Graphic Design (570.G0)

Sector 13 – Communications and Documentation

College Education Program

Québec

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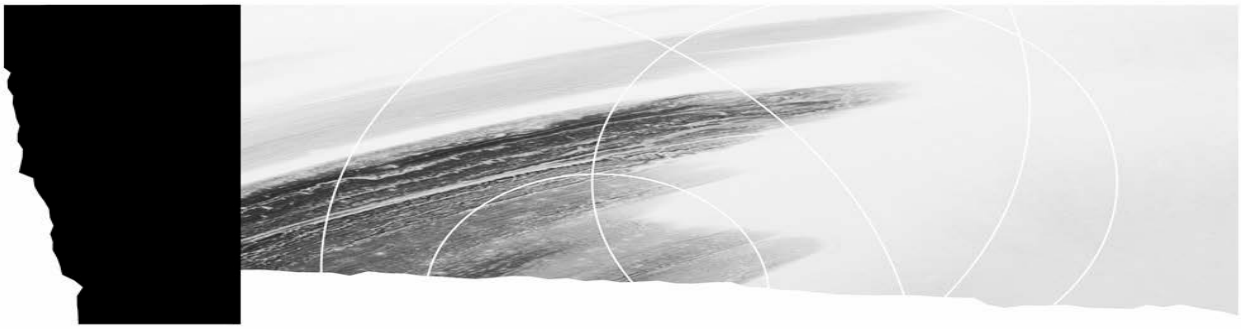


570.G0 **Graphic Design**

Year of approval: 2013

Certification:	Diploma of College Studies
Number of credits:	91 2/3
Total duration:	2 640 hours of instruction
General education components:	660 hours of instruction
Program-specific component:	1 980 hours of instruction

Admission Requirements:

To be admitted to the program, a person must meet the general requirements for admission set out in the *College Education Regulations*, as well as the following special conditions, where applicable:

- None

Introduction to the Program

The *Graphic Design* program is in keeping with the aims and orientations of technical education that guide the Ministère de l'Éducation et de l'Enseignement supérieur. Designed in accordance with the framework for developing technical programs, this program is based on competencies, formulated in terms of objectives and standards.

The *Graphic Design* program includes a general education component common to all programs (16 2/3 credits), a general education component adapted to this program (6 credits), a complementary general education component (4 credits) and a program-specific component of 65 credits.

The program-specific component was also designed according to the framework for developing technical programs. This approach requires the participation of people working in the field and in education, and takes into account training needs, the job analysis and the general goals of technical education. The objectives and standards serve as the basis for the definition and the evaluation of learning activities, for which the colleges are responsible.

By successfully completing this program of study, students acquire not only the entry-level competencies required by the workplace to practise a trade or occupation, but also a range of knowledge, skills and attitudes that will ensure the students' versatility.

General Education Component Common to All Programs (16 2/3 credits)

4EA0 Analyze and produce various forms of discourse.

4EA1 Apply a critical approach to literary genres.

4EA2 Apply a critical approach to a literary theme.

4SF0 Appliquer les notions de base de la communication en français courant.

or

4SF1 Communiquer en français courant avec une certaine aisance.

or

4SF2 Communiquer avec aisance en français courant.

or

4SF3 Traiter d'un sujet culturel et littéraire.

4HU0 Apply a logical analytical process to how knowledge is organized and used.

4HU1 Apply a critical thought process to world views.

4EP0 Analyze physical activity from the standpoint of lifestyle behaviours that promote health.

4EP1 Improve effectiveness when practising a physical activity.

4EP2 Demonstrate the ability to manage health-enhancing physical activity.

General Education Component Adapted to This Program (6 credits)

4EAP Communicate in the forms of discourse appropriate to one or more fields of study.

4SFP Appliquer des notions fondamentales de la communication en français, liées au champ d'études l'élève.

or

4SFQ Communiquer en français sur des sujets liés au champ d'études de l'élève.

or

4SFR Communiquer avec aisance en français sur des sujets liés au champ d'études de l'élève.

or

4SFS Disserter en français sur un sujet lié au champ d'études de l'élève.

4HUP Apply a critical thought process to ethical issues relevant to the field of study.

Complementary General Education Component (4 credits)

000V Estimate the contribution of the social sciences to an understanding of contemporary issues.

000W Analyze one of the major problems of our time using one or more social scientific approaches.

000X Explain the general nature of science and technology and some of the major contemporary scientific or technological issues.

000Y Resolve a simple problem by applying the basic scientific method.

000Z Communicate with limited skill in a modern language.

0010 Communicate on familiar topics in a modern language.

0067 Communicate with relative ease in a modern language.

0011 Recognize the role of mathematics or informatics in contemporary society.

0012 Use various mathematical or computer concepts, procedures and tools for common tasks.

0013 Consider various forms of art produced by aesthetic practices.

0014 Produce a work of art.

021L Consider contemporary issues from a cross-disciplinary perspective.

021M Deal with a contemporary issue from a cross-disciplinary perspective.

Program-Specific Component **(65 credits)**

0541 Analyze the occupation of graphic designer.

052V Analyze forms of visual communication and their production requirements.

052W Manage a computer environment.

052X Acquire images.

0542 Use idea generation techniques.

052Y Create raster images.

0543 Make concept sketches.

052Z Create vector images.

0534 Manipulate typographic elements.

053N Use elements of visual language derived from the visual arts and graphic design.

053P Create colour harmonies.

053Q Produce typographic designs.

053R Produce presentation mockups of pictograms and icons.

0536 Produce simple layouts for visual interfaces.

053S Produce presentation mockups for corporate documents.

053T Produce simple layouts and composite printing documents.

053U Produce presentation mockups for visual identities.

053V Create illustrations for graphic communications.

053W Produce presentation mockups for packaging.

0539 Coordinate a graphic communications project.

053X Produce presentation mockups for publishing projects.

053Y Produce presentation mockups for kinetic design projects.

053Z Produce presentation mockups for advertising campaigns.

053M Manage a graphic design microbusiness.

Vocabulary Used

Program

A program is an integrated set of learning activities leading to the achievement of educational objectives based on set standards (*College Education Regulations,* s. 1). All college programs include a general education component common to all programs; a general education component adapted to the program; a complementary general education component; and a program-specific component (*College Education Regulations,* s. 6).

Competency

In the program-specific component of a technical program, a competency is defined as the ability to act, succeed and evolve in order to adequately perform tasks or work-related activities, based on an organized body of knowledge (including elements of knowledge, skills in a variety of fields, perceptions, attitudes, etc.) (*Élaboration des programmes d'études techniques*, *Cadre-général – Cadre technique*, 2002, p. 15).

Objective

An objective is defined as the competency, skills or knowledge to be acquired or mastered (*College Education Regulations*, s. 1). Each objective is formulated in terms of a competency and includes a statement of the competency and its elements. The achievement of objectives and respect for the standards ensure the acquisition or mastery of the college-level general education competencies.

Statement of the competency

In the program-specific component of a technical program, the statement of the competency is the result of an analysis of the needs of the job situation, the general goals of technical training and (in some cases) other factors. In the general education components, it is the result of an analysis of the needs of general education.

Elements of the competency

In the program-specific component of a technical program, the elements of the competency include only what is necessary in order to understand and master the competency. They refer to the major steps involved in performing a task or to the main components of the competency.

In the general education components, the elements of an objective, formulated in terms of a competency, specify the main aspects of the competency.

Standard

A standard is defined as the level of performance at which an objective is considered to be achieved (*College Education Regulations*, s. 1). In the program-specific component of a technical program, it is composed of an achievement context and performance criteria.

Performance criteria

In the program-specific component of a technical program, the performance criteria define requirements by which to judge the attainment of each element of the competency and consequently of the competency itself. The performance criteria are based on the requirements at entry level on the job market. Each element of the competency requires at least one performance criterion.

