection of a level of language appropriate to the conversational partner.</p> <p>4.9 Consistent attention to quality of spoken language.</p> <p>5.1 Search for information to provide background on the subject.</p> <p>5.2 Establishment of a presentation plan.</p> <p>5.3 Appropriate development of ideas.</p> <p>5.4 Clear and relevant presentation.</p> <p>5.5 Solicitation of comments.</p> <p>5.6 Formulation of relevant answers to questions.</p> <p>5.7 Self-assurance.</p> <p>5.8 Ease of delivery.</p> <p>5.9 Consistent attention to quality of spoken language.</p>

CODE : 00V1	
<p>Elements of the Competency</p> <p>6 To transmit information and instructions.</p>	<p>Performance Criteria</p> <p>6.1 Appropriate ordering of the information and instructions to be transmitted.</p> <p>6.2 Clear and effective transmission of relevant information and instructions.</p> <p>6.3 Solicitation of questions and comments.</p> <p>6.4 Relevance of answers and additional information given.</p> <p>6.5 Application of an effective method to verify whether the message has been understood.</p> <p>6.6 Self-assurance.</p> <p>6.7 Ease of delivery.</p> <p>6.8 Selection of a level of language appropriate to the audience.</p> <p>6.9 Consistent attention to quality of spoken language.</p>

CODE : 00V2	
OBJECTIVE	STANDARD
<p>Statement of the Competency To translate texts.</p> <p>Elements of the Competency</p> <p>1 To analyze the text to be translated from English to French.</p> <p>2 To analyze the text to be translated from French to English.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> Using a computer workstation and word processing software. Using form headings, letters, memos and simple texts in French and English, of 600 words maximum. Using dictionaries, grammar guides and reference tools. <p>Performance Criteria</p> <p>1.1 Recognition of deficiencies in the English text that make the meaning unclear.</p> <p>1.2 Confirmation of the meaning of the text with the author.</p> <p>1.3 Exhaustive listing of unknown terms and expressions and efficient search for their meaning.</p> <p>1.4 Identification of the subject matter and main ideas.</p> <p>1.5 Identification of the terminology specific to the subject matter.</p> <p>1.6 Appropriate use of various reference sources.</p> <p>2.1 Exhaustive listing of unknown terms and expressions and efficient search for their meaning.</p> <p>2.2 Correct semantic determination of terms that may be confused with English terms.</p> <p>2.3 Identification of the subject matter and main ideas.</p> <p>2.4 Identification of terminology specific to the subject matter.</p> <p>2.5 Confirmation of the meaning of the text with the author.</p> <p>2.6 Appropriate use of various reference sources.</p>

CODE : 00V2	
<p>Elements of the Competency</p> <p>3 To transpose the text into the target language.</p> <p>4 To check translation quality.</p> <p>5 To obtain approval for the text.</p>	<p>Performance Criteria</p> <p>3.1 Appropriate development of the various sections of the text using the main ideas.</p> <p>3.2 Integral transfer of overall message.</p> <p>3.3 Application of grammar rules.</p> <p>3.4 Compliance with spelling rules.</p> <p>3.5 Use of terms and expressions of equivalent semantic value.</p> <p>3.6 Appropriate matching of level of language with source text.</p> <p>3.7 Compliance with the stylistic requirements of the target language.</p> <p>4.1 Identification of grammar and spelling mistakes.</p> <p>4.2 Identification of gallicisms and anglicisms.</p> <p>4.3 Verification to ensure that all elements are present.</p> <p>4.4 Verification of the quality of the document presentation.</p> <p>4.5 Appropriate text correction.</p> <p>5.1 Exchange of relevant ideas with the author.</p> <p>5.2 Appropriate text correction.</p>

CODE : 00V3	
OBJECTIVE	STANDARD
<p>Statement of the Competency To use tools and services relating to office work.</p> <p>Elements of the Competency</p> <p>1 To use a multi-function telephone.</p> <p>2 To process traditional mail.</p> <p>3 To exchange files and information by electronic means.</p> <p>4 To exchange information by fax.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In typical office work situations. • Using a multi-function telephone. • Using a fax machine and photocopier. • Using a computer workstation connected to the Internet, office automation applications and telecommunications tools. • Using data encryption and file compression and decompression software. • Using software user's guides. • Using dictionaries, grammar guides, reference works, telephone and postal code directories. • In compliance with the Acts and regulations concerning information. • Observing ergonomic guidelines. <p>Performance Criteria</p> <p>1.1 Optimum use of available functions.</p> <p>1.2 Efficient organization of a conference call.</p> <p>1.3 Correct use of a voicemail box.</p> <p>1.4 Optimum use of a telephone directory.</p> <p>2.1 Appropriate reception of incoming mail.</p> <p>2.2 Correct preparation of outgoing mail.</p> <p>2.3 Selection of appropriate mail and courier services according to situation.</p> <p>2.4 Appropriate use of a postal code directory.</p> <p>3.1 Optimum use of the possibilities provided by in-house Email services, the Internet and electronic bulletin boards and discussion groups.</p> <p>3.2 Correct file conversion, compression and decompression.</p> <p>3.3 Optimum use of an electronic agenda.</p> <p>3.4 Correct use of various techniques to ensure the confidentiality and security of information transmitted by electronic means.</p> <p>4.1 Correct use of a conventional fax machine.</p> <p>4.2 Appropriate handling of paper and cartridges.</p> <p>4.3 Correct use of a fax-modem.</p>

CODE : 00V3	
<p>Elements of the Competency</p> <p>5 To search for information.</p> <p>6 To reproduce documents.</p>	<p>Performance Criteria</p> <p>5.1 Clear definition of data and information required.</p> <p>5.2 Efficient search for information on the Internet.</p> <p>5.3 Efficient search for information using electronic means.</p> <p>6.1 Optimum use of photocopier options.</p> <p>6.2 Appropriate handling of paper and cartridges.</p>

CODE : 00V4	
OBJECTIVE	STANDARD
<p>Statement of the Competency To provide technical support.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To perform basic maintenance on office equipment and machines. 2 To manage a computer workstation. 3 To use utility programs. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • In response to requests for support. • In connection with office equipment and machines requiring a minimum level of basic maintenance. • Using the maintenance manuals for the equipment and machines concerned. • Using a computer workstation, an operating system and a user interface, utility programs and new applications to be installed. • Using software user's guides. • In compliance with the procedures, standards, policies and quality requirements of the business. • Observing ergonomic guidelines. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Correct replacement of ribbons, cartridges, batteries and paper. 1.2 Correct recharge of batteries for office equipment and machines. 1.3 Correct application of the cleaning methods appropriate to each type of office equipment and machine. 1.4 Correct reconfiguration and reprogramming of office equipment and machines. 2.1 Optimum use of the possibilities for configuring the system and the peripherals. 2.2 Efficient hard disk management. 2.3 Appropriate installation and configuration of new peripheral equipment. 2.4 Efficient creation of batch files. 2.5 Ability to work independently. 3.1 Correct configuration of utility programs. 3.2 Appropriate application of utility program procedures. 3.3 Consistent attention to data security problems.

CODE : 00V4	
<p>Elements of the Competency</p> <p>4 To install software applications.</p>	<p>Performance Criteria</p> <p>4.1 Accurate assessment of staff needs.</p> <p>4.2 Appropriate selection of components to meet staff needs.</p> <p>4.3 Efficient verification of computer specifications.</p> <p>4.4 Correct software installation.</p> <p>4.5 Appropriate software configuration.</p> <p>4.6 Efficient verification of all installed components.</p> <p>4.7 Correct upgrading of previously installed software.</p>

CODE : 00V5	
OBJECTIVE	STANDARD
<p>Statement of the Competency To interact in various work situations.</p> <p>Elements of the Competency</p> <p>1 To establish interpersonal relations.</p> <p>2 To resolve interpersonal problems.</p> <p>3 To work as part of a team.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In typical office work situations. • In compliance with Acts and regulations concerning information confidentiality. • In compliance with internal business policy. <p>Performance Criteria</p> <p>1.1 Correct understanding of one's own strengths and weaknesses.</p> <p>1.2 Effective communication with superiors, customers, suppliers, work colleagues and staff.</p> <p>1.3 Receptivity to constructive criticism.</p> <p>1.4 Establishment of conditions of trust.</p> <p>1.5 Application of rules of courtesy and politeness.</p> <p>1.6 Adoption of attitudes to promote harmonious interpersonal relations.</p> <p>1.7 Adaptation of interaction to various individuals and situations.</p> <p>1.8 Adaptation of interaction to international customs and customers' cultural particularities.</p> <p>2.1 Appropriate use of listening techniques.</p> <p>2.2 Appropriate application of techniques for solving conflicts, negotiating and handling tense situations.</p> <p>2.3 Adequate control of emotions and reactions.</p> <p>2.4 Adaptation of intervention to individuals and situations involved.</p> <p>2.5 Adoption of attitudes favourable to conflict management.</p> <p>2.6 Receptiveness and availability.</p> <p>3.1 Respect for the strengths and weaknesses of each member of the team.</p> <p>3.2 Effective and regular communication with all team members.</p> <p>3.3 Adoption of attitudes favourable to team work.</p> <p>3.4 Ability to take on responsibility within the team.</p> <p>3.5 Ability to adapt.</p> <p>3.6 Efficient coordination of one's activities according to the activities of other team members.</p>

CODE : 00V5	
<p>Elements of the Competency</p> <p>4 To manage staff.</p> <p>5 To act as intermediary between staff and management.</p> <p>6 To manage stress.</p>	<p>Performance Criteria</p> <p>4.1 Use of methods based on effective and regular communication between staff members.</p> <p>4.2 Leadership, fairness and empathy.</p> <p>4.3 Effective use of motivation, negotiation, meeting leading and group leading techniques.</p> <p>4.4 Promotion of a good working environment.</p> <p>4.5 Design and implementation of methods to make individual staff members more responsible.</p> <p>4.6 Regular assessment of staff relations with superiors, colleagues, suppliers and customers.</p> <p>5.1 Reconciliation of business and staff interests.</p> <p>5.2 Objectivity, empathy and sound judgment.</p> <p>5.3 Correct use of power to influence decisions.</p> <p>5.4 Appropriate perspective on business policies and decisions.</p> <p>5.5 Objective and accurate transmission of information.</p> <p>5.6 Discretion and tactfulness.</p> <p>6.1 Use of appropriate methods to avoid stressful situations.</p> <p>6.2 Accurate assessment of one's own abilities, limits and capacity.</p> <p>6.3 Careful use of planning tools.</p> <p>6.4 Correct preparation for work activities.</p> <p>6.5 Use of efficient working methods.</p> <p>6.6 Effective use of time management techniques.</p> <p>6.7 Expression of self-confidence.</p>

CODE : 00V6	
OBJECTIVE	STANDARD
<p>Statement of the Competency To successfully enter the labour market and build a career.</p> <p>Elements of the Competency</p> <p>1 To complete a self-assessment.</p> <p>2 To explore the labour market in one's professional field.</p> <p>3 To produce a cover letter and resume.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • Using information from magazines, newspapers, posters and job banks of all kinds. • In interview situations. • Using models. • Using information from verbal, written and electronic references. • Using dictionaries, grammar guides and reference tools. <p>Performance Criteria</p> <p>1.1 Understanding of one's own strengths, weaknesses and limits.</p> <p>1.2 Understanding of one's own qualities and failings.</p> <p>1.3 Understanding of one's own achievements.</p> <p>1.4 Understanding of one's own fundamental values.</p> <p>1.5 Understanding of one's own personal and professional experience.</p> <p>1.6 Realistic establishment of short-term and medium-term career objectives.</p> <p>1.7 Careful preparation of a job portfolio.</p> <p>2.1 Use of relevant sources of information.</p> <p>2.2 Use of resourceful, imaginative, pro-active and dynamic methods.</p> <p>2.3 Understanding of the specific recruiting procedures used by businesses in the field.</p> <p>2.4 Establishment of personal contacts with business representatives.</p> <p>2.5 Creation of lists of potential employers.</p> <p>2.6 Recording of job search process and results obtained.</p> <p>2.7 Identification of employers to be re-contacted.</p> <p>3.1 Strict application of presentation standards.</p> <p>3.2 Compliance with grammar and spelling rules.</p> <p>3.3 Inclusion of standard information.</p> <p>3.4 Relevance of the cover letter and resume to the job applied for.</p> <p>3.5 Appropriate follow-up action on job applications.</p>

CODE : 00V6	
<p>Elements of the Competency</p> <p>4 To complete a job interview.</p> <p>5 To re-contact the employer.</p> <p>6 To apply a strategy for continued employment.</p>	<p>Performance Criteria</p> <p>4.1 Prior search for information about the business.</p> <p>4.2 Compliance with rules of courtesy and politeness.</p> <p>4.3 Convincing demonstration of interest in the job and ability to meet job requirements.</p> <p>4.4 Projection of the right image.</p> <p>4.5 Effective communication with the employer.</p> <p>4.6 Quality of elocution and verbal expression.</p> <p>4.7 Appropriate presentation of job portfolio.</p> <p>4.8 Appropriate stress management.</p> <p>5.1 Renewal of contact with employer for feedback on the interview.</p> <p>5.2 Decision concerning the need to send a letter thanking the employer for the interview.</p> <p>5.3 Appropriate follow-up action.</p> <p>6.1 Use of effective methods to correct deficiencies and weaknesses.</p> <p>6.2 Use of effective methods to diversify field-related skills.</p> <p>6.3 Use of effective methods to update skills to reflect changes in job requirements.</p> <p>6.4 Use of effective methods to develop non-field-related skills.</p> <p>6.5 Constant emphasis on maximum performance.</p> <p>6.6 Constant emphasis on quality of service.</p> <p>6.7 Establishment of strategies to become indispensable.</p> <p>6.8 Use of effective methods to define employer expectations.</p> <p>6.9 Motivation and intrapreneurship.</p>

CODE : 00V6	
<p>Elements of the Competency</p> <p>7 To successfully build a career.</p>	<p>Performance Criteria</p> <p>7.1 Accurate assessment of one's own potential to change jobs.</p> <p>7.2 Updating of self-assessment.</p> <p>7.3 Analysis of skills upgrading possibilities within the business and elsewhere.</p> <p>7.4 Analysis with the employer or with a colleague of one's own strengths and career possibilities.</p> <p>7.5 Use of appropriate methods to assess employment possibilities in related or unrelated fields.</p> <p>7.6 Analysis of one's own potential as an entrepreneur.</p> <p>7.7 Careful updating of job portfolio.</p> <p>7.8 Efficient use of available information.</p>

**OBJECTIVES AND STANDARDS
OPTION IN**

OFFICE WORK COORDINATION

CODE : 00V7	
OBJECTIVE	STANDARD
<p>Statement of the Competency To analyze the profession.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To describe the profession and its working conditions. 2 To examine the tasks and operations relating to the profession. 3 To examine the skills and attitudes required to practise the profession. 4 To examine the role and rights of employers and employees in general. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • Using recent information on the profession and on businesses working in the sector. • Using the Acts, regulations and standards in force. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Relevance of the information collected. 1.2 Exhaustive examination of the general features of the profession and its working conditions. 1.3 Accurate assessment of openings for the profession in businesses. 1.4 Accurate assessment of entrepreneurial possibilities in the sector. 2.1 Exhaustive examination of the operations, performance conditions and performance criteria involved in each task. 2.2 Exact determination of the relative importance of each task. 2.3 Understanding of the links between the steps in the work process and the tasks of the profession. 3.1 Relevance of the links established between the skills and attitudes and the tasks involved in the profession. 3.2 Exhaustive examination of professional ethics requirements. 3.3 Exhaustive examination of quality management requirements. 4.1 Accurate understanding of the roles, powers and responsibilities of employers and union groups. 4.2 Accurate understanding of the rights and responsibilities of employers and employees.

CODE : 00V8	
OBJECTIVE	STANDARD
<p>Statement of the Competency To ensure the process of financial information and the management of the office unit budgets.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To perform bookkeeping operations. 2 To produce reports and financial statements. 3 To manage petty cash operations. 4 To establish budgetary forecasts for the office unit. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • Using budgetary reports, office requirements and paper-based or electronic data. • Using a computer workstation, an accounting application and office automation software. • Using software user's guides. • In compliance with procedures, standards, policies and quality requirements within the business. • Observing ergonomic guidelines. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Appropriate definition of headings. 1.2 Correct recording of credit and debit operations. 1.3 Strict verification of the accuracy of the data recorded. 1.4 Strict application of generally recognized accounting principles. 1.5 Correct use of an accounting software application. 2.1 Appropriate processing of data. 2.2 Clear and precise presentation of data. 2.3 Strict application of generally recognized accounting principles. 2.4 Correct use of an accounting software application. 3.1 Efficient management of receipts and disbursements. 3.2 Correct balancing and posting of operations. 4.1 Analysis of the budget from the preceding year. 4.2 Identification and justification of possible surplus or deficit situations. 4.3 Realistic assessment of the needs for the upcoming year. 4.4 Accurate assessment of the amounts required.

CODE : 00V8	
<p>Elements of the Competency</p> <p>5 To monitor the budget of the office unit.</p> <p>6 To resolve budgetary problems within the office unit.</p>	<p>Performance Criteria</p> <p>5.1 Regular updating of information on available budgeted funds.</p> <p>5.2 Justification of possible budgetary divergence.</p> <p>5.3 Production of associated reports.</p> <p>5.4 Strict application of presentation standards.</p> <p>5.5 Strict application of grammar and spelling conventions.</p> <p>6.1 Use of creative and effective approaches to resolve budgetary problems.</p> <p>6.2 Effective negotiation with upper management to obtain supplementary funding during the fiscal year.</p> <p>6.3 Careful determination of amounts to be transferred from one heading to another.</p>

CODE : 00V9	
OBJECTIVE	STANDARD
<p>Statement of the Competency To create and operate a database.</p> <p>Elements of the Competency</p> <p>1 To analyze the system to be computerized.</p> <p>2 To determine the conceptual design for the database.</p> <p>3 To design the database.</p> <p>4 To enter data.</p> <p>5 To operate the database.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • Using a computer workstation. • Using a database software application. • For systems within the office unit that will benefit from computerization. • Using the users' guide for the software application. • Observing ergonomic guidelines. <p>Performance Criteria</p> <p>1.1 Identification of the problems and drawbacks of the current system.</p> <p>1.2 Identification of the needs to be met.</p> <p>1.3 Relevant functional analysis of the current system.</p> <p>2.1 Appropriate determination of entities and attributes to meet the needs of the users.</p> <p>2.2 Correct normalization of data.</p> <p>2.3 Correct determination of links between entities.</p> <p>3.1 Use of appropriate procedures to create and modify the database structure.</p> <p>3.2 Presence of all entities and all fields.</p> <p>3.3 Relevance of the properties assigned to each field.</p> <p>3.4 Appropriate establishment of links between entities.</p> <p>4.1 Appropriate application of data entry, copy, addition, modification, deletion and importation procedures.</p> <p>4.2 Accuracy of data.</p> <p>5.1 Optimum use of display, consultation and search possibilities.</p> <p>5.2 Optimum use of options for sorting, indexing and retrieving data.</p> <p>5.3 Correct performance of arithmetical and statistical operations.</p> <p>5.4 Optimum use of options for producing reports, letters and labels.</p> <p>5.5 Optimum use of possibilities for optimizing information presentation, on screen and in printouts.</p>

CODE : 00V9	
<p>Elements of the Competency</p> <p>6 To automate the database.</p> <p>7 To document automated functions.</p> <p>8 To produce the user's guide.</p>	<p>Performance Criteria</p> <p>6.1 Efficient automation of simple operations.</p> <p>6.2 Appropriate creation of shortcut buttons.</p> <p>7.1 Exhaustive description of the objectives and of the methods used to complete automation.</p> <p>7.2 Clear presentation of the code used.</p> <p>8.1 Presence of all relevant information.</p> <p>8.2 Use of accurate and unequivocal terms.</p> <p>8.3 Easy retrieval of information.</p> <p>8.4 Strict application of presentation and typography standards.</p> <p>8.5 Strict application of grammar and spelling rules.</p>

CODE : 00VA	
OBJECTIVE	STANDARD
<p>Statement of the Competency To produce documents.</p> <p>Elements of the Competency 1 To produce correspondence and office memos.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In response to situations connected with office coordination. • In response to verbal instructions and using data in paper-based or electronic form. • Using a computer workstation connected to the Internet and databases and databanks in various forms. • Using office automation software. • Using software user's guides. • Using dictionaries, grammar guides and reference tools. • In compliance with procedures, standards, policies and quality requirements within the business. • Observing ergonomic guidelines. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Strict application of grammar and spelling rules in English and French. 1.2 Page layout in compliance with presentation standards. 1.3 Strict application of requirements governing standardization and quality within the business. 1.4 Clarity, completeness, concision and relevance of the message. 1.5 Adaptation of style and level of language to individuals and situations. 1.6 Strict application of writing, revision and translation techniques.

CODE : 00VB	
OBJECTIVE	STANDARD
<p>Statement of the Competency To automate operations.</p> <p>Elements of the Competency</p> <p>1 To analyze the needs.</p> <p>2 To plan the work.</p> <p>3 To automate the operation.</p> <p>4 To check the results.</p> <p>5 To document the automation.</p> <p>6 To produce the user's guide.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In typical office work situations. • Using a computer workstation and office automation software. • Using software user's guides. • Using dictionaries, grammar guides and reference tools. • Observing ergonomic guidelines. <p>Performance Criteria</p> <p>1.1 Exhaustive collection of information about the operations concerned.</p> <p>1.2 Accurate assessment of the efficiency of the operations.</p> <p>1.3 Justification of the need to automate.</p> <p>2.1 Precise determination of automation objectives.</p> <p>2.2 Appropriate selection of software application.</p> <p>2.3 Appropriate establishment of automation sequence and content.</p> <p>3.1 Optimum use of software possibilities.</p> <p>3.2 Use of various methods to optimize the visual impact of displayed information.</p> <p>4.1 Testing of the automated operation.</p> <p>4.2 Exhaustive check of the objectives' achievement.</p> <p>4.3 Efficient performance of necessary changes.</p> <p>4.4 Strict correction of displayed text.</p> <p>5.1 Exhaustive description of the objectives and of the methods used to complete the automation.</p> <p>5.2 Clear presentation of the code used.</p> <p>6.1 Presence of all relevant information.</p> <p>6.2 Use of accurate and unequivocal terms.</p> <p>6.3 Easy retrieval of information.</p> <p>6.4 Strict application of presentation and typography standards.</p> <p>6.5 Strict application of grammar and spelling rules.</p>

CODE : 00VC	
OBJECTIVE	STANDARD
<p>Statement of the Competency To solve problems.</p> <p>Elements of the Competency</p> <p>1 To define the problem.</p> <p>2 To look for and analyze possible solutions.</p> <p>3 To choose a solution.</p> <p>4 To determine the means of implementing the chosen solution.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> In typical office work situations. <p>Performance Criteria</p> <p>1.1 Search for information relevant to the problem.</p> <p>1.2 Strict application of listening techniques.</p> <p>1.3 Identification of the elements to be taken into consideration.</p> <p>1.4 Establishment of the relations between the various elements of the problem.</p> <p>1.5 Accurate assessment of the causes of the problem.</p> <p>1.6 Assessment of the relevance of involving staff in solving the problem.</p> <p>2.1 Identification of restrictions affecting possibilities for action.</p> <p>2.2 Efficient search for solutions, alternatives and possible strategies.</p> <p>2.3 Use of creative approaches.</p> <p>2.4 Clear formulation of possible solutions.</p> <p>2.5 Comparative analysis of various solutions.</p> <p>3.1 Appropriate use of decision-making tools.</p> <p>3.2 Compliance with the priority assigned to the selection criteria.</p> <p>3.3 Choice of an appropriate solution.</p> <p>3.4 Justification of the choice.</p> <p>4.1 Relevance of the means determined.</p>

CODE : 00VD	
OBJECTIVE	STANDARD
<p>Statement of the Competency To adapt working approaches to the particular features of the work environment.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To establish links between the characteristics of a business and office coordination work. 2 To establish links between organizational structures and office coordination work. 3 To establish links between business policies and office coordination work. 4 To establish links between management styles and office coordination work. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • Using documentation and reports. • Using interview results. • In the presence of in-house and outside specialists. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Recognition of possible business types, status and sizes. 1.2 Identification of the mission, historical background, culture and competitors of various businesses. 1.3 Identification of the characteristics liable to influence office coordination work. 1.4 Analysis of working approaches likely to be compatible with the characteristics of the business. 2.1 Analysis of the organizational structures generally found in businesses. 2.2 Analysis of the responsibilities assigned to the various positions. 2.3 Correct interpretation of the limits of office coordination work with regard to higher-ranking and lower-ranking employees. 3.1 Examination of various business policies. 3.2 Analysis of the effects of business policies on office coordination work. 4.1 Analysis of management styles generally found in businesses. 4.2 Identification of the characteristics of each style liable to influence office coordination work. 4.3 Determination of working approaches likely to be compatible with the management styles.