In the general education components, the performance criteria define the requirements for recognition of the attainment of the standard.

In both components, all the criteria must be respected for the objective to be recognized as having been attained.

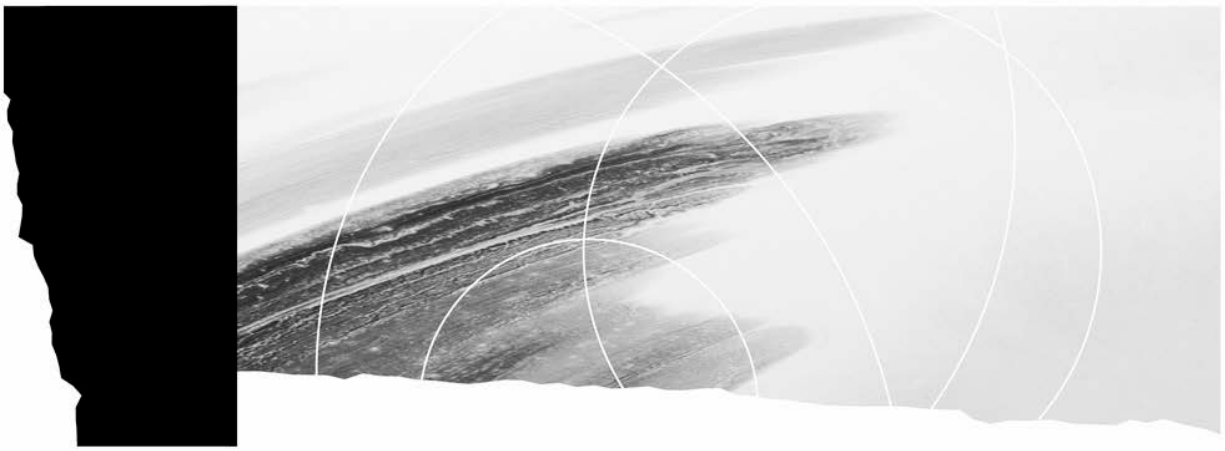
Achievement context

In the program-specific 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. It does not define a learning situation, nor does it define an evaluation situation.

Learning activities

In the program-specific component of a technical program, the learning activities are classes (or 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.

In the general education components, 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 number of contact hours, the number of credits and any details deemed essential.



Part I

General Education Component in College Programs

English, Literature and Language

Humanities

Français, Langue seconde

French, Second Language

Physical Education

Complementary General Education

General Education Component in College Programs

In Québec, college is the next stage after the compulsory years of schooling (elementary and secondary school). College graduates enter the labour market directly or progress to university. The foundations on which their programs of study are based are established by the Ministère de l'Éducation et de l'Enseignement supérieur, which is also responsible for drawing up and implementing these programs. Individual colleges ensure the implementation of the programs and determine learning activities to achieve the outcomes articulated in the standards.

The college program constitutes the frame of reference within which the students choose to learn an occupation or pursue their studies by acquiring designated competencies. For the teachers, the program outlines the learning outcomes and circumscribes the range of pedagogical intervention.

Programs of studies leading to the Diploma of College Studies (DCS) include two main components: the general education component and a program-specific component. General education is an integral part of each program and, when coupled with the program-specific component as part of an integrated approach, fosters the development of competencies required by the whole program.

Educational Aims

Three educational aims define the general education component of the programs. They are:

- Educate the individual to live responsibly within society.
- Help the individual integrate cultural knowledge into their studies.
- Help the individual to master language as a tool for thought, communication and openness to the world.

These three general education aims are an integral part of a college education and contribute in a particular fashion to its actualization. They involve the program-specific component and contribute to the consistency of the program as a whole. By enhancing the complementary nature of the general and specific components, the aims contribute to the coherence of the programs in regard to their educational intentions and the objectives of a quality education.

Contribution of the General Education Component to the Students' Program of Studies

The general education component contributes to the development of 12 competencies, which are in turn associated with 3 broader educational aims, and are described in the profile entitled *Contribution of the General Education Component to the Students' Program of Studies*. These competencies set out desired student outcomes in general education.

The general education profile illustrates both the specific and complementary nature of the general education disciplines, which are:

- French, Language of Instruction and Literature
- English, Language of Instruction and Literature
- *Philosophie*
- Humanities
- French, Second Language
- English, Second Language
- Physical Education

Competencies in the General Education Profile

The 12 competencies in the general education profile guide teaching practices and represent the common and complementary learning outcomes of the disciplines in the general education component.

Seen in relation to the educational aims, the 12 competencies in the profile are incorporated into learning and evaluation activities, which attest to their acquisition. The contribution of each discipline manifests itself in varying degrees in the objectives and standards.

Competencies Common to College Education as a Whole

For information purposes, the Ministère has identified five basic common competencies that it hopes to see associated with the educational aims:

- Solve problems.
- Use creativity.
- Adapt to new situations.
- Exercise sense of responsibility.
- Communicate.

If necessary, this list will be completed by pre-university program advisory committees and college program committees.

Contribution of the Disciplines of General Education to the Promotion and Improvement of the Mastery of the Language of Instruction

Each discipline of general education must contribute to the improvement of the students' oral and written communication skills in the language of instruction and also foster the development of revision and correction strategies, especially in the case of the written word. This contribution is described in the goals of each discipline and is explained in detail in the objectives and standards of each discipline.

In this context, the teacher's role is to:

- propose pedagogical activities to promote the language of instruction
- create an auspicious environment for reading and writing
- provide students with work methods and various tasks that will allow them to improve their oral and writing skills

General Education Profile

Contribution of the General Education Component to the Students' Program of Studies

Educational aims	The general education component leads students to:
Live responsibly within society.	• Demonstrate independence and creativity in thought and action. • Demonstrate rational, critical and ethical thinking. • Develop strategies that promote reflection on their knowledge and actions. • Pursue the development of a healthy and active lifestyle. • Assume their social responsibilities**.**
Integrate cultural knowledge into their studies.	• Recognize the influence of culture and lifestyle on the practice of physical activity and sports. • Recognize the influence of the media, sciences or technology on culture and lifestyle. • Analyze works in philosophy or the humanities emanating from different historical periods and movements. • Appreciate literary and non-literary works or other artistic expressions emanating from different historical periods and movements**.**
Master language as a tool for thought, communication and openness to the world.	• Improve communication in the second language. • Master the basic rules of discourse and argumentation. • Refine oral and written communication in the language of instruction.

For information purposes, the Ministère has identified five basic common competencies, which it hopes to see associated with the educational aims:

- Solve problems.
- Use creativity.
- Adapt to new situations.
- Exercise sense of responsibility.
- Communicate.

Goals of Each Discipline

The goals specify how each discipline contributes to the development of the profile's competencies and to the achievement of the objectives and standards of general education. These goals are presented under four headings:

- The main characteristics describe certain particularities of the discipline.
- The principles introduce the basic premises underlying the teaching of this discipline.
- The expected outcomes specify the most meaningful learning situations that lead students to develop the competencies contained in the profile and to achieve the objectives and reach the standards of general education. These expected outcomes are presented in the form of knowledge, skills and attitudes.
- The sequence of objectives and standards highlights the progression in learning activities in terms of their coherence.

Components of General Education

The general and adapted education components both contribute to the students' education. As such, the knowledge, skills and attitudes transmitted in one component are developed and, whenever possible, applied in the other. While respecting the educational aims and the goals of each discipline, as well as the ministerial objectives and standards, each college-level institution shapes the general education component with learning activities that are consistent with its educational project and success plan.

The general education component includes:

- General education common to all programs is allotted 16 2/3 credits distributed as follows:
  - Language of Instruction and Literature: 7 1/3 credits
  - *Philosophie* or Humanities: 4 1/3 credits
  - Physical Education: 3 credits
  - Second Language: 2 credits
- General education adapted to each program introduces tasks or learning situations that are relevant to the field of study, and promotes their re-use in the program-specific component. The breakdown of credits, for a total of 6, is as follows:
  - Language of Instruction and Literature: 2 credits
  - *Philosophie* or Humanities: 2 credits
  - Second Language: 2 credits

Complementary general education allows students to complete their program of study with learning activities that promote balance and complementarity by exposing them to fields outside the program-specific component. Students may choose courses for a total of 4 credits in the following areas:

- Social Sciences
- Science and Technology
- Modern Language
- Mathematics Literacy and Computer Science
- Art and Aesthetics
- Contemporary Issues

The following pages present the goals as well as the objectives and standards in common, adapted and complementary general education. The objectives and standards are developed in accordance with sections 7 to 9 of the *College Education Regulations* (R.S.Q., c. C-29, r. 4).

English, Language of Instruction and Literature

Goals of the Discipline

Main Characteristics

Building on the skills developed by students on completion of secondary school, the English, Language of Instruction and Literature program places a marked emphasis on written production, reading comprehension and literary analysis, while at the same time consolidating listening and speaking skills.

In addition to the skills developed in language use and literary analysis, students will develop skills and attitudes appropriate to the goals of college-level general education. They will develop: independent, critical and logical thinking; self-reflective and ethical practice in their learning and actions; an understanding of the roles of diverse media within the culture of a society; the ability to analyze works in the humanities from different periods and movements; the ability to use the appropriate rules governing argument and other forms of discourse; an appreciation of literature and other artistic works of different periods.

Principles

In English, Language of Instruction and Literature (common to all programs), 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 the reading and 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 by 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.

In English, Language of Instruction and Literature (adapted to each program), students will learn to communicate in the forms of discourse appropriate to one or more fields of study.

Expected Outcomes

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

- will be able to demonstrate their knowledge of:
  - the basic vocabulary and terminology used when discussing literary works
  - ways to apply an independent critical approach to literary genres
  - ways to apply an independent critical approach to literary themes
  - the appreciation of literary and non-literary works or other artistic expressions emanating from different historical periods and movements
  - ways to analyze the humanities emanating from different historical periods and movements
  - ways to refine oral and written communication in the language of instruction
- will be able to demonstrate their ability to:
  - read, write, listen and speak at a college level of proficiency
  - develop their own ideas in arguments and theses
  - organize their arguments and theses in a discourse and edit their work
  - produce and analyze various forms of discourse
  - communicate in forms of discourse appropriate to one or more fields of study

- will be encouraged to develop their attitudes of:
  - independence, individuality, and open-mindedness in thought and action
  - an appreciation of literature and other artistic works from different periods
  - a recognition of the role of media within a society and its culture
  - an awareness of strategies that foster self-reflective practice in their learning and actions
  - independent, critical and ethical thought

Sequence of Objectives and Standards

The three sets of objectives and standards in English, Language of Instruction and Literature (common to all programs), 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. 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 formats provide a range of reading, writing, and literary activities, one includes additional reinforcement of reading and writing skills.

The set of objectives and standards for English, Language of Instruction and Literature (adapted to each program), 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 one or more fields of study.

Language of Instruction and Literature	Code: 4EA0

Objective — *Standard*

Statement of the Competency

Analyze and produce various forms of discourse.

Elements of the Competency	Performance Criteria
1. Identify the characteristics and functions of the components of literary texts.	• Accurate explanation of the denotation of words • Adequate recognition of the appropriate connotation of words • Accurate definition of the characteristics and function of each component
2. Determine the organization of facts and arguments of a given literary text.	• Clear and accurate recognition of the main idea and structure • Clear presentation of the strategies employed to develop an argument or thesis
3. Prepare ideas and strategies for a projected discourse.	• Appropriate identification of topics and ideas • Adequate gathering of pertinent information • Clear formulation of a thesis • Coherent ordering of supporting material
4. Explicate a discourse.	• Appropriate choice of tone and diction • Correct development of sentences • Clear and coherent development of paragraphs • Explication of a 750-word discourse
5. Edit the discourse.	• Appropriate use of revision strategies • Accurate correction of the discourse

Learning Activities

Discipline:	English, Language of Instruction and Literature
Code:	603-101-MQ or 603-111-MQ
Title:	Introduction to College English
Weighting:	2-2-4 or 1-3-4
Number of credits:	2 2/3

Language of Instruction and Literature	Code: 4EA1

Objective — *Standard*

Statement of the Competency

Apply a critical approach to literary genres.

Elements of the Competency	Performance Criteria
1. Distinguish genres of literary texts.	• Clear recognition of the formal characteristics of a literary genre
2. Recognize the use of literary conventions within a specific genre.	• Accurate recognition of the figurative communication of meaning • Adequate explanation of the effects of significant literary and rhetorical devices
3. Situate a work within its historical and literary period.	• Appropriate recognition of the relationship of a text to its period
4. Explicate a discourse representative of a literary genre.	• Appropriate choice and use of terminology • Effective presentation of a 1000-word integrated response to a text
5. Edit the discourse.	• Appropriate use of revision strategies • Accurate correction of the discourse

Learning Activities

Discipline:	English, Language of Instruction and Literature
Code:	603-102-MQ
Title:	Literary Genres
Weighting:	2-2-3
Number of credits:	2 1/3

Language of Instruction and Literature	Code: 4EA2

Objective *Standard*

Statement of the Competency

Apply a critical approach to a literary theme.

Elements of the Competency	Performance Criteria
1. Recognize the treatment of a theme within a literary text.	• Clear recognition of elements within the text, which define and reinforce a theme and its development • Adequate demonstration of the effects of significant literary and rhetorical devices
2. Situate a literary text within its cultural context.	• Appropriate recognition of a text as an expression of cultural context • Adequate demonstration of the effects of significant literary and rhetorical devices
3. Detect the value system inherent in a literary text.	• Appropriate identification of expression (explicit / implicit) of a value system in a text
4. Explicate a discourse from a thematic perspective.	• Appropriate choice and use of terminology • Effective presentation of a 1000-word integrated response to a text
5. Edit the discourse.	• Appropriate use of revision strategies • Accurate correction of the discourse

Learning Activities

Discipline:	English, Language of Instruction and Literature
Code:	603-103-MQ
Title:	Literary Themes
Weighting:	2-2-3
Number of credits:	2 1/3

Language of Instruction and Literature	Code: 4EAP

Objective	*Standard*

Statement of the Competency

Communicate in the forms of discourse appropriate to one or more fields of study.

Elements of the Competency	Performance Criteria
1. Identify the forms of discourse appropriate to given fields of study.	• Accurate recognition of specialized vocabulary and conventions • Accurate recognition of the characteristics of the form of discourse • Exploration of a variety of topics
2. Recognize the discursive frameworks appropriate to given fields of study.	• Clear and accurate recognition of the main ideas and structure • Appropriate distinction between fact and argument
3. Explicate an oral and a written discourse.	• Examine ways to address and structure a given topic • Appropriate choice of tone and diction • Correctly developed sentences • Clearly and coherently developed paragraphs • Appropriate use of program-related communication strategies including media and technology • Explication of a 1000-word discourse
4. Edit the discourse.	• Appropriate use of revision strategies • Accurate correction of the discourse

Learning Activities

Discipline: English, Language of Instruction and Literature
Number of contact hours: 60
Number of credits: 2

Humanities

Goals of the Discipline

Main Characteristics

Humanities, as part of the general education component, 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 work 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

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

Expected Outcomes

Students who have achieved the general education objectives in Humanities:

- will be able to demonstrate their knowledge of:
  - the main concepts, limits and uses of a form of knowledge including significant historical reference points
  - the main concepts, limits and uses of a world view
  - the nature and organization of the basic elements of an ethical question
  - methods for coherent integration of concepts and ideas formulation, reformulation, synthesis
  - the importance and practice of adequately substantiated argumentation, written and oral

- will be able to demonstrate their ability to:
  - describe, explain and organize the 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
  - demonstrate familiarity with original thought and creativity
  - 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
  - utilize the multiple strategies of critical thinking

- will be encouraged to develop their attitudes of:
  - openness to diversity and pluralism
  - awareness of the limits of knowledge claims, world views and ethical perspectives
  - respect for the points of view of others
  - empathy and tolerance towards others
  - concern for planetary issues
  - determination to continue learning

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 emphasis in the first set 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. They learn to situate knowledge in a social, historical and personal context, a skill they will need in order to become lifelong learners.