CODE : 00VD	
<p>Elements of the Competency</p> <p>5 To establish links between quality management and office coordination work.</p> <p>6 To establish links between staff profiles and office coordination work.</p> <p>7 To establish links between customer profiles and office coordination work.</p> <p>8 To establish links between laws and regulations and office coordination work.</p>	<p>Performance Criteria</p> <p>5.1 Verification of the existence of quality management standards within the business.</p> <p>5.2 Identification of the measures taken to ensure work and service quality.</p> <p>5.3 Identification of the office coordinator's responsibilities in applying and adapting quality management standards.</p> <p>5.4 Determination of the office coordinator's responsibilities in writing and implementing quality management standards.</p> <p>6.1 Identification of staff profiles in various office units.</p> <p>6.2 Analysis of the working approaches compatible with various staff profiles.</p> <p>7.1 Identification of various customer profiles.</p> <p>7.2 Analysis of the working approaches compatible with various customer profiles.</p> <p>8.1 Analysis of the Acts, regulations, standards and codes liable to influence office coordination work.</p> <p>8.2 Recognition of the limits of intervention of office work coordinators when dealing with matters subject to laws and regulations.</p> <p>8.3 Recognition of the appropriate working approaches in various situations.</p> <p>8.4 Recognition of the individuals to be contacted within the business in connection with laws and regulations.</p> <p>8.5 Appropriate use of available sources of information.</p>

CODE : 00VE	
OBJECTIVE	STANDARD
<p>Statement of the Competency To design and adapt a records management system.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To produce an inventory of available information. 2 To adapt a classification plan. 3 To establish a records retention schedule. 4 To supervise data entry. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • Using the business documents and files in paper-based or electronic form. • Using a computer workstation, records management software and office automation software. • Using the user's guides to the software applications involved. • In compliance with the Civil Code and the Acts and regulations concerning information management. • In compliance with procedures, standards, policies and quality requirements within the business. • Observing ergonomic guidelines. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Identification of the types of documents and of the paper-based, electronic or other formats existing within the business. 1.2 Identification of the types of information in circulation within the business. 1.3 Determination of a single person responsible for the retention of a given document. 1.4 Appropriate destruction of redundant documents. 2.1 Identification of the needs to be met within the business. 2.2 Comparison of existing classification plans with the needs of the business. 2.3 Appropriate adaptation of a classification plan meeting the needs of the business. 2.4 Appropriate coding of files and documents. 3.1 Appropriate determination of the retention period for each type of document. 3.2 Strict application of the Acts and regulations concerning records retention. 4.1 Establishment of an efficient technique for initial data entry. 4.2 Accuracy of all data, with no omissions. 4.3 Regular verification of data updating.

CODE : 00VE	
Elements of the Competency 5 To process active, semi-active and inactive documents. 6 To manage electronic documents. 7 To verify the application of the records management system. 8 To codify documents and authorize the opening of new files.	Performance Criteria 5.1 Identification of inactive documents for storage or destruction. 5.2 Appropriate electronic processing of all semi-active and inactive documents. 5.3 Correct transfer of semi-active and inactive documents into the appropriate storage form. 5.4 Establishment of procedures for the physical transfer of semi-active documents. 5.5 Establishment of procedures for the physical destruction of inactive documents. 5.6 Establishment of procedures to govern access to and circulation of confidential information. 6.1 Assessment of the need to convert traditional documents into electronic form. 6.2 Establishment of document conversion and utilization procedures in compliance with the Civil Code. 6.3 Establishment of procedures to govern access to electronic documents. 6.4 Adaptation of electronic documents to meet information confidentiality requirements. 6.5 Careful determination of retention periods. 6.6 Careful determination of computer equipment needs. 7.1 Organization of appropriate staff information sessions. 7.2 Preparation of relevant training materials. 7.3 Regular verification of staff working methods. 7.4 Regular constructive feedback for staff. 8.1 Exhaustive analysis of the document submitted. 8.2 Verification of the existence of a relevant code. 8.3 Correct determination of the new code for the file. 8.4 Request of a new code to the person responsible for the records management system.

CODE : 00VF	
OBJECTIVE	STANDARD
<p>Statement of the Competency To design and adapt office working procedures.</p> <p>Elements of the Competency</p> <p>1 To collect and organize information.</p> <p>2 To analyze the data collected.</p> <p>3 To determine the changes.</p> <p>4 To make the changes operational.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • For the activities of an office unit. • Using organization charts, standards, procedure manuals and job descriptions within the business. • Using existing forms, document circulation diagrams and data flow charts. • Using a computer workstation and office software applications. • Using software user's guides. • Using dictionaries, grammar guides and reference tools. • In compliance with procedures, standards, policies and quality requirements within the business. • Observing ergonomic guidelines. <p>Performance Criteria</p> <p>1.1 Precise delimitation of the activity involved.</p> <p>1.2 Appropriate use of functional analysis methods and tools.</p> <p>1.3 Strict compilation of the data collected.</p> <p>1.4 Appropriate use of tools and techniques to present the information collected in graphic form.</p> <p>1.5 Validation with the staff involved.</p> <p>2.1 Identification of the problems in the situation under examination.</p> <p>2.2 Determination of the causes of the problems.</p> <p>3.1 Precise definition of expected results.</p> <p>3.2 Determination of the means selected to achieve the expected results.</p> <p>3.3 Justification of the need to modify tools, processes or actions.</p> <p>4.1 Design, production and adaptation of relevant working tools.</p> <p>4.2 Effective automation of operations.</p> <p>4.3 Efficient reorganization of work and information flow.</p> <p>4.4 Appropriate graphic presentation of the new reality.</p>

CODE : 00VF	
Elements of the Competency 5 To analyze the written procedure. 6 To draft the procedure. 7 To implement the procedure. 8 To assess the results obtained.	Performance Criteria 5.1 Verification of the existence of a written procedure. 5.2 Accurate interpretation of the written procedure. 5.3 Strict comparison of the written procedure with the new reality. 5.4 Accurate assessment of the need to rewrite, retain or modify the written procedure. 6.1 Presence of all relevant information. 6.2 Correct sequence of the steps within the procedure. 6.3 Concise, simple and unequivocal language. 6.4 Ease of use. 6.5 Strict application of standardization practices within the business. 6.6 Strict application of presentation and typography standards. 6.7 Strict application of grammar and spelling rules. 7.1 Use of effective means to distribute the written procedure. 7.2 Use of an appropriate implementation strategy. 7.3 Consistent attention to quality of spoken and written language. 7.4 Effective supervision of the application of the procedure. 8.1 Efficient information collection. 8.2 Careful comparison of expected results with results obtained. 8.3 Careful determination of appropriate follow-up actions.

CODE : 00VG	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To participate in the staff recruitment process for the office unit.</p> <p>Elements of the Competency</p> <p>1 To inform the person responsible for recruitment of the needs of the office unit.</p> <p>2 To produce the job description.</p> <p>3 To produce the job offer.</p> <p>4 To preselect candidates.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In staff recruitment situations within the office unit. • Using submitted resumes. • Using a computer workstation and office automation software. • Using dictionaries, grammar guides and reference tools. • In compliance with staff recruitment policies within the business. • In compliance with collective agreements. • In compliance with the Acts and regulations concerned. • In compliance with procedures, standards and quality requirements within the business. <p>Performance Criteria</p> <p>1.1 Analysis of the needs of the office unit.</p> <p>1.2 Identification of the characteristic features of the positions to be filled.</p> <p>1.3 Clear description of needs to the person responsible for recruitment.</p> <p>1.4 Quality of written and spoken language.</p> <p>2.1 Presence of all the characteristic features of the position to be filled.</p> <p>2.2 Strict application of presentation and typography standards.</p> <p>2.3 Strict application of grammar and spelling rules.</p> <p>2.4 Appropriate validation and correction of the document.</p> <p>3.1 Proposal of recruitment requirements and validation by the person responsible.</p> <p>3.2 Presence of all the characteristic requirements of the position.</p> <p>3.3 Strict application of presentation and typography standards.</p> <p>3.4 Strict application of grammar and spelling rules.</p> <p>4.1 In-depth examination of resumes.</p> <p>4.2 Careful selection of candidates for an interview.</p>

CODE : 00VG	
Elements of the Competency 5 To prepare the interview. 6 To intervene during the interview. 7 To process the results of the interview. 8 To help the new employee integrate into the office environment.	Performance Criteria 5.1 Correct production of the letters inviting candidates to attend the interview. 5.2 Preparation of relevant questions and situational problems. 5.3 Preparation of an appropriate assessment grid. 5.4 Preparation of relevant tests. 6.1 Correct application of interview techniques. 6.2 Appropriate supervision of tests. 6.3 Quality of spoken language. 6.4 Compliance with professional ethics. 7.1 Appropriate correction of the tests. 7.2 Compilation of interviews and tests results. 7.3 Objectivity and fairness. 7.4 Forwarding of recommendations. 7.5 Participation in final decision. 7.6 Appropriate communication with the selected candidate. 7.7 Correct production of the letters to the rejected candidates. 8.1 Use of relevant means to ensure the integration of the new employee. 8.2 Availability and helpful attitude.

CODE : 00VH	
OBJECTIVE	STANDARD
<p>Statement of the Competency To organize and supervise work within the office unit.</p> <p>Elements of the Competency</p> <p>1 To distribute work.</p> <p>2 To supervise the performance of work.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In connection with typical office-related tasks. • Using a computer workstation and office automation software. • Using dictionaries, grammar guides and reference tools. • Using user's manuals for software and office equipment. • In compliance with the Acts and regulations concerning information management. • In compliance with procedures, standards, policies and quality requirements within the business. • In compliance with health and safety standards. • In compliance with labour standards. • In compliance with collective agreements. <p>Performance Criteria</p> <p>1.1 Determination of the extent and deadlines of the work to be distributed.</p> <p>1.2 Analysis of the nature and progress of activities under way.</p> <p>1.3 Setting of priorities.</p> <p>1.4 Efficient and fair management of time and resources.</p> <p>1.5 Correct application of the procedures concerning work to be subcontracted or executed by outside specialists.</p> <p>1.6 Writing of clear and relevant instructions.</p> <p>1.7 Organization and leading of staff meetings.</p> <p>2.1 Regular verification of the application of working methods and of the progress of work.</p> <p>2.2 Regular constructive feedback.</p> <p>2.3 Effective problem and conflict resolution.</p> <p>2.4 Effective on-going assistance.</p> <p>2.5 Leadership, diplomacy and availability.</p> <p>2.6 Effective use of motivation techniques.</p> <p>2.7 Effective contribution to a good working atmosphere and the quality of interpersonal relations.</p> <p>2.8 Effective stress management.</p>

CODE : 00VH	
<p>Elements of the Competency</p> <p>3 To check work performed in-house and outside the business.</p> <p>4 To take follow-up action.</p> <p>5 To ensure continuous service availability.</p>	<p>Performance Criteria</p> <p>3.1 Strict verification of the quality of the document presentation.</p> <p>3.2 Strict verification of the quality of written and spoken language.</p> <p>3.3 Strict verification of compliance with standards and deadlines.</p> <p>3.4 Clear explanations of the corrections to be made.</p> <p>3.5 Regular constructive feedback for staff.</p> <p>3.6 Tactfulness and objectivity.</p> <p>4.1 Appropriate coding and filing of documents and files.</p> <p>4.2 Appropriate follow-up action on pending files.</p> <p>4.3 Appropriate management of the hours to be billed to the customers.</p> <p>4.4 Appropriate management of sick leave days.</p> <p>4.5 Appropriate management of timesheets.</p> <p>4.6 Production of relevant activity reports.</p> <p>5.1 Efficient management of work schedules.</p> <p>5.2 Efficient replacement of absent employees.</p> <p>5.3 Efficient management of vacations.</p>

CODE : 00VJ	
OBJECTIVE	STANDARD
<p>Statement of the Competency To ensure the management of material resources within the office unit.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To perform an inventory of material resources within the office unit. 2 To manage the office supplies in stock. 3 To manage requests for office supplies. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • In response to requests. • Using the inventory index. • Using price lists and catalogues. • Using advertisements, magazines and newspapers. • Using service and warranty contracts. • Using a telephone, a computer workstation and office automation software. • In compliance with procedures, standards, policies and quality requirements within the business. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Calculation of the supplies in stock, office equipment and office furniture. 1.2 Correct recording of descriptions and quantities. 2.1 Careful determination of articles to be eliminated. 2.2 Detailed determination of articles and quantities to be ordered. 2.3 Search for the best prices and conditions. 2.4 Courteous negotiations with suppliers. 2.5 Correct preparation of orders. 2.6 Quality of spoken language. 3.1 Approval or rejection of requests. 3.2 Accurate checking of stocks. 3.3 Distribution of supplies or holding of request pending availability of stock. 3.4 Correct updating of the inventory index.