The focus in the second set is 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 each program, 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 worldview 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.

Humanities	Code: 4HU0

Objective — *Standard*

Statement of the Competency

Apply a logical analytical process to how knowledge is organized and used.

Elements of the Competency	Performance Criteria
1. Recognize the basic elements of a field of knowledge.	• Appropriate description of the basic elements • Appropriate use of terminology relevant to fields of knowledge
2. Define the modes of organization and utilization of a field of knowledge.	• Adequate definition of the dimensions, limits, and uses of fields of knowledge
3. Situate a field of knowledge within its historical context.	• Accurate identification of the main components in the historical development of fields of knowledge • Accurate description of the effects of historical development and societal milieu on the limitations and uses of a field of knowledge
4. Organize the main components into coherent patterns.	• Coherent organization of the main components
5. Produce a synthesis of the main components.	• Appropriate analysis of the components • Coherent synthesis of the main components • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the organization and uses of knowledge • Appropriate use of revision strategies • Appropriate correction of form and content

Learning Activities

Discipline:	Humanities
Code:	345-101-MQ
Title:	Knowledge
Weighting:	3-1-3
Number of credits:	2 1/3

Humanities	Code: 4HU1

Objective — *Standard*

Statement of the Competency

Apply a critical thought process to world views.

Elements of the Competency	Performance Criteria
1. Describe world views.	• Accurate description of a society or group with a distinctive world view • Appropriate use of terminology relevant to these societies or groups
2. Explain the major ideas, values, and implications of a world view.	• Adequate explanation of the salient components of a world view
3. Organize the ideas, values and experiences of a world view into coherent patterns.	• Coherent organization of ideas about a world view • Appropriate expression, including a significant individual written component, of an analysis of the context, importance, and implications of world views
4. Compare world views.	• Comparative analysis of these world views • Appropriate inclusion of central elements, relationships, and organizational principles of the societies or groups in the analysis
5. Convey the ideas, attitudes, and experiences of the societies or groups studied.	• Coherent integration of the importance and implications of the world views for the given societies or groups • Appropriate use of revision strategies • Appropriate correction of form and content

Learning Activities

Discipline:	Humanities
Code:	345-102-MQ
Title:	World Views
Weighting:	3-0-3
Number of credits:	2

Humanities	Code: 4HUP

Objective	*Standard*

Statement of the Competency

Apply a critical thought process to ethical issues relevant to the field of study.

Elements of the Competency	Performance Criteria
1. Situate significant ethical issues, in appropriate world views and fields of knowledge.	• Accurate recognition of the basic elements of ethical issues • Appropriate use of relevant terminology • Adequate identification of the main linkages with world views and fields of knowledge
2. Explain the major ideas, values, and social implication of ethical issues.	• Adequate description of the salient components of the issues
3. Organize the ethical questions and their implications into coherent patterns.	• Coherent organization of the ethical questions and their implications • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the issues
4. Debate the ethical issues.	• Adequate development of substantiated argumentation including context and diverse points of view • Clear articulation of an individual point of view • Appropriate use of revision strategies • Appropriate correction of form and content

Learning Activities

Discipline: Humanities
Number of contact hours: 45
Number of credits: 2

Français, langue seconde

Buts disciplinaires

Objet de la discipline

L'enseignement du français, langue seconde, a pour objet de permettre à l'élève de communiquer efficacement en français avec ses concitoyens et ses concitoyennes. Il contribue ainsi à lui permettre de comprendre et de partager les acquis culturels et sociaux, ainsi que d'en discuter.

Principes

En tant que partie intégrante de la formation générale, le français, langue seconde, contribue à développer l'autonomie ainsi que la pensée critique et rationnelle. Il prépare les élèves à s'ouvrir au monde et à assumer leurs responsabilités sociales.

La maîtrise du français, langue seconde, est essentielle pour quiconque veut participer pleinement à la vie et à la culture de la société québécoise, dont le français est la langue officielle. Par conséquent, la formation générale en français, langue seconde, a pour finalité de rendre les élèves aptes à communiquer de façon efficace dans la société et à apprécier les éléments constitutifs de la culture québécoise (tels la littérature, les médias, les arts, la technologie, les codes sociaux, etc.).

À leur arrivée au collégial, les élèves ont déjà acquis des compétences dans les quatre habiletés langagières, à savoir: parler, lire, écouter et écrire, mais sont, de façon générale, plus compétents à l'oral. En conséquence, la formation porte surtout sur le développement de la maîtrise de la lecture et de l'écriture. Celle des règles de base du discours et de l'argumentation s'inscrit dans cette visée. Les élèves peuvent ainsi prendre conscience des moyens d'expression particuliers au français, langue seconde, et indirectement à l'anglais, langue d'enseignement.

Résultats attendus

Tout élève qui a atteint les objectifs et standards de la formation générale en français, langue seconde, peut rendre compte,

- sur le plan des connaissances:
  - de différentes techniques de lecture,
  - des éléments formels nécessaires à l'élaboration d'un texte structuré, tant à l'oral qu'à l'écrit,
  - de différentes formes du discours et de leurs usages spécifiques;
- sur le plan des habiletés:
  - de sa capacité de questionner, d'analyser, de juger et d'argumenter en français,
  - de sa capacité à réfléchir sur ses savoirs et son agir, notamment par la révision de ses productions écrites,
  - de son aptitude à entretenir des rapports sociaux et à partager la vie culturelle du Québec,
  - de son aptitude à établir, à poursuivre et à pratiquer des rapports professionnels en français;
- sur le plan des attitudes:
  - de son ouverture aux différents aspects de la culture québécoise,
  - de sa reconnaissance de la créativité et de la valorisation de cette dernière,
  - de sa préparation à participer à la vie sociale et économique.

Séquence des objectifs et des standards

Pour répondre aux divers besoins d'apprentissage des élèves du collégial, l'enseignement du français, langue seconde, est réparti en quatre niveaux (ou ensembles). Chacun de ces niveaux permet de les amener à interpréter et à produire des textes de plus ou moins grande complexité. Par ailleurs, dans les niveaux avancés, les élèves apprécieront des œuvres littéraires, des textes ou d'autres productions artistiques et apprendront à exercer leur sens critique et leur sens de l'éthique.

La formation générale en français, langue seconde, comporte deux ensembles prévus en séquence. Le premier (bloc A), qui fait partie de la formation générale commune à tous les programmes d'études, a pour objet de consolider les connaissances linguistiques déjà acquises et de les développer pour amener les élèves à communiquer de façon plus rigoureuse.

Le second ensemble (bloc B), qui fait partie de la formation générale propre aux programmes d'études, s'appuie sur les acquis du premier ensemble en les enrichissant d'éléments de compétence liés aux champs d'études des élèves. On cherche ainsi à développer la précision de l'expression dans des situations de communication particulières à ces champs d'études.

Français, langue seconde (niveau I)	Code: 4SF0

Objectif	***Standard***
Énoncé de la compétence	
Appliquer les notions de base de la communication en français courant.	
Éléments de la compétence	**Critères de performance**
1. Rédiger et réviser un texte simple.	• Formulation claire et cohérente d'un texte d'environ 250 mots • Élaboration suffisante du texte: intention d'écriture, sujet, lecteur • Formulation de phrases simples bien construites • Utilisation d'un vocabulaire suffisant pour la tâche • Application satisfaisante du code grammatical, en particulier: l'accord en genre et en nombre, les verbes réguliers, les temps de verbes au présent, au passé composé et au futur simple • Correction satisfaisante des erreurs orthographiques et grammaticales • Utilisation appropriée de stratégies de révision
2. Dégager le sens d'un texte simple.	• Description précise du sens général et des idées essentielles d'un texte de 500 mots • Repérage précis des difficultés de compréhension du texte • Utilisation pertinente des techniques de lecture • Distinction claire des principaux éléments du texte
3. Émettre un message oral simple.	• Formulation claire et cohérente d'un exposé d'au moins quatre minutes • Emploi pertinent du vocabulaire courant • Expression intelligible des énoncés
4. Dégager le sens d'un message oral simple.	• Distinction précise du sens général et des idées essentielles d'un message d'au moins quatre minutes • Repérage précis des difficultés de compréhension du message • Description précise du sens général et des idées essentielles du message

Activités d'apprentissage

Discipline:	Français, langue seconde
Code:	602-100-MQ
Titre:	Français de base
Pondération:	2-1-3
Nombre d'unités:	2

Français, langue seconde (niveau II)	Code: 4SF1

Objectif — *Standard*

Énoncé de la compétence

Communiquer en français courant avec une certaine aisance.

Éléments de la compétence	Critères de performance
1. Rédiger et réviser un texte simple.	• Rédaction d'un texte d'environ 350 mots • Respect du code grammatical et orthographique • Utilisation judicieuse des principaux éléments du corpus • Formulation claire et cohérente des phrases • Articulation cohérente des paragraphes • Utilisation appropriée de stratégies de révision • Correction satisfaisante des erreurs orthographiques et grammaticales
2. Interpréter un texte écrit.	• Repérage précis des idées principales et de la structure d'un texte de 700 à 1 000 mots • Distinction claire des principaux éléments du texte • Explication précise du sens des mots du texte
3. Produire un texte oral planifié.	• Formulation claire et cohérente d'un exposé d'au moins cinq minutes • Emploi pertinent du vocabulaire courant • Respect du niveau de langue, du code grammatical et des règles de la prononciation
4. Interpréter un texte oral simple.	• Distinction claire des principaux éléments d'un texte oral d'au moins cinq minutes • Repérage précis des idées et des sujets traités dans le texte • Explication précise du sens des mots du texte

Activités d'apprentissage

Discipline:	Français, langue seconde
Code:	602-101-MQ
Titre:	Langue française et communication
Pondération:	2-1-3
Nombre d'unités:	2

Français, langue seconde (niveau III)	Code: 4SF2

Objectif — *Standard*

Énoncé de la compétence

Communiquer avec aisance en français courant.

Éléments de la compétence	Critères de performance
1. Rédiger un texte de complexité moyenne.	• Rédaction d'un texte d'environ 450 mots • Respect du code grammatical et orthographique • Adaptation au lecteur ou à la lectrice • Utilisation judicieuse des principaux éléments du corpus • Formulation claire et cohérente des phrases, dont au moins trois sont complexes • Articulation cohérente des paragraphes
2. Réviser et corriger un texte de complexité moyenne.	• Utilisation appropriée de stratégies de révision • Correction appropriée du texte
3. Commenter un texte écrit de complexité moyenne.	• Distinction claire des principaux éléments d'un texte comprenant entre 2 500 et 3 000 mots • Explication précise du sens des mots dans le texte • Distinction précise des idées principales et secondaires, des faits et des opinions • Distinction juste entre l'implicite et l'explicite
4. Produire un texte oral planifié de complexité moyenne.	• Formulation claire et cohérente d'un exposé d'au moins cinq minutes • Emploi pertinent du vocabulaire courant • Respect du niveau de langue, du code grammatical et des règles de la prononciation • Adaptation à l'interlocuteur ou à l'interlocutrice • Agencement pertinent des idées

Activités d'apprentissage

Discipline:	Français, langue seconde
Code:	602-102-MQ
Titre:	Langue française et culture
Pondération:	2-1-3
Nombre d'unités:	2

Français, langue seconde (niveau IV)	Code: 4SF3

Objectif — *Standard*

Énoncé de la compétence

Traiter d'un sujet culturel et littéraire.

Éléments de la compétence	Critères de performance
1. Rédiger un texte sur un sujet culturel ou littéraire.	• Formulation claire et cohérente d'un texte d'environ 550 mots • Respect du sujet • Respect du code grammatical et orthographique • Adaptation au lecteur ou à la lectrice • Utilisation judicieuse des principaux éléments du corpus • Articulation claire d'un point de vue personnel
2. Réviser et corriger un texte portant sur un sujet culturel ou littéraire.	• Utilisation appropriée de stratégies de révision • Correction appropriée du texte
3. Analyser un texte culturel ou littéraire.	• Formulation personnelle des éléments principaux du texte • Inventaire des thèmes principaux • Relevé d'indices qui permettent de situer le texte dans son contexte socioculturel et historique • Repérage juste des valeurs véhiculées • Repérage juste de la structure du texte • Articulation claire d'un point de vue personnel

Activités d'apprentissage

Discipline:	Français, langue seconde
Code:	602-103-MQ
Titre:	Culture française et littérature
Pondération:	3-0-3
Nombre d'unités:	2

Français, langue seconde (niveau I)	Code: 4SFP

Objectif — *Standard*

Énoncé de la compétence

Appliquer des notions fondamentales de la communication en français, liées au champ d'études de l'élève.

Éléments de la compétence	**Critères de performance**
1. Rédiger et réviser un court texte lié à son champ d'études.	• Repérage précis de difficultés dans l'expression écrite • Utilisation pertinente des techniques d'écriture • Utilisation pertinente du vocabulaire courant et spécialisé • Formulation claire et cohérente du texte • Utilisation appropriée de stratégies de révision • Correction satisfaisante des erreurs orthographiques et grammaticales
2. Dégager le sens et les caractéristiques d'un texte lié à son champ d'études.	• Repérage précis des difficultés de compréhension du texte • Distinction juste des caractéristiques du texte • Repérage précis du vocabulaire spécialisé • Distinction claire des principaux éléments du texte • Description précise du sens général et des idées essentielles du texte
3. Émettre un message oral simple lié à son champ d'études.	• Repérage précis des difficultés d'expression orale • Utilisation pertinente des techniques d'expression orale • Utilisation pertinente du vocabulaire courant et spécialisé • Expression intelligible du propos
4. Dégager le sens d'un message oral simple lié à son champ d'études.	• Repérage précis des difficultés de compréhension du message • Distinction juste des caractéristiques du message • Repérage juste du vocabulaire spécialisé • Distinction claire des principaux éléments du message • Description précise du sens général et des idées essentielles du message

Activités d'apprentissage

Discipline: Français, langue seconde
Nombre d'heures-contact: 45
Nombre d'unités: 2

Français, langue seconde (niveau II)	Code: 4SFQ

Objectif	***Standard***

Énoncé de la compétence

Communiquer en français sur des sujets liés au champ d'études de l'élève.

Éléments de la compétence	**Critères de performance**
1. Rédiger un texte lié à son champ d'études.	• Emploi pertinent du vocabulaire spécialisé et des conventions propres aux différents types de textes • Respect du niveau de langue, du code grammatical et du code orthographique • Formulation claire et cohérente du propos • Utilisation pertinente des techniques d'écriture
2. Réviser et corriger un texte portant sur un sujet lié à son champ d'études.	• Utilisation appropriée de stratégies de révision • Correction satisfaisante des erreurs orthographiques et grammaticales
3. Distinguer les types de textes propres à son champ d'études.	• Distinction précise des caractéristiques formelles de chacun des principaux types de textes et des conventions utilisées
4. Interpréter des textes représentatifs de son champ d'études.	• Distinction claire des principaux éléments du texte • Interprétation claire du vocabulaire spécialisé • Repérage précis des idées et des sujets traités • Utilisation pertinente des techniques de lecture et d'écoute

Activités d'apprentissage

Discipline: Français, langue seconde
Nombre d'heures-contact: 45
Nombre d'unités: 2

Français, langue seconde (niveau III)	Code: 4SFR

Objectif	***Standard***

Énoncé de la compétence

Communiquer avec aisance en français sur des sujets liés au champ d'études de l'élève.