CODE : 00VJ	
Elements of the Competency	Performance Criteria
4 To perform tasks relating to the purchase of equipment and furniture for the office unit.	4.1 Analysis of needs and budget. 4.2 Precise determination of the features and specifications of the articles to be ordered. 4.3 Approval of results from upper management. 4.4 Appropriate selection of supplier for orders not subject to a call for tenders process. 4.5 Appropriate preparation and dispatch of calls for tenders with prior approval from upper management. 4.6 Participation in examination of tenders received and selection of supplier. 4.7 Appropriate communication with supplier to settle final details and conditions. 4.8 Quality of spoken and written language; tactfulness, courtesy and politeness. 4.9 Appropriate preparation of order.
5 To receive the merchandise.	5.1 Careful examination of the merchandise received. 5.2 Appropriate updating of the inventory index. 5.3 Appropriate communication with the supplier responsible for an incorrect delivery. 5.4 Tactfulness, courtesy and politeness. 5.5 Quality of spoken language.
6 To pay the invoice.	6.1 Correct application of the invoice payment procedure.
7 To plan the physical layout of the office unit.	7.1 Appropriate layout of workstations and shared areas. 7.2 Compliance with health and safety standards. 7.3 Observation of ergonomic guidelines. 7.4 Appropriate communication with staff, workers and installers. 7.5 Tactfulness, courtesy and politeness. 7.6 Quality of spoken language.
8 To follow up on service and warranty contracts.	8.1 Preparation of an appropriate maintenance schedule for all office equipment in the office unit. 8.2 Systematic renewal of service contracts and extended warranties. 8.3 Verification of the warranty expiration date and existence of a service contract following an equipment failure.

CODE : 00VK	
OBJECTIVE	STANDARD
<p>Statement of the Competency To assess the performance of the staff in the office unit.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To inform the office unit staff of the requirements of their jobs. 2 To inform the office unit staff of the type of assessment to be performed. 3 To design instruments to measure performance. 4 To assess performance. 5 To present the results of the assessment to the person under assessment. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • Using job descriptions. • Using previous assessment reports. • Using data relating to staff. • In compliance with procedures, standards, policies and quality requirements within the business. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Appropriate communication of the required performance levels. 1.2 Appropriate communication of the objectives of quality for work and customer service. 1.3 Appropriate communication of the objectives relating to behaviour. 1.4 Identification of skills upgrading needs. 1.5 Quality of spoken and written language. 1.6 Clarity and relevance of information. 2.1 Determination of the personal and professional aspects to be assessed. 2.2 Appropriate communication of information. 3.1 Establishment of appropriate assessment criteria for each aspect to be assessed. 3.2 Creation of relevant self-assessment grids. 3.3 Creation of relevant assessment grids. 4.1 Accuracy of the analysis of the file of the person under assessment. 4.2 Objectivity. 4.3 Correct entry of results in the assessment grid. 4.4 Respect for confidentiality. 5.1 Comparison of the results of the assessment with the person's own self-assessment. 5.2 Constructive discussion of possible discrepancies. 5.3 Relevance of the proposed recommendations. 5.4 Establishment of new realistic objectives. 5.5 Empathy, tactfulness, courtesy and politeness. 5.6 Ease of delivery and quality of spoken language.

CODE : 00VK	
<p>Elements of the Competency</p> <p>6 To follow up on the meeting with the staff member.</p>	<p>Performance Criteria</p> <p>6.1 Determination of the actions to be taken to meet the new objectives.</p> <p>6.2 Close supervision of staff members experiencing difficulty at work.</p> <p>6.3 Verification of the application of the proposed recommendations.</p> <p>6.4 Encouraging, motivating and helpful attitude.</p> <p>6.5 Appropriate monitoring of results.</p>

CODE : 00VL	
OBJECTIVE	STANDARD
<p>Statement of the Competency To ensure the training of the office unit staff.</p> <p>Elements of the Competency</p> <p>1 To determine the training needs of staff in the office unit.</p> <p>2 To estimate the cost of a training project.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • Using a training budget. • Using a bank of resource persons. • Using verbal, written and electronic reference sources. • Using a computer workstation and various software applications. • Using dictionaries, grammar guides and reference tools. • In compliance with procedures, standards, policies and quality requirements within the business. • Observing ergonomic guidelines. <p>Performance Criteria</p> <p>1.1 Identification of the difficulties encountered by the staff in the office unit.</p> <p>1.2 Analysis of the tools available in the marketplace and of emerging techniques.</p> <p>1.3 Realistic assessment of needs.</p> <p>1.4 Determination of priorities.</p> <p>1.5 Determination of the skills to be acquired, the duration of each training project and the number of participants.</p> <p>2.1 Efficient search for a competent in-house or outside resource person.</p> <p>2.2 Appropriate estimate of the costs relating to the release of an in-house resource person, the fees of an outside resource person and the release of the staff undergoing training.</p> <p>2.3 Appropriate estimate of the costs relating to travel and room reservations.</p> <p>2.4 Appropriate estimate of the costs relating to the creation and reproduction of training materials.</p> <p>2.5 Verification of available budgets.</p> <p>2.6 Approval of the training project by the supervisor.</p>

CODE : 00VL	
<p>Elements of the Competency</p> <p>6 To follow up on the training activity.</p>	<p>Performance Criteria</p> <p>6.1 Appropriate assessment of level of satisfaction among participants.</p> <p>6.2 Establishment of incentives to promote the application of the instruction received.</p> <p>6.3 Implementation of methods to measure the effect of the training activity on performance in the short, medium and long terms.</p> <p>6.4 Appropriate production of a report on the training activity.</p>

CODE : 00VM	
OBJECTIVE	STANDARD
<p>Statement of the Competency To organize professional activities.</p> <p>Elements of the Competency</p> <p>1 To collect information about the event.</p> <p>2 To plan the event.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • Using a schedule of in-house and outside events. • Using advertisements, magazines, newspapers and electronic reference documents. • Using lists of partners, outside specialists and service providers. • Using a computer workstation connected to the Internet. • Using office automation software applications. • In compliance with procedures, standards, policies and quality requirements within the business. • In compliance with health and safety standards. • Observing ergonomic guidelines. <p>Performance Criteria</p> <p>1.1 Search for information about the nature of the event, preliminary coordinates, main activities, services required and persons to be invited.</p> <p>1.2 Identification of the available budget and the particular requirements of the business.</p> <p>1.3 Methodical organization of information.</p> <p>2.1 Appropriate communication with persons invited to attend and targeted resource persons.</p> <p>2.2 Judicious determination of dates for the event.</p> <p>2.3 Verification of individual needs in terms of equipment and time.</p> <p>2.4 Determination of needs in terms of document production for the organization of the event.</p> <p>2.5 Determination of needs in terms of in-house and outside human resources.</p> <p>2.6 Setting of deadlines and production of a preliminary schedule of activities.</p> <p>2.7 Constant emphasis on quality of spoken and written language.</p>

CODE : 00VM	
Elements of the Competency 3 To look for suppliers. 4 To produce and distribute documents. 5 To plan the logistics of the event. 6 To ensure the setting up of the rooms.	Performance Criteria 3.1 Efficient search for suppliers of the required services. 3.2 Appropriate negotiations with suppliers. 3.3 Careful selection of suppliers. 3.4 Correct interpretation of contracts. 3.5 Consistent attention to quality of spoken and written language. 4.1 Clear and effective communication of all relevant information to the persons responsible for producing invitations, registration documents, descriptions of and schedules for the event, advertising and press releases. 4.2 Strict verification of document quality. 4.3 Verification of compliance with deadlines in connection with document distribution. 5.1 Compilation of the number of participants and confirmation of numbers with suppliers. 5.2 Appropriate assignment of participants to various activities. 5.3 Clear and effective communication of instructions and orders concerning the preparation of documentation kits. 5.4 Appropriate room, transportation and equipment reservations. 5.5 Sense of organization. 5.6 Consistent attention to quality of spoken and written language. 6.1 Communication of relevant information concerning the requirements for setting up the rooms. 6.2 Verification of the presence of the furniture and equipment required for each activity. 6.3 Verification of proper equipment operation.

CODE : 00VM	
<p>Elements of the Competency</p> <p>7 To ensure the smooth operation of the event.</p> <p>8 To ensure the follow up on the event.</p>	<p>Performance Criteria</p> <p>7.1 Effective communication of instructions and orders concerning participants' reception and registration.</p> <p>7.2 Verification of smooth operation of reception and registration activities.</p> <p>7.3 Regular verification of compliance with activity scheduling.</p> <p>7.4 Effective management of unexpected occurrences.</p> <p>7.5 Availability and leadership.</p> <p>8.1 Collection of copies of the presentations given from all consenting participants.</p> <p>8.2 Use of effective means to collect suggestions and comments after the event.</p> <p>8.3 Strict verification of the minutes or proceedings of the event.</p> <p>8.4 Appropriate production of a report on the activities.</p>

**OBJECTIVES AND STANDARDS
OPTION IN**

MICROPUBLISHING AND HYPERMEDIA

CODE : 00VN	
OBJECTIVE	STANDARD
<p>Statement of the Competency To analyze the profession.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To describe the profession and its working conditions. 2 To examine the tasks and operations relating to the profession. 3 To examine the skills and attitudes required to practise the profession. 4 To examine the regulations relating to the exercise of the profession and to the labour market in general. 	<p>Achievement Context</p> <ul style="list-style-type: none"> • Using recent information on the profession and on businesses working in the sector. • Using the Acts, regulations and standards in force. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Relevance of the information collected. 1.2 Exhaustive examination of the general features of the profession and its working conditions. 1.3 Accurate assessment of openings for the profession in businesses. 1.4 Accurate assessment of entrepreneurial possibilities in the sector. 2.1 Exhaustive examination of the operations, performance conditions and performance criteria involved in each task. 2.2 Exact determination of the relative importance of each task. 2.3 Understanding of the links between the steps in the work process and the tasks of the profession. 3.1 Relevance of the links established between the skills and attitudes and the tasks involved in the profession. 3.2 Exhaustive examination of professional ethics requirements. 3.3 Exhaustive examination of quality management requirements. 4.1 Accurate understanding of the roles, powers and responsibilities of employers and union groups. 4.2 Exhaustive examination of Labour Standards affecting the profession. 4.3 Exhaustive examination of health and safety standards affecting the profession. 4.4 Accurate understanding of the rights and responsibilities of employers and employees.

CODE : 00VP	
OBJECTIVE	STANDARD
<p>Statement of the Competency To create drawings and process images.</p> <p>Elements of the Competency</p> <p>1 To produce freehand drawings.</p> <p>2 To process colours and textures.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In response to requests typical of the field. • Using a computer workstation. • Using drawing, image processing and screen capture software. • Using paper-based or electronic text and images. • Using an optical scanner, digitization software and optical character recognition software. • Using data compression software. • Using reference documents. • Using software user's manuals. • Observing ergonomic guidelines. <p>Performance Criteria</p> <p>1.1 Appropriate rendition of the communications objective.</p> <p>1.2 Use of various means to create static and dynamic effects.</p> <p>1.3 Correct proportions.</p> <p>1.4 Drawing using plane and solid geometrical shapes and figures.</p> <p>1.5 Compliance with basic principles of perspective.</p> <p>1.6 Application of creativity techniques.</p> <p>1.7 Aesthetic sense.</p> <p>2.1 Application of basic principles in selecting, harmonizing and mixing colours.</p> <p>2.2 Effective use of the psychological effects of colour.</p> <p>2.3 Effective use of textures and blocks of colour.</p> <p>2.4 Appropriate selection of colours to reflect various situations and types of business.</p> <p>2.5 Appropriate selection of computer display colours.</p> <p>2.6 Appropriate selection of colour codes for hypermedia documents to be viewed on various platforms.</p>

CODE : 00VP	
<p>Elements of the Competency</p> <p>3 To create and modify drawings on screen.</p> <p>4 To digitize images and texts.</p> <p>5 To process images.</p> <p>6 To capture screens.</p>	<p>Performance Criteria</p> <p>3.1 Correct creation of vector and bitmap drawings.</p> <p>3.2 Optimum use of the possibilities for manipulating and modifying drawings.</p> <p>3.3 Optimum use of the possibilities for selecting, modifying and applying colours.</p> <p>3.4 Appropriate rendition of the communications objective.</p> <p>3.5 Application of drawing principles and techniques.</p> <p>3.6 Appropriate creation of 3D effects.</p> <p>3.7 Creativity.</p> <p>4.1 Appropriate setting of image resolution and dimension parameters.</p> <p>4.2 Appropriate setting of pixel definition.</p> <p>4.3 Correct application of digitization procedure.</p> <p>4.4 Selection of an appropriate image format.</p> <p>4.5 Efficient file compression and decompression.</p> <p>4.6 Effective use of digitization and optical character recognition software.</p> <p>5.1 Optimum use of the possibilities for improving image quality.</p> <p>5.2 Optimum use of the possibilities for modifying, manipulating and assembling images.</p> <p>5.3 Consideration of format compatibility.</p> <p>5.4 Effective use of the possibilities for selecting, modifying and calibrating colours.</p> <p>6.1 Correct use of the screen capture possibilities of the user interface.</p> <p>6.2 Appropriate determination of the basic configuration for a screen capture software application.</p> <p>6.3 Correct whole-screen, window and element capture.</p> <p>6.4 Appropriate processing of captured object.</p> <p>6.5 Correct insertion of captured object in document.</p>

CODE : 00VQ	
OBJECTIVE	STANDARD
<p>Statement of the Competency To enter data and produce the graphic design of training manuals.</p> <p>Elements of the Competency</p> <p>1 To produce page layout sketches.</p> <p>2 To edit the document.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In response to requests with or without page layout restrictions. • In connection with training manuals in French or English with a minimum of 15 pages, containing scientific and mathematical equations, using the paper-based or electronic content elements provided. • Using a computer workstation and two word processing applications. • Using dictionaries, grammar guides and reference tools. • Using software user's guides. • In compliance with procedures, standards, policies and quality requirements within the business. • Observing ergonomic guidelines. <p>Performance Criteria</p> <p>1.1 Overall analysis of the request and of document characteristics.</p> <p>1.2 Appropriate determination of the global layout within each part of the document.</p> <p>1.3 Creativity.</p> <p>1.4 Submission of appropriate sketches.</p> <p>2.1 Appropriate setting of basic parameters for the document as a whole.</p> <p>2.2 Efficient data entry.</p> <p>2.3 Adaptation of the basic parameters to reflect the particular characteristics of each part of the document.</p> <p>2.4 Presence of all parts of the document.</p> <p>2.5 Presence of all content elements.</p> <p>2.6 Correct placement of the various parts of the document.</p> <p>2.7 Concordance between the text and the visual elements.</p> <p>2.8 Strict application of the presentation standards governing each type of content element and each part of the document.</p>

CODE : 00VQ	
<p>Elements of the Competency</p> <p>3 To improve the training manual in terms of functionality and aesthetics.</p> <p>4 To verify the quality of the training manual and submit it for approval.</p> <p>5 To print the training manual.</p>	<p>Performance Criteria</p> <p>3.1 Use of relevant methods to facilitate general document use and location of various parts of the content.</p> <p>3.2 Clear identification of content hierarchy and figures sequence.</p> <p>3.3 Use of relevant methods to draw attention to certain parts of the text.</p> <p>3.4 Use of relevant typographic methods to meet requirements for a legible, uniform, coherent and simple document.</p> <p>3.5 Use of relevant methods to make the document more attractive.</p> <p>3.6 Originality.</p> <p>3.7 Effective use of word processing applications.</p> <p>4.1 Strict correction of document content on screen.</p> <p>4.2 Fine-tuning of overall visual impact of the document.</p> <p>4.3 Submission of the document for approval.</p> <p>4.4 Effective response to requests for changes.</p> <p>5.1 Correct printing of the training manual.</p>

CODE : 00VR	
OBJECTIVE	STANDARD
<p>Statement of the Competency To perform page layout operations.</p> <p>Elements of the Competency</p> <p>1 To define the structure of a composition.</p> <p>2 To import content elements.</p> <p>3 To process text.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • Using a computer workstation. • Using page layout software applications. • Using content elements provided in electronic form. • Using software user's guides. • Using dictionaries, grammar guides and reference tools. • Observing ergonomic guidelines. <p>Performance Criteria</p> <p>1.1 Appropriate determination of basic configuration.</p> <p>1.2 Correct application of procedures to create and modify layout grids to fix column, ruler and margin settings.</p> <p>1.3 Correct application of procedures to create and modify the page setup containing fixed elements.</p> <p>1.4 Use and adaptation of existing models.</p> <p>1.5 Originality.</p> <p>2.1 Optimum use of the possibilities for importing files.</p> <p>2.2 Correct recognition of format of imported files.</p> <p>3.1 Correct use of possibilities for entering data.</p> <p>3.2 Appropriate elimination of formatting from imported text.</p> <p>3.3 Optimum use of possibilities for manipulating blocks of text.</p> <p>3.4 Optimum use of possibilities for character and paragraph formatting.</p> <p>3.5 Optimum use of special characters and symbols.</p> <p>3.6 Optimum use of graphic elements and possibilities for creating special effects.</p> <p>3.7 Correct application of procedures for creating, adapting and applying style sheets.</p> <p>3.8 Strict application of typographical standards.</p>

CODE : 00VR	
Elements of the Competency	Performance Criteria
4 To process images.	4.1 Optimum use of the possibilities for creating drawings. 4.2 Consideration of the format of the images to be processed. 4.3 Optimum use of the possibilities for copying, assembling and manipulating images. 4.4 Appropriate fine-tuning of image quality. 4.5 Optimum use of methods to process image frames and to place text around images.
5 To process colours.	5.1 Optimum use of the possibilities for defining, modifying, manipulating and setting colours and tints. 5.2 Correct use of the colour management system. 5.3 Creation of a colour bank.
6 To process documents containing several compositions.	6.1 Strict application of the procedure for assembling all the compositions forming a document. 6.2 Correct application of the procedures for creating and generating an index. 6.3 Correct application of the procedures for creating and generating a table of contents. 6.4 Optimum use of the page numbering options.
7 To prepare compositions for printing.	7.1 Appropriate selection of the printer driver. 7.2 Determination of the printing options. 7.3 Appropriate use of the options for viewing results on screen. 7.4 Optimum use of in-house printing possibilities. 7.5 Grouping of the relevant elements required by an outside printer.

CODE : 00VS	
OBJECTIVE	STANDARD
<p>Statement of the Competency To design and produce forms.</p> <p>Elements of the Competency</p> <p>1 To analyze the request received from the client.</p> <p>2 To produce page layout sketches.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In response to requests with or without restrictions. • Using a computer workstation, an optical scanner and software applications. • Using existing forms and models. • Using illustration banks and business logos. • Using dictionaries, grammar guides and reference tools. • Using software user's guides. • In compliance with procedures, standards, policies and quality requirements within the business. • Observing ergonomic guidelines. <p>Performance Criteria</p> <p>1.1 Identification of the main features of the form.</p> <p>1.2 Identification of the essential stages in the circulation of the form.</p> <p>1.3 Analysis of existing forms.</p> <p>1.4 Identification of quantity and quality requirements.</p> <p>1.5 Identification of budgetary restrictions and deadlines.</p> <p>1.6 Identification of standardization requirements within the business.</p> <p>2.1 Careful determination of the content elements to be included in the form.</p> <p>2.2 Determination of the general layout of the form content elements to facilitate form use and circulation.</p> <p>2.3 Determination of the graphic presentation of the various parts of the form.</p> <p>2.4 Creativity.</p> <p>2.5 Submission of relevant sketches for all form pages and copies.</p>

CODE : 00VS	
Elements of the Competency 3 To write the form headings and instructions. 4 To translate the form headings and instructions. 5 To edit the form. 6 To improve the form in terms of functionality and aesthetics. 7 To verify the form and submit it for approval.	Performance Criteria 3.1 Use of simple, clear and precise language. 3.2 Use of accurate and unequivocal terms. 3.3 Relevance of content. 3.4 Compliance with grammar and spelling rules. 3.5 Strict revision of text to eliminate anglicisms, gallicisms and incorrect phrasing. 3.6 Submission of the text for approval. 4.1 Use of terms and expressions of equivalent semantic value. 4.2 Compliance with the stylistic requirements of the target language. 4.3 Elimination of anglicisms, gallicisms and incorrect phrasing. 4.4 Submission of the text for approval. 5.1 Effective creation of the basic structure for the form. 5.2 Presence of all the content elements of the form. 5.3 Appropriate positioning of the various content elements. 5.4 Appropriate tab sequence for virtual forms. 6.1 Use of relevant typographical methods to meet requirements for a legible, uniform, coherent and simple form. 6.2 Use of relevant methods to facilitate the locating of information and form use. 6.3 Use of relevant methods to improve the visual presentation of the form. 6.4 Consideration of the requirements for standardization within the business. 6.5 Balance. 6.6 Originality. 7.1 Final verification of text on screen. 7.2 Fine-tuning of the overall visual effect of the form. 7.3 Exhaustive testing of virtual form and elimination of bugs. 7.4 Submission of the form for approval. 7.5 Effective response to requests for changes.

CODE : 00VS	
<p>Elements of the Competency</p> <p>8 To ensure the reproduction of the form.</p>	<p>Performance Criteria</p> <p>8.1 Correct printing of a copy of the form.</p> <p>8.2 Correct use of an in-house printing or photocopying request form.</p> <p>8.3 Correct use of a photocopier.</p> <p>8.4 Grouping of the relevant elements required by an outside printer.</p> <p>8.5 Correct preparation of printing instructions and order form for an outside printer.</p>

CODE : 00VT	
OBJECTIVE	STANDARD
<p>Statement of the Competency To ensure the quality of written language and produce the graphic design of reports.</p> <p>Elements of the Competency</p> <p>1 To plan the work to be carried out.</p> <p>2 To prepare the content elements of the report.</p> <p>3 To edit the report.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In response to requests with or without restrictions. • In connection with French or English reports containing visual elements, supplied in paper-based or electronic form. • Using a computer workstation and various software applications. • Using an optical scanner. • Using dictionaries, grammar guides and reference tools. • Using software user's guides. • In compliance with procedures, standards, policies and quality requirements within the business. • Observing ergonomic guidelines. <p>Performance Criteria</p> <p>1.1 Overall analysis of the request and the features of the report.</p> <p>1.2 Careful determination of the general layout for each part of the document.</p> <p>1.3 Creativity.</p> <p>1.4 Submission of relevant sketches.</p> <p>1.5 Selection of appropriate computer tools.</p> <p>2.1 Search for, creation and adaptation of relevant illustrations.</p> <p>2.2 Appropriate creation of visual elements.</p> <p>2.3 Efficient entry of data and appropriate elimination of formatting from an imported file.</p> <p>2.4 Correct digitization of content elements transferred from hard copy.</p> <p>2.5 Strict application of correct presentation standards for each visual element.</p> <p>3.1 Presence of all parts of the document and all content elements.</p> <p>3.2 Correct location of the various parts of the report.</p> <p>3.3 Concordance of text and visual elements.</p> <p>3.4 Strict application of correct presentation standards for each part of the document.</p>

CODE : 00VT	
Elements of the Competency	Performance Criteria
4 To perform linguistic revision on an English-language report.	4.1 Text correction in compliance with grammar and spelling rules. 4.2 Appropriate replacement of gallicisms and incorrect phrasing. 4.3 Elimination of repetitions. 4.4 Improvement of content with respect to sentence construction and vocabulary. 4.5 Validation of corrections by the client. 4.6 Integrity of the original content.
5 To perform linguistic revision on a French language report.	5.1 Text correction in compliance with grammar and spelling rules. 5.2 Elimination of anglicisms. 5.3 Elimination of repetitions. 5.4 Validation of corrections by the client. 5.5 Integrity of the original content.
6 To improve the report in terms of functionality and aesthetics.	6.1 Appropriate processing of images. 6.2 Judicious identification of report divisions, content hierarchy and figures sequence. 6.3 Use of relevant methods to draw attention to important content elements. 6.4 Use of relevant methods to make the document more attractive. 6.5 Use of relevant typographic methods to meet requirements for a legible, uniform, coherent and simple document. 6.6 Adaptation of graphic elements and typeface to content. 6.7 Originality.
7 To verify the report and submit it for approval.	7.1 Strict verification and correction of text, calculations and data. 7.2 Verification and adjustment of the layout of content elements and of the overall appearance of the report. 7.3 Submission of the document for approval. 7.4 Appropriate response to requests for corrections.
8 To ensure the printing of the report.	8.1 Correct in-house printing of the report. 8.2 Grouping of the relevant elements required by an outside printer.