Éléments de la compétence	**Critères de performance**
1. Produire un texte sur un sujet lié à son champ d'études.	• Respect du sujet • Emploi pertinent du vocabulaire spécialisé et des conventions propres aux différents types de textes • Respect du niveau de langue, du code grammatical et du code orthographique • Formulation claire et cohérente du propos • Agencement pertinent des idées • Adéquation entre forme et fond
2. Réviser et corriger un texte portant sur un sujet lié à son champ d'études.	• Utilisation appropriée de stratégies de révision • Correction satisfaisante des erreurs orthographiques et grammaticales
3. Commenter des textes propres à son champ d'études.	• Distinction précise des caractéristiques formelles des principaux types de textes et des conventions utilisées • Explication précise du sens des mots dans le texte • Repérage précis de la structure du texte • Reformulation juste des idées principales et secondaires, des faits et des opinions • Emploi juste du vocabulaire spécialisé

Activités d'apprentissage

Discipline: Français, langue seconde
Nombre d'heures-contact: 45
Nombre d'unités: 2

Français, langue seconde (niveau IV)	Code: 4SFS

Objectif	***Standard***

Énoncé de la compétence

Disserter en français sur un sujet lié au champ d'études de l'élève.

Éléments de la compétence	**Critères de performance**
1. Rédiger un texte sur un sujet lié à son champ d'études.	• Respect du sujet • Emploi pertinent du vocabulaire spécialisé et des conventions propres aux différents types de textes • Choix judicieux des principaux éléments du corpus en fonction du type de texte • Formulation claire et cohérente du texte • Respect du niveau de langue, du code grammatical et du code orthographique • Articulation claire d'un point de vue personnel
2. Réviser et corriger un texte portant sur un sujet lié à son champ d'études.	• Utilisation appropriée de stratégies de révision • Correction satisfaisante des erreurs orthographiques et grammaticales
3. Analyser un texte lié à son champ d'études.	• Distinction précise des caractéristiques formelles des types particuliers de textes • Formulation personnelle des éléments principaux • Inventaire des thèmes principaux • Repérage juste de la structure du texte • Relevé d'indices qui permettent de situer le texte dans son contexte • Articulation claire d'un point de vue personnel • Association juste des éléments du texte au sujet traité

Activités d'apprentissage

Discipline: Français, langue seconde
Nombre d'heures-contact: 45
Nombre d'unités: 2

French, Second Language

Goals of the Discipline

Main Characteristics

The aim of the French, Second Language program is to enable students to communicate effectively in French with their fellow citizens. The program helps them to understand, share and discuss cultural and social knowledge.

Principles

As an integral part of general education, the French, Second Language program helps develop autonomy as well as critical and rational thinking. It prepares students to be open to the world and to assume their social responsibilities.

Mastery of French as a second language is essential for anyone who wants to participate fully in the life and culture of Québec society, where the official language is French. Hence, the purpose of general education in French, Second Language is to enable students to communicate effectively in society and to appreciate the main components of Québec culture (such as literature, the media, the arts, technology and social codes).

When they reach the college level, students have already acquired competencies in the four language skills–speaking, reading, listening and writing–but they are generally more competent in oral language. Therefore the program focuses on developing reading and writing skills. Mastery of the basic rules of discourse and argument is part of this aim. Students may thus become aware of means of expression used in French, Second Language, and indirectly, in English, Language of Instruction.

Expected Outcomes

All students who have achieved the objectives of French, Second Language in general education:

- will be able to demonstrate their knowledge of:
  - different reading techniques
  - the formal elements needed to produce a structured text, both orally and in writing
  - different forms of discourse and their specific uses

- will be able to demonstrate their ability to:
  - question, analyze, judge and argue in French
  - reflect on their knowledge and actions notably by revising their written productions
  - maintain social relationships and share in the cultural life of Québec
  - establish and maintain work-related relationships in French

- will be encouraged to develop their attitudes of:
  - openness to the various aspects of Québec culture
  - recognition and promotion of creativity
  - readiness to participate in social and economic life

Sequence of Objectives and Standards

To meet the varied learning needs of students at the college level, the French, Second Language program is divided into four levels (or sets). At each level, students interpret and produce texts that are more or less complex. At the more advanced levels, they learn to appreciate literary works, texts or other artistic productions and to exercise critical and ethical judgment.

The French, Second Language program in the general education component consists of two sets of objectives and standards designed to be used in sequence. The purpose of the first one (Block A), which is part of general education common to all programs, is to consolidate and develop previous language learning so as to enable students to communicate more accurately.

The second set (Block B), which is part of the general education component adapted to this program, is based on the learning acquired in the first set, enriched with elements of competency related to the students' fields of study. The aim is to develop precision of expression in communication situations specific to these fields of study.

French, Second Language (Level I)	Code: 4SF0

Objective	***Standard***

Statement of the Competency

Apply basic concepts for communicating in standard French.

Elements of the Competency	**Performance Criteria**
1. Write and revise a simple text.	• Clear, coherent formulation of a text of about 250 words • Adequate development of the text: intention, topic, reader • Formulation of simple, well-constructed sentences • Use of adequate vocabulary for the task • Satisfactory application of the rules of grammar, in particular agreement in gender and number; regular verbs; verb tenses in the present, compound past and simple future • Satisfactory correction of errors in spelling or grammar • Appropriate use of revision strategies
2. Understand the meaning of a simple text.	• Clear description of the general meaning and essential ideas of a 500-word text • Precise identification of the difficulties in understanding the text • Appropriate use of reading techniques • Clear differentiation of the main elements of the text
3. Convey a simple oral message.	• Clear and coherent formulation of a presentation at least four minutes long • Appropriate use of standard vocabulary • Intelligible statements
4. Understand the meaning of a simple oral message.	• Precise differentiation of the general meaning and essential ideas of a message at least four minutes long • Precise identification of the difficulties in understanding the message • Precise description of the general meaning and essential ideas of the message

Learning Activities

Discipline:	French, Second Language
Code:	602-100-MQ
Title:	Basic French
Weighting:	2-1-3
Number of credits:	2

French, Second Language (Level II)	Code: 4SF1

Objective	***Standard***

Statement of the Competency

Communicate in standard French with some ease.

Elements of the Competency	**Performance Criteria**
1. Write and revise a simple text.	• Writing of a text of about 350 words • Respect of grammar and spelling rules • Appropriate use of the main elements of the corpus • Clear, coherent formulation of sentences • Coherent organization of paragraphs • Appropriate use of revision strategies • Satisfactory correction of spelling and grammatical errors
2. Interpret a written text.	• Precise identification of the main ideas and structure of a text of 700 to 1000 words • Clear differentiation of the main elements of the text • Precise explanation of the meaning of the words of the text
3. Produce a planned oral text.	• Clear and coherent formulation of a presentation at least five minutes long • Appropriate use of standard vocabulary • Respect of the level of language and rules of grammar and pronunciation
4. Interpret a simple oral text.	• Clear differentiation of the main elements of an oral text at least five minutes long • Precise identification of the ideas and subjects dealt with in the text • Precise explanation of the meaning of the words of the text

Learning Activities

Discipline:	French, Second Language
Code:	602-101-MQ
Title:	French Language and Communication
Weighting:	2-1-3
Number of credits:	2

French, Second Language (Level III) Code: 4SF2

Objective ***Standard***

Statement of the Competency

Communicate with ease in standard French.