CODE : 00VU	
OBJECTIVE	STANDARD
<p>Statement of the Competency To design and produce advertising documents.</p> <p>Elements of the Competency</p> <p>1 To analyze the request received from the client.</p> <p>2 To create a concept for the document.</p> <p>3 To plan the work.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In response to requests for advertising documents in English and French, with or without restrictions. • Using a computer workstation and various software applications designed for micropublishing. • Using illustration banks. • Using paper-based or electronic content elements. • Using an optical scanner. • Using dictionaries, grammar guides and reference tools. • Using software user's guides. • In compliance with procedures, standards, policies and quality requirements within the business. • Observing ergonomic guidelines. <p>Performance Criteria</p> <p>1.1 Identification of the nature, characteristics and conditions of use of the advertising document.</p> <p>1.2 Identification of budgetary restrictions and deadlines.</p> <p>1.3 Identification of quality and quantity requirements.</p> <p>1.4 Identification of the characteristics of the products, services or activities concerned, and of the target clientele.</p> <p>2.1 Conceiving of original ideas for the advertising message and the visual elements.</p> <p>2.2 Conceiving of original ideas for layout.</p> <p>2.3 Careful determination of document format.</p> <p>2.4 Analysis of the possibilities, and submission for approval of a final concept in accordance with the client's request.</p> <p>3.1 Determination of the work to be performed outside the business.</p> <p>3.2 Establishment of a realistic working schedule.</p> <p>3.3 Selection of appropriate computer tools.</p>

CODE : 00VU	
Elements of the Competency	Performance Criteria
4 To write and translate the advertising message.	4.1 Collection of all essential data for writing the message. 4.2 Adaptation of the text to the document format. 4.3 Accuracy, completeness and relevance of the information. 4.4 Clarity and persuasiveness of the message. 4.5 Compliance of writing and translation with grammar and spelling rules in French or English.
5 To create the visual elements.	5.1 Creation, selection and adaptation of relevant and original visual elements. 5.2 Correct digitization of visual elements from hard copy. 5.3 Strict application of presentation standards for the various visual elements.
6 To edit the advertising document.	6.1 Presence of all content elements. 6.2 Careful placement of all content elements.
7 To improve the advertising document in terms of functionality and aesthetics.	7.1 Appropriate processing of images. 7.2 Attractiveness. 7.3 Appropriate highlighting or neutralizing of certain elements of the message. 7.4 Ease of use of document. 7.5 Conformity of document with business image. 7.6 Strict application of standardization practices within the business. 7.7 Strict application of typographical standards. 7.8 Good taste.
8 To verify the advertising document and submit it for approval.	8.1 Strict correction of grammar, spelling and punctuation mistakes. 8.2 Fine tuning of the overall visual effect of the document. 8.3 Submission of the document for approval. 8.4 Appropriate response to requests for corrections.
9 To ensure the printing of the advertising document.	9.1 Correct in-house printing of the advertising document. 9.2 Grouping of the relevant elements required by an outside printer. 9.3 Correct preparation of the order form.

CODE : 00VU	
<p>Elements of the Competency</p> <p>10 To prepare the mailing.</p>	<p>Performance Criteria</p> <p>10.1 Writing of a cover letter in compliance with grammar and spelling rules.</p> <p>10.2 Correct merging of letter with client database.</p> <p>10.3 Correct creation of mailing labels.</p> <p>10.4 Strict application of presentation standards for business letters and addresses.</p> <p>10.5 Correct folding and insertion of documents into envelopes.</p>

CODE : 00VV	
OBJECTIVE	STANDARD
<p>Statement of the Competency To create hypermedia documents.</p> <p>Elements of the Competency</p> <p>1 To analyze the request received from the client.</p> <p>2 To create a concept for the document.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In response to requests with or without restrictions. • Using a multimedia computer workstation connected to the Internet and software applications designed for the creation of hypermedia documents. • Using drawing, graphics, image processing and image conversion software applications. • Using text and data provided in paper-based or electronic form. • Using sound, animation and video files. • Using illustration banks. • Using an optical scanner. • Using dictionaries, grammar guides and reference tools. • Using software user's guides. • In compliance with procedures, standards, policies and quality requirements within the business. • Observing ergonomic guidelines. <p>Performance Criteria</p> <p>1.1 Identification of the nature of the document to be produced.</p> <p>1.2 Identification of the type of electronic medium considered.</p> <p>1.3 Identification of the target clientele and the objectives sought.</p> <p>1.4 Identification of the requirements, preferences and budgetary restrictions of the client.</p> <p>2.1 Consideration of the content and objectives of the document.</p> <p>2.2 Establishment of an original and relevant information presentation strategy.</p> <p>2.3 Conceiving of original colour schemes.</p> <p>2.4 Submission for approval of a concept in accordance with the client's request.</p>

CODE : 00VV	
<p>Elements of the Competency</p> <p>3 To plan the work.</p> <p>4 To prepare the content elements.</p> <p>5 To produce the hypermedia document.</p>	<p>Performance Criteria</p> <p>3.1 Determination of a logical structure for the files designed to reduce the length of the “pages” and the number of links on each “page”.</p> <p>3.2 Identification of the work to be performed by specialists.</p> <p>3.3 Determination of a realistic work schedule.</p> <p>4.1 Appropriate search for, selection, creation and digitization of images.</p> <p>4.2 Appropriate recording of simple sound files.</p> <p>4.3 Consideration of appropriate formats.</p> <p>4.4 Processing of images in keeping with requirements concerning quality and downloading speed.</p> <p>4.5 Preparation of clear, concise and mistake-free texts, saved in an appropriate format, and approval by the client.</p> <p>4.6 Correct conversion of existing files into hypertext format.</p> <p>4.7 Search for and selection of sound, animation and video files.</p> <p>4.8 Correct preparation of the data required by outside specialists.</p> <p>5.1 Careful determination of the sections on each “page” of the hypermedia document.</p> <p>5.2 Correct use of an automated hypertext language.</p> <p>5.3 Creation of relevant, rapid and efficient hyperlinks.</p> <p>5.4 Appropriate use of the possibilities for creating lists and tables.</p> <p>5.5 Appropriate use of the possibilities for creating interactive forms and E-mail interconnections.</p> <p>5.6 Appropriate insertion of images, sound, animation, video and 3D effects.</p> <p>5.7 Correct use of software to integrate various media.</p>

CODE : 00VV	
<p>Elements of the Competency</p> <p>6 To improve the hypermedia document in terms of functionality and aesthetics.</p> <p>7 To verify the document and submit it for approval.</p> <p>8 To make the document available.</p>	<p>Performance Criteria</p> <p>6.1 Use of appropriate methods to allow quick downloading of the document.</p> <p>6.2 Originality, simplicity, attractiveness and ease of consultation of document.</p> <p>6.3 Appropriate identification of the name, address, telephone and fax numbers and electronic address of the business.</p> <p>6.4 Appropriate identification of important elements.</p> <p>6.5 Pleasing harmonization of colours, icons, buttons, lines and frames.</p> <p>6.6 Matching appearance of all “pages”.</p> <p>7.1 Strict text correction.</p> <p>7.2 Strict testing of the proper operation of all links.</p> <p>7.3 Strict testing of the proper operation of the document using various types of browsers.</p> <p>7.4 Fine tuning of the overall visual and sound effects.</p> <p>7.5 Submission to the client for approval and appropriate response to requests for changes.</p> <p>8.1 Appropriate transfer of all files to the desired server for distribution over the Internet.</p> <p>8.2 Transfer of all files into the appropriate electronic form for independent use of the document.</p>

CODE : 00VW	
OBJECTIVE	STANDARD
<p>Statement of the Competency To design and produce multimedia presentations.</p> <p>Elements of the Competency</p> <p>1 To analyze the request received from the client.</p> <p>2 To prepare the text.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In response to requests with or without restrictions. • Using reference documents and the documents to be transferred into a presentation. • Using a multimedia computer workstation and software designed for the creation of multimedia presentations. • Using drawing, graphics, image processing, image conversion and spreadsheet software applications. • Using screen capture software and sound recording and processing software. • Using text, data and visual elements in paper-based or electronic form. • Using sound, animation and video files. • Using an optical scanner. • Using software user's guides. • Using dictionaries, grammar guides and reference tools. • In compliance with procedures, standards, policies and quality requirements within the business. • Observing ergonomic guidelines. <p>Performance Criteria</p> <p>1.1 Identification of the characteristics of the presentation in terms of plan, content, duration, audience and viewing.</p> <p>1.2 Identification of the characteristics of the presentation in terms of recording, reproduction and distribution.</p> <p>1.3 Identification of the requirements of the client in terms of visual content, budget and deadlines.</p> <p>2.1 Strict revision of the statements submitted by the client.</p> <p>2.2 Writing of relevant statements.</p> <p>2.3 Careful selection of vocabulary.</p> <p>2.4 Compliance with grammar and spelling rules.</p> <p>2.5 Adaptation of the message to the target audience.</p> <p>2.6 Accuracy of the message.</p> <p>2.7 Submission of the text to the client for approval.</p>

CODE : 00VW	
Elements of the Competency 3 To produce the flowchart and the synopsis. 4 To plan the work. 5 To prepare the visual elements and the sound, animation and video files for the presentation. 6 To create the sequences.	Performance Criteria 3.1 Establishment of a logical sequence based on the presentation plan. 3.2 Assignment of statements to various sequences. 3.3 Determination of the visual elements to be associated with particular statements. 3.4 Determination of the integration plan for sound, animation and video files. 3.5 Determination of sound, animation and transition effects. 3.6 Determination of the actions and links between the various elements of each sequence. 3.7 Submission of the flowchart and synopsis for approval. 4.1 Identification of needs in terms of specialized outside resources. 4.2 Appropriate selection of computer tools. 4.3 Establishment of a realistic schedule based on the work to be performed in-house and outside the business. 5.1 Selection and creation of relevant visual elements. 5.2 Correct digitization of the visual elements to be computerized. 5.3 Appropriate processing of visual elements. 5.4 Appropriate recording of simple sound files. 5.5 Search for and selection of sound, animation and video files. 5.6 Correct preparation of the data needed by specialized outside resources. 6.1 Appropriate setting of basic parameters. 6.2 Effective grouping of content elements. 6.3 Presence of all content elements. 6.4 Creation of the actions and links between the content elements.

CODE : 00VW	
<p>Elements of the Competency</p> <p>7 To improve the presentation in terms of functionality, aesthetics and technical aspects.</p> <p>8 To verify the presentation and submit it for approval.</p> <p>9 To reproduce and screen the presentation.</p>	<p>Performance Criteria</p> <p>7.1 Original, lively and attractive presentation, in conformity with the image of the business.</p> <p>7.2 Use of appropriate typographic methods to optimize legibility in light of the presentation context, and to meet requirements as to uniformity, coherence and simplicity.</p> <p>7.3 Use of appropriate methods to draw attention to important elements.</p> <p>7.4 Compliance with the requirements concerning standardization within the business.</p> <p>7.5 Correct setting of the parameters for use of sound, animation and video files.</p> <p>7.6 Addition of appropriate delays between sequences, and of sound, animation and transition effects.</p> <p>7.7 Appropriate fine tuning of actions and links between the various content elements.</p> <p>7.8 Synchronization of sound and images.</p> <p>7.9 Overall presentation in keeping with the original purpose of the presentation.</p> <p>8.1 Strict verification of text, balance and harmonious impact of sequences.</p> <p>8.2 Appropriate fine tuning of overall visual and sound effects.</p> <p>8.3 Submission of the presentation for approval.</p> <p>8.4 Appropriate response to requests for changes.</p> <p>9.1 Appropriate printing of support documents.</p> <p>9.2 Correct transfer of presentation into appropriate electronic form for independent use on another workstation.</p> <p>9.3 Correct physical layout of venue.</p> <p>9.4 Appropriate screening of presentation.</p>

CODE : 00VX	
OBJECTIVE	STANDARD
<p>Statement of the Competency</p> <p>To ensure the quality of written language and produce the graphic design of in-house bulletins and newsletters.</p> <p>Elements of the Competency</p> <p>1 To analyze the request received from the client.</p> <p>2 To create the layout concept.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In response to requests with or without restrictions. • Using content elements provided in paper-based or electronic form. • Using a computer workstation and page layout, word processing, drawing, image processing, graphics and spreadsheet software applications. • Using an optical scanner. • Using dictionaries, grammar guides and reference tools. • Using software user's guides. • In compliance with procedures, standards, policies and quality requirements within the business. • Observing ergonomic guidelines. <p>Performance Criteria</p> <p>1.1 Identification of the identifying elements that remain constant from one edition to the next.</p> <p>1.2 Identification of the columns that remain constant from one edition to the next.</p> <p>1.3 Identification of the target audience and the distribution method.</p> <p>1.4 Identification of requirements in terms of quantity, quality and format.</p> <p>1.5 Identification of budgetary restrictions.</p> <p>2.1 Original design and location of identifying elements.</p> <p>2.2 Appropriate determination of the appearance of pages containing recurrent columns.</p> <p>2.3 Determination of the permanent features designed to give in-house bulletins and newsletters a uniform appearance from one edition to the next.</p> <p>2.4 Determination of original methods to differentiate individual editions of the in-house bulletin or newsletter.</p> <p>2.5 Submission of an original and relevant concept.</p>

CODE : 00VX	
<p>Elements of the Competency</p> <p>3 To plan the work.</p> <p>4 To prepare the content elements of the in-house bulletin or newsletter.</p> <p>5 To edit the in-house bulletin or newsletter.</p> <p>6 To perform linguistic revision on the files provided by the contributors.</p>	<p>Performance Criteria</p> <p>3.1 Determination of the work to be performed outside the business.</p> <p>3.2 Communication of the copy deadline to contributors.</p> <p>3.3 Determination of a realistic work schedule.</p> <p>3.4 Selection of appropriate computer tools.</p> <p>4.1 Appropriate creation of identifying elements.</p> <p>4.2 Careful selection, adaptation and creation of visual elements in compliance with presentation standards.</p> <p>4.3 Correct digitization of visual elements to be computerized.</p> <p>4.4 Writing of article summaries in compliance with grammatical and spelling rules.</p> <p>4.5 Appropriate elimination of formatting from imported files.</p> <p>5.1 Appropriate layout of text to reflect the number and length of articles and headings.</p> <p>5.2 Careful processing, identification and positioning of images.</p> <p>5.3 Appropriate positioning of articles.</p> <p>5.4 Concordance of text and visual elements.</p> <p>6.1 Correction of the text in compliance with grammar, linguistic and spelling rules.</p> <p>6.2 Appropriate adaptation of the text according to the space available.</p> <p>6.3 Integral transfer of the original message.</p> <p>6.4 Validation of the corrections by the contributor concerned.</p>

CODE : 00VX	
<p>Elements of the Competency</p> <p>7 To improve the in-house bulletin or newsletter in terms of functionality and aesthetics.</p> <p>8 To verify the in-house bulletin or newsletter and submit it for approval.</p> <p>9 To ensure the printing of the in-house bulletin or newsletter.</p>	<p>Performance Criteria</p> <p>7.1 Use of relevant methods to facilitate the locating of content.</p> <p>7.2 Appropriate highlighting of main and secondary articles.</p> <p>7.3 Original highlighting and presentation of important elements of information, introductions and article summaries.</p> <p>7.4 Clear identification of the article contributors.</p> <p>7.5 Appropriate use of space.</p> <p>7.6 Use of relevant typographic methods to meet the requirements for a legible, uniform, coherent and simple product.</p> <p>7.7 Attractiveness.</p> <p>8.1 Strict verification of text.</p> <p>8.2 Fine tuning of the overall visual effect of the document.</p> <p>8.3 Submission of the document for approval.</p> <p>8.4 Appropriate response to requests for corrections.</p> <p>9.1 Correct in-house printing of the document.</p> <p>9.2 Grouping of the relevant elements required by an outside printer.</p> <p>9.3 Correct preparation of the order form.</p>

CODE : 00VY	
OBJECTIVE	STANDARD
<p>Statement of the Competency To process requests from clients.</p> <p>Elements of the Competency 1 To receive the request.</p> <p>2 To design various ways of completing the project.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In response to requests to produce documents. • Using information transmitted in writing, by telephone or in person. • Using a work schedule. • Using information on costs relating to material resources, in-house and outside human resources, and outside professional services. • Using price lists. • Using samples and models. • Using a computer workstation and word processing, database and spreadsheet applications. • Using dictionaries, grammar guides, reference tools and software user's guides. • In compliance with procedures, standards, policies and quality requirements within the business. • Observing ergonomic guidelines. <p>Performance Criteria</p> <p>1.1 Polite and courteous contacts with the client.</p> <p>1.2 Strict application of telephone etiquette.</p> <p>1.3 Relevance of comments and vocabulary.</p> <p>1.4 Correct handling of incoming mail.</p> <p>1.5 Detailed noting of all elements of the request.</p> <p>1.6 Settlement of a reasonable deadline for a formal proposal to be presented to the client.</p> <p>2.1 Verification of the information received.</p> <p>2.2 Appropriate contacts with client to obtain further information.</p> <p>2.3 Consideration of the characteristics of the request, and the requirements and restrictions expressed by the client.</p> <p>2.4 Preparation of original proposals for presentation to the client.</p>

CODE : 00VY	
Elements of the Competency	Performance Criteria
3 To establish the price of each proposal to be presented.	3.1 Realistic estimate of time required for completion. 3.2 Consideration of human and material resources needs and their cost. 3.3 Correct establishment of the price to be quoted to the client. 3.4 Approval of the proposals by the supervisor before presentation to the client.
4 To present the proposals to the client.	4.1 Clear and precise explanation of each proposal. 4.2 Courtesy and politeness. 4.3 Constant emphasis on product and service quality. 4.4 Consistent attention to quality of spoken language.
5 To negotiate and finalize the agreement.	5.1 Consideration of the reactions, objections and proposals of the client. 5.2 Presentation of relevant and realistic alternative solutions. 5.3 Rapid estimation of financial repercussions. 5.4 Establishment of an acceptable solution. 5.5 Self-assurance. 5.6 Compliance with professional ethics.
6 To prepare a final proposal.	6.1 Preparation of a final proposal and cover letter containing no mistakes and in compliance with the presentation standards. 6.2 Submission of documents to supervisor for approval. 6.3 Appropriate forwarding of final proposal to the client. 6.4 Compliance with deadlines. 6.5 Appropriate follow-up action on the file.
7 To deliver the product.	7.1 Correct preparation of the invoice. 7.2 Selection of appropriate mode of delivery for the type of work concerned. 7.3 Compliance with deadlines and the agreement negotiated. 7.4 Appropriate follow-up action with client.

CODE : 00VY	
<p>Elements of the Competency</p> <p>8 To organize information.</p>	<p>Performance Criteria</p> <p>8.1 Appropriate organization of data on material and human resources, clients, contacts, suppliers and prices.</p> <p>8.2 Efficient creation of a database and of an image bank.</p> <p>8.3 Correct operation of a database and of an image bank.</p>

CODE : 00VZ	
OBJECTIVE	STANDARD
<p>Statement of the Competency To manage micropublishing projects.</p> <p>Elements of the Competency</p> <p>1 To analyze the repercussions of a new project on existing projects.</p> <p>2 To organize the work to be performed outside the business.</p>	<p>Achievement Context</p> <ul style="list-style-type: none"> • In response to requests with or without restrictions. • In connection with simultaneous projects, carried out on an individual or team basis. • Using a work schedule. • Using a multimedia computer workstation. • Using office automation and micropublishing software. • Using an optical scanner. • Using dictionaries, grammar guides and reference tools. • Using software user's guides. • In compliance with the Acts and regulations concerning information. • In compliance with business policy on records management. • In compliance with procedures, standards, policies and quality requirements within the business. • Observing ergonomic guidelines. <p>Performance Criteria</p> <p>1.1 Accurate assessment of the complexity of the new project.</p> <p>1.2 Accurate assessment of the time required for the work to be performed in-house.</p> <p>1.3 Accurate assessment of the time required for the work to be performed outside the business.</p> <p>1.4 Monitoring of on-going projects.</p> <p>1.5 Setting of priorities.</p> <p>1.6 Updating of the work schedule to ensure that deadlines for all projects are met.</p> <p>2.1 Appropriate negotiation of prices, fees and deadlines.</p> <p>2.2 Appropriate definition of requirements concerning page layout performed outside the business.</p> <p>2.3 Appropriate preparation of requirements and data for technical work to be performed by specialized firms.</p> <p>2.4 Appropriate forwarding of requests to outside resources.</p>

CODE : 00VZ	
Elements of the Competency	Performance Criteria
3 To plan material resources.	3.1 Accurate assessment of needs. 3.2 Strict verification of existing stocks. 3.3 Appropriate ordering of required supplies.
4 To complete the projects.	4.1 Appropriate and efficient performance of work relating to various projects. 4.2 Efficient organization of the time to be devoted to each project. 4.3 Appropriate coordination of one's individual work with the team's work and outside work. 4.4 Appropriate monitoring of work performed outside the business. 4.5 Efficient contribution to the maintaining of high-quality interpersonal relations. 4.6 Efficient resolution of technical, interpersonal and organizational problems. 4.7 Compliance with deadlines and negotiated agreements for all projects. 4.8 Strict application of the quality standards of the business. 4.9 Submission of the completed work to the supervisor for approval before delivery to the client.
5 To produce production reports.	5.1 Strict compilation of in-house and outside work time for each project. 5.2 Correct production of relevant reports. 5.3 Appropriate updating of diagrams to illustrate the progress achieved overall and for each project individually.
6 To store information.	6.1 Filing system in compliance with the requirements of the business. 6.2 Coding of documents in compliance with the classification plan. 6.3 Efficient filing of documents and files. 6.4 Filing of information in computerized form in compliance with the requirements of the business. 6.5 Strict application of the Acts and regulations concerning information. 6.6 Strict application of the policy of the business concerning records management.

EDUCATIONAL INTENTIONS OF GENERAL EDUCATION

GENERAL EDUCATION COMMON TO ALL PROGRAMS AND GENERAL EDUCATION ADAPTED TO PROGRAMS

English, Language of Instruction and Literature

General Education Common to All Programs

The three sets of objectives and standards in English, Language of Instruction and Literature, pursue two general goals : mastery of the language of instruction and exploration of the riches of the literary heritage. Achievement of these goals is intended to bring the students to a college level of proficiency in the areas of reading, writing, listening and speaking. Building on the skills developed by students on completion of secondary school, the English programme places a marked emphasis on written production and reading comprehension while at the same time consolidating listening and speaking skills.

The mastery of language skills will be achieved through regular and ongoing observance of the rules of correct writing and speaking and the production of texts supported by reading and the study of literature. Students will also be encouraged to develop an appreciation of literature by becoming acquainted with a number of significant literary works representative of various genres and periods and expressing a variety of literary themes. Both the aesthetic and cultural value of these texts and their formal aspects will be the objects of study.

All students entering college will begin their English studies with an introductory set of objectives and standards. This set has two possible formats. While both provide a range of reading, writing and literary activities, one includes additional reinforcement of reading and writing skills.

General Education Adapted to Programs

The set of objectives and standards for English, Language of Instruction and Literature, is placed in the context of general education and is a complement to the general education common to all programs. Students will develop the skills required in order to communicate in the forms of discourse appropriate to their field of study.

Outcome Objectives

Students who have achieved the general education objectives in English, Language of Instruction and Literature, will be able to :

- Demonstrate a college level of proficiency in the areas of reading, writing, listening and speaking.
- Develop their own ideas into arguments and theses, organize them and edit their work.
- Understand basic vocabulary and terminology used when discussing literature.
- Analyze literary works.

Humanities

Humanities, as part of the core curriculum, is intended to promote personal and social development and to give students a foundation that will help them understand their roles in contemporary society as members of the labour force, citizens, and individuals. The three sets of objectives and standards in Humanities propose common frameworks for understanding the experiences, ideas and values of humankind and their diversity. They are aimed at developing critical thinking, reinforcing the ancillary skills involved in careful reading, organized writing, and well-developed oral presentations, and, where appropriate,

improving media and computer literacy. Once students have mastered the three-stage process of analysis, synthesis and evaluation, they will be able to reflect in an informed manner and to communicate what they have learned in an organized and coherent fashion.