Elements of the Competency	Performance Criteria
1. Write a text of moderate complexity.	• Writing of a text of about 450 words • Respect of grammar and spelling rules • Adaptation to the reader • Appropriate use of the main elements of the corpus • Clear and coherent formulation of sentences, including at least three that are complex • Coherent organization of paragraphs
2. Revise and correct a text of moderate complexity.	• Appropriate use of revision strategies • Appropriate correction of the text
3. Comment on a written text of moderate complexity.	• Clear differentiation of the main elements of a text of between 2500 and 3000 words • Precise explanation of the meaning of the words of the text • Precise differentiation of the main and secondary ideas, of facts and opinions • Accurate differentiation of what is implicit and what is explicit
4. Produce a planned oral text of moderate complexity.	• Clear and coherent formulation of a presentation at least five minutes long • Appropriate use of standard vocabulary • Respect of the level of language and rules of grammar and pronunciation • Adaptation to the listener • Appropriate sequence of ideas

Learning Activities

Discipline:	French, Second Language
Code:	602-102-MQ
Title:	French Language and Culture
Weighting:	2-1-3
Number of credits:	2

French, Second Language (Level IV)	Code: 4SF3

Objective	***Standard***

Statement of the Competency

Deal with a cultural and literary topic.

Elements of the Competency	**Performance Criteria**
1. Write a text on a cultural or literary topic.	• Clear and coherent formulation of a text of about 550 words • Respect of the topic • Respect of grammar and spelling rules • Adaptation to the reader • Appropriate use of the main elements of the corpus • Clear articulation of a personal point of view
2. Revise and correct a text on a cultural or literary topic.	• Appropriate use of revision strategies • Appropriate correction of the text
3. Analyze a cultural or literary text.	• Personal formulation of the main elements of the text • Identification of the main themes • Identification of clues that help situate the text in its sociocultural and historical context • Accurate identification of the values expressed • Accurate identification of the structure of the text • Clear articulation of a personal point of view

Learning Activities

Discipline:	French, Second Language
Code:	602-103-MQ
Title:	French Culture and Literature
Weighting:	3-0-3
Credits:	2

French, Second Language (Level I)	Code: 4SFP

Objective	***Standard***

Statement of the Competency

Apply basic concepts for communicating in French in relation to the student's field of study.

Elements of the Competency	**Performance Criteria**
1. Write and revise a short text related to the student's field of study.	• Precise identification of difficulties in writing • Appropriate use of writing techniques • Appropriate use of standard and specialized vocabulary • Clear and coherent formulation of the text • Appropriate use of revision strategies • Satisfactory correction of spelling and grammatical errors
2. Understand the meaning and characteristics of a text related to the student's field of study.	• Precise identification of difficulties in understanding the text • Accurate differentiation of the characteristics of the text • Precise identification of specialized vocabulary • Clear differentiation of the main elements of the text • Precise description of the general meaning and essential ideas of the text
3. Convey a simple oral message related to the student's field of study.	• Precise identification of the difficulties in oral expression • Appropriate use of techniques of oral expression • Appropriate use of standard and specialized vocabulary • Intelligible expression of the message
4. Understand the meaning of a simple oral message related to the student's field of study.	• Precise identification of difficulties in understanding the message • Accurate differentiation of the characteristics of the message • Accurate identification of specialized vocabulary • Clear differentiation of the main elements of the message • Precise description of the general meaning and essential ideas of the message

Learning Activities

Discipline: French, Second Language
Number of contact hours: 45
Number of credits: 2

French, Second Language (Level II)	Code: 4SFQ

Objective	***Standard***

Statement of the Competency

Communicate in French on topics related to the student's field of study.

Elements of the Competency	**Performance Criteria**
1. Write a text related to the student's field of study.	• Appropriate use of specialized vocabulary and of conventions specific to different types of texts • Respect of the level of language and rules of grammar and spelling • Clear and coherent formulation of the text • Appropriate use of writing techniques
2. Revise and correct a text on a topic related to the student's field of study.	• Appropriate use of revision strategies • Satisfactory correction of spelling and grammatical errors
3. Differentiate the types of texts specific to the student's field of study.	• Precise differentiation of the formal characteristics of each of the main types of texts and the conventions used
4. Interpret texts representative of the student's field of study.	• Clear differentiation of the main elements of the text • Clear interpretation of specialized vocabulary • Precise identification of the ideas and subjects dealt with • Appropriate use of reading and listening techniques

Learning Activities

Discipline: French, Second Language
Number of contact hours: 45
Number of credits: 2

French, Second Language (Level III)	Code: 4SFR

Objective	***Standard***

Statement of the Competency

Communicate with ease in French on topics related to the student's field of study.

Elements of the Competency	**Performance Criteria**
1. Produce a text on a topic related to the student's field of study.	• Respect of the topic • Appropriate use of specialized vocabulary and the conventions specific to different types of texts • Respect of the level of language and rules of grammar and spelling • Clear and coherent formulation of the text • Appropriate sequence of ideas • Appropriate form for the content
2. Revise and correct a text on a topic related to the student's field of study.	• Appropriate use of revision strategies • Satisfactory correction of spelling and grammatical errors
3. Comment on texts specific to the student's field of study.	• Precise differentiation of the formal characteristics of the main types of texts and the conventions used • Precise explanation of the meaning of the words in the text • Precise identification of the structure of the text • Accurate reformulation of the main and secondary ideas, of the facts and opinions • Accurate use of specialized vocabulary

Learning Activities

Discipline:	French, Second Language
Number of contact hours:	45
Number of credits:	2

French, Second Language (Level IV)	Code: 4SFS

Objective	***Standard***

Statement of the Competency

Discourse in French on a topic related to the student's field of study.

Elements of the Competency	**Performance Criteria**
1. Write a text on a topic related to the student's field of study.	• Respect of the topic • Appropriate use of specialized vocabulary and the conventions specific to different types of texts • Appropriate choice of the main elements of the corpus based on the type of text • Clear and coherent formulation of the text • Respect of the level of language and rules of grammar and spelling • Clear articulation of a personal point of view
2. Revise and correct a text on a topic related to the student's field of study.	• Appropriate use of revision strategies • Satisfactory correction of spelling and grammatical errors
3. Analyze a text related to the student's field of study.	• Precise differentiation of the formal characteristics of specific types of texts • Personal formulation of the main elements • Listing of the main themes • Accurate identification of the structure of the text • Identification of clues that help situate the text in its context • Clear articulation of a personal point of view • Accurate association of elements of the text with the topic

Learning Activities

Discipline: French, Second Language
Number of contact hours: 45
Number of credits: 2

Physical Education

Goals of the Discipline

Main Characteristics

The primary aim of physical education at the college level is the development of the whole person. By pursuing the development of a healthy, active lifestyle, the Physical Education program encourages students to live responsibly within society, to show independence, creativity and respect for others through the regular and sufficient practice of physical activity.

Principles

The teaching of physical education enables students: to take charge of their health by committing to being physically active and by adopting responsible behaviour as part of a healthy active lifestyle; to practise a physical activity sufficiently and on a regular basis, namely, to extract the maximum health benefits in order to maintain or improve their level of physical fitness.

This teaching also enables students: to become aware of the factors that contribute to greater proficiency, motivation and perseverance in a physical activity; to apply an approach designed to enhance their skills depending on the physical activity settings; to recognize the influence physical activity has on their lifestyle and to improve their communication skills.