Principles

- 1) Humanities constitutes a thematic, multidisciplinary, at times transdisciplinary, exploration of humankind, including its accomplishments, failures, abilities, creations, ideas, and values.
- 2) Humanities helps students to recognize, define and classify information and provides them with common frameworks for diverse methods of analyzing, synthesizing and evaluating conceptions of society, knowledge and values.
- 3) Humanities aims to prepare students for common civic responsibilities and the exercise of rights.
- 4) Humanities pursues the general goal of developing critical thought, valuing it, and recognizing its limitations.

Outcome Objectives

Students who have achieved the general education objectives in Humanities will be able to :

- Describe, explain and organize main elements, ideas, values and implications of a world view in a coherent fashion.
- Compare world views.
- Recognize the basic elements in a specific example of the organization, transmission, and use of knowledge.
- Define the dimensions, limits, and uses of knowledge in appropriate historical contexts.
- Identify, organize and synthesize the salient elements of a particular example of knowledge.
- Situate important ethical and social issues in their appropriate historical and intellectual contexts.
- Explain, analyze and debate ethical issues in a personal and professional context.

Sequence of Objectives and Standards

The first two sets of objectives and standards in Humanities, which are part of the general education component common to all programs, develop similar skills in a recursive fashion.

The first set, the emphasis is on how knowledge is defined, acquired, classified, transmitted, and applied. Students examine both messages and media to identify the strengths and limitations of each. Students learn to situate knowledge in a social, historical and personal context, a skill they will need in order to become lifelong learners.

The second set focuses on how individuals, groups, societies or nations organize ideas, perceptions and values into explanatory patterns. Students explore major ideas and value systems by which diverse individuals, groups, societies or nations seek to explain the world and their place in it.

The third set, which is part of the general education component adapted to programs is aimed at deepening and reinforcing the critical thinking skills developed in the first two sets. It is, therefore, sequenced so that students can build on the critical skills, knowledge and insights developed in the first two sets. By situating these issues in their appropriate world view and knowledge contexts, students develop a critical and autonomous approach to ethical values in general and to the values involved in their own fields of interest in particular. This final set also provides students with an opportunity to consolidate personal and social values.

Français, langue seconde

L'enseignement du français, langue seconde, contribue à la formation fondamentale de la personne, en même temps qu'il a pour objet de lui permettre de communiquer efficacement avec ses concitoyens et concitoyennes.

Principes

- 1) La maîtrise du français, langue seconde, est essentielle pour quiconque veut participer pleinement à la vie de la société québécoise, dont le français est la langue officielle. En conséquence, la formation générale en français, langue seconde, a pour finalité de rendre les étudiants et les étudiantes aptes à utiliser de façon efficace les moyens dont dispose la langue pour communiquer en société. À cette fin, ils devront acquérir des connaissances en vue de les déployer dans les formes de discours qu'il leur faudra pratiquer.
- 1) À leur arrivée au collégial, les étudiants et les étudiantes ont déjà acquis des compétences dans les quatre habiletés langagières, à savoir : parler, lire, écouter et écrire, mais sont, de façon générale, plus compétents en matière d'expression orale. En conséquence, la formation porte sur le développement des quatre habiletés langagières tout en mettant l'accent sur la lecture et l'écriture.
- 2) En tant que partie intégrante de la formation générale, le français, langue seconde, contribue au développement de la pensée critique et de l'expression structurée.

Résultats attendus

Tout étudiant ou toute étudiante qui a atteint les objectifs de formation générale en français, langue seconde, pourra, selon son niveau de compétence, montrer :

- sur le plan des connaissances, qu'il ou elle :
 - sait faire une présentation orale structurée;
 - connaît les différentes formes du discours;
 - connaît les différentes techniques de lecture et d'écriture;
- sur le plan des habiletés, qu'il ou elle :
 - est capable de questionner, d'analyser, de juger, et d'argumenter en français;
 - est apte à entretenir des rapports sociaux et à partager la vie culturelle du Québec;
 - est apte à établir, à poursuivre et à pratiquer des rapports professionnels en français;
- sur le plan des attitudes, qu'il ou elle :
 - fait preuve d'ouverture par rapport aux différents aspects de la culture québécoise;
 - a conscience des différences et des similitudes entre sa culture d'origine et la culture québécoise francophone;
 - a la préparation voulue pour s'insérer dans la vie sociale et économique.

Séquence des objectifs et des standards

Pour répondre aux divers besoins d'apprentissage des étudiants et des étudiantes du collégial, les ensembles en français, langue seconde, sont répartis selon quatre niveaux. Chacun de ces niveaux permet d'amener les étudiants et les étudiantes à interpréter et à produire des textes de plus ou moins grande complexité.

La formation générale en français, langue seconde, comporte deux ensembles prévus en séquence. Le premier, qui fait partie de la formation générale commune à tous les programmes, a pour objet de consolider les connaissances linguistiques déjà acquises et de les développer pour amener les étudiants et les étudiantes à communiquer de façon plus précise sur le plan tant du vocabulaire et de la syntaxe que de l'organisation textuelle.

Le second ensemble, qui fait partie de la formation générale propre aux programmes, s'appuie sur les acquis développés dans le premier ensemble en les enrichissant d'éléments de compétence liés aux champs d'études de l'étudiant ou de l'étudiante. On cherche à développer la précision de l'expression dans des situations de communication particulières qui relèvent du champ d'études de l'étudiant ou de l'étudiante.

Physical Education

Physical Education, as part of the core curriculum, is aimed at promoting the development of the whole person and at encouraging students to acquire responsible behaviours with respect to their health and quality of life.

Principles

- 1) Physical Education introduces students to different ways of being physically active with a view to making them aware that they are responsible for their health. Students learn concepts and acquire knowledge drawn from the literature and methodically apply them to physical activities apt to lead them to adopt behaviours characteristic of a healthy lifestyle.
- 2) Physical Education enables students to improve their proficiency in an activity and, in doing so, serves to increase their motivation and perseverance to remain physically active, and makes them aware of the contributing factors. To this end, students use a learning process designed to enhance their aptitudes for a given physical activity (i.e., their skills and attitudes).
- 3) Physical Education contributes to making students responsible for assuming responsibility for their health through the maintenance and improvement of their physical fitness and through the sensible practice of physical activity. Students learn to combine being physically active in an effective manner with factors which promote health.
- 4) Physical Education makes students aware of the importance of sharing the knowledge they have acquired. The pleasure and sense of well-being students get out of Physical Education classes motivate them to encourage others to be physically active and to adopt healthy behaviours.

Outcome Objectives

Students who have achieved the general education objectives in Physical Education will be able to demonstrate :

- their knowledge of :
 - The relationship between physical activity, lifestyle and health based on the findings of scientific research.
 - The scientific principles for improving or maintaining one's fitness.
 - Ways to assess their abilities and needs with respect to activities which can enhance their health.
 - The rules, techniques and conditions involved in different types of physical activity.
 - A method for setting goals.
 - The factors which facilitate making physical activity part of one's lifestyle.
- their ability to :
 - Choose physical activities on the basis of their motivation, abilities and needs.
 - Establish relationships between lifestyle and health.
 - Apply the rules, techniques and conditions involved in different types of physical activity.
 - Set goals that are realistic, measurable, challenging, and situated within a specific time frame.
 - Improve their mastery of the basic techniques, tactics and strategies associated with sports, outdoor and expression-oriented activities.
 - Use their creative and communication skills, particularly in group activities.
 - Evaluate their skills, their attitudes and their progress with respect to different forms of physical activity.
 - Maintain or increase their physical activity level and fitness level on their own.
 - Manage a personal physical activity program and assume responsibility in the organization of physical activities.
- their capacity to (i.e., their attitudes):
 - Recognize the importance of taking charge of their health.
 - Be aware of the need to evaluate and respect their abilities and how the activity is to be carried out, before initiating the activity.
 - Foster self-confidence, self-control, respect for others and cooperation, through the knowledge they have acquired and through participation in physical activity.
 - Respect the environment in which the activities are held.
 - Appreciate the aesthetic and play value of physical activity.
 - Promote a balanced and active lifestyle as a social value.

Sequence of Objectives and Standards

The three sets of objectives and standards in Physical Education are designed in a learning sequence. The first two are prerequisites for the third.

The first set focuses on the relationship between good health and physical activity as related to a healthy lifestyle. Students are required to try one or more activities and to relate them to their abilities, needs, motivation, lifestyle and knowledge of health promotion. This enables them to make an appropriate and justified choice of physical activities.

The second set looks at the improvement of effectiveness through the use of a goal-oriented approach in a sport, outdoor or expression-oriented activity. After an initial assessment, students are called upon to evaluate their abilities and attitudes with respect to a physical activity, to set goals, and to interpret their progress.

The third set is aimed at bringing students to integrate physical activity into their lifestyle, more particularly through more effective management of factors which facilitate such an integration. During contact-hours with the teacher, students apply the knowledge they have acquired in the first two sets. This is done through the safe and effective practice of physical activity and through the development, realization and evaluation of a personal physical activity program, which students follow and validate under their teacher's supervision. The hours allotted for personal work enable students to complete their personal program.

APPENDIX

GLOSSARY

FOR THE MICROPUBLISHING AND HYPERMEDIA OPTION

Composition

Set of components (files, style sheets, grids, page setups, etc.) of a document or part of a document created using page layout software.

Content Elements

Text and visual elements.

In multimedia presentations, "content elements" may include sound, animation and video files.

Drawing

Object, shape or pictogram drawn freehand or using drawing or graphics software applications.

Editing

On-screen actions to configure software, set basic parameters, create templates, layout grids and page setups, enter text, and import, insert and temporarily place the content elements of a document.

Flowchart

Schematic description of the connections (non-linear) between the elements of a multimedia presentation or Web document.

Graphic Elements

Blank spaces, borders, rules, lead lines, gridlines, lines, frames, screens, reversed images from black to white, grids, highlighting, shading, colours, vignettes, etc.

Hypermedia Document

- 1) Web Document.
- 2) Document made up of various elements joined by hyperlinks to allow non-linear consultation; for example, a training manual on CD-ROM containing elements joined by hyperlinks.

A hypermedia document differs from a hypertext document in that it may contain images and sounds in addition to text.

Illustration

Electronic or paper-based object, form or pictogram that may be processed or digitized.

Image

Drawing, illustration or photo.

Layout Grid

A set of fixed margin, column and ruler settings; created using page layout software.

Layout Sketch

Freehand sketch showing the general placement of headings, text and visual elements but not detailed content.

Model

File supplied with software application or created by the user, containing a document or a page layout suggestion that may be adapted or used as a guide.

Multimedia Computer Workstation

Computer workstation consisting of a microcomputer and the peripheral equipment needed to use fixed images, animated and video sequences and sound elements.

Multimedia Presentation

Set of support materials for a speech or presentation based on various media such as fixed images, animated and video sequences and sound elements.

Page Layout

Placement of headings, visual elements and text on a page.

Page Setup

Page setup is used to set the recurring elements on each page of a composition; created using page layout software.

Parts of a Document

All the components of a document such as the preface, foreword, table of contents, list of tables and figures, introduction, development, conclusion, schedules, appendices, bibliography and index.

Parts of a Text

For a text: introduction, main body of text and conclusion.

For a letter: each part of a letter.

Presentation Standards

Set of standardized rules governing margins, text placement and the line spacing between various parts of a document (for example: the presentation standards for a business letter, table, report, and so on).

Resolution

Degree of available detail, measured by the number of dots per unit of length (optical scanner) or by the number of pixels per unit of length (screen).

Sequence

Set of visual, text and sound elements that may include various actions and links. In connection with multimedia presentations, "sequence" is used instead of "slide" which refers to a fixed element. A "sequence" can include a fixed slide, but the concept extends to the presentation over time of a range of links and actions (animated images, sound, video clip and hyperlinks).

Template

A set of fixed settings for the placement and format of content elements; created using page layout software.

Text Placement Parameters

Margins, tab stops, indents, line spacing, text alignment, column width, etc.

Typographical Standards

Set of rules governing typographical elements, appropriate use of typefaces, and character and text formatting to ensure the legibility, uniformity, coherence and simplicity of the finished product.

Visual Elements

Graphics, tables, illustrations, drawings, "clip art" graphic objects, photos, logos, diagrams, organization charts, spreadsheets, etc.