Expected Outcomes

Students who have achieved the Physical Education objectives in general education:

- will be able to demonstrate their knowledge of**:**
  - notions and concepts based on the findings of scientific research and how to apply them methodically to physical or sporting activities
  - the relationship between lifestyle, physical activity, physical fitness and health
  - ways to evaluate their own abilities and needs with respect to activities which can enhance their health and fitness
  - the rules, techniques and conditions involved in different types of physical or sporting activity
  - the main sociocultural factors which influence the inclusion of physical activity in one's lifestyle

- will be able to demonstrate their ability to:
  - give an initial account of their abilities, attitudes and needs
  - choose physical activities on the basis of their motivation, their ability to adapt to effort and their need for change
  - apply the rules and techniques of a certain number of physical activities with a view to practising them sufficiently on a regular basis
  - set goals that are realistic, measurable, challenging and situated within a specific time frame
  - improve their mastery of basic techniques, tactics and strategies associated with physical activities
  - evaluate their skills, attitudes and progress in order to adapt their means or objectives in their practice of physical activities
  - autonomously maintain or increase their physical activity and fitness levels in order to develop a healthy and active lifestyle
  - use their creativity in physical activities
  - express their choice of activities in a manner that emphasizes clear argumentation

- will be encouraged to develop their attitudes of:
  - awareness of the importance of practising a physical activity sufficiently and on a regular basis in order to improve their fitness
  - awareness of the factors that encourage them to practise physical activity more often
  - awareness of the importance of evaluating and respecting their ability to adapt to effort, as well as an awareness of the conditions necessary to carry out a physical activity program, before committing to it
  - self-confidence, self-control, cooperation, respect and understanding, through knowledge and through the practice of a physical activity
  - respect for ethical behaviour when participating in a sport or a physical activity
  - respect for individual and cultural differences as well as for the environment in which the sport or physical activity takes place
  - appreciation for the aesthetic value of physical activity as well as the opportunities for enjoyment it provides
  - readiness to adopt the values of discipline, effort, consistency and perseverance
  - readiness to promote, as a social value, the regular and sufficient practice of physical activity

Sequence of Objectives and Standards

At the college level, the three sets of objectives and standards in Physical Education carry on the development of a healthy, active lifestyle, begun in secondary school. Students will be encouraged to take measures required to maintain or improve lifelong fitness habits.

The three sets of objectives and standards in Physical Education are incorporated into a learning sequence. The theoretical and practical knowledge acquired in the first two sets is applied in the third.

The first set focuses on the relationship between health, physical fitness, and an active lifestyle. To be able to make a relevant and justified choice of physical activities, students try one or more activities and then relate them to their ability to adapt to effort, their need to change or maintain their fitness level, their motivation, lifestyle and knowledge regarding disease prevention.

The purpose of the second set is to encourage students to use a goal-oriented approach to improve the effectiveness of a physical activity whether it is a sport, corporal expression or an outdoor activity. After an initial assessment, students evaluate the physical activity in terms of their ability and attitudes; they set goals and try an approach aimed at improving their motor skills, their technique or their mastery of complex strategies. Finally, students are called upon to assess their progress.

The third set aims to encourage students to incorporate physical activity in their lifestyle to benefit their overall health and fitness level by teaching them to manage the factors that influence physical activity. During class hours, students apply the knowledge they acquired in the first two sets. Through sufficient and regular practice of a health-oriented physical activity, they plan, apply and evaluate a personal physical activity program. Students follow and validate their program under the teacher’s supervision. The hours allotted for personal work enable students to do required course work, to practise their physical activity and develop a healthy lifestyle.

Physical Education	Code: 4EP0

Objective — *Standard*

Statement of the Competency

Analyze physical activity from the standpoint of lifestyle behaviours that promote health.

Elements of the Competency	Performance Criteria
1. Establish the relationship between lifestyle habits and health.	• Proper use of documentation from scientific research or the media • Recognition of the influence of social and cultural factors on the practice of physical activity • Establish pertinent relationships between main lifestyle behaviours and their impact on health
2. Be physically active in a manner that promotes health.	• Respect for the rules of physical activity • Respect for the rules of ethics and safety regulations • Respect for personal abilities when practising physical activities
3. Recognize needs, abilities and motivational factors with respect to regular and sufficient physical activity.	• Appropriate use of the quantitative and qualitative physical evaluation strategies • Statement of main physical needs and abilities • Statement of main motivational factors with respect to being sufficiently active on a regular basis
4. Propose physical activities that promote health.	• Appropriate choice of physical activities according to needs, abilities and motivational factors • Use of clear arguments to explain the choice of physical activity

Learning Activities

Discipline:	Physical Education
Code:	109-101-MQ
Title:	Physical Activity and Health
Weighting:	1-1-1
Number of credits:	1

Physical Education	Code: 4EP1

Objective — *Standard*

Statement of the Competency

Improve effectiveness when practising a physical activity.

Elements of the Competency	Performance Criteria
1. Plan an approach leading to improved effectiveness in a physical activity.	• Initial assessment of abilities and attitudes when practising a physical activity • Statement of expectations and needs with respect to the ability to practise the activity • Appropriate formulation of personal objectives • Appropriate choice of the means to achieve the objectives • Use of clear arguments to explain the choice of physical activity
2. Use an approach leading to improved effectiveness in a physical activity.	• Respect for the rules of the physical activity • Respect for the rules of ethics and safety regulations • Appropriate use of the quantitative and qualitative physical evaluation strategies of motor skills • Periodic statement of abilities and attitudes when practising a physical activity • Meaningful interpretation of progress achieved and the difficulties experienced during the physical activity • Pertinent, periodic and proper adjustments of objectives or means • Appreciable improvement of motor skills, techniques or complex strategies required by the physical activity

Learning Activities

Discipline:	Physical Education
Code:	109-102-MQ
Title:	Physical Activity and Effectiveness
Weighting:	0-2-1
Number of credits:	1

Physical Education	Code: 4EP2

Objective — *Standard*

Statement of the Competency

Demonstrate the ability to manage health-enhancing physical activity.

Elements of the Competency	Performance Criteria
1. Plan a personal program of physical activities.	• Mention of priorities according to needs, abilities, and motivational factors with respect to being sufficiently active on a regular basis • Proper and appropriate formulation of personal objectives • Appropriate choice of physical activity or activities to practise • Appropriate planning of how the physical activity or activities in the personal program are to be carried out
2. Combine the elements of a regular and sufficient practice in a health-enhancing approach to physical activity.	• Respect for the rules of physical activity • Respect for the rules of ethics and safety regulations • Regular and sufficient practice of a physical activity while maintaining the balance between a search for effectiveness and health-enhancing factors
3. Manage a personal physical activity program.	• Appropriate choice of criteria to measure program objective attainment • Appropriate use of the quantitative and qualitative physical evaluation strategies • Periodic statement of time invested and activities carried out during the program • Appropriate, periodic and proper adjustment of objectives or means • Meaningful interpretation of the progress achieved and difficulties experienced during the activity • Recognition of the influence of physical activity on lifestyle

Learning Activities

Discipline:	Physical Education
Code:	109-103-MQ
Title:	Physical Activity and Autonomy
Weighting:	1-1-1
Number of credits:	1

Complementary General Education

Presentation of the Subject Areas

Social Sciences

In the subject area of Social Sciences, students meet the two sets of objectives and standards by learning to view the social sciences as a specific approach to the study of human existence.

The first set of objectives and standards gives rise to learning activities designed to enable students to assess the contribution of one or more of the social sciences to our understanding of major contemporary issues: the focus of the social sciences, the contribution of the social sciences to an understanding of contemporary issues, future questions which the social sciences will be called upon to examine.

The second set of objectives and standards gives rise to learning activities designed to enable students to rigorously analyze one of the major problems of our time using one or more social scientific approaches.

Science and Technology

In the subject area of Science and Technology, the educational aim is to present science and technology as a specific approach to the study of reality, by introducing students to this area of knowledge. This general goal may cover various aspects of the field of knowledge, primarily experimentation with methodological instruments and the study of the evolution, challenges and consequences of scientific and technological discoveries.

The first set of objectives and standards emphasizes the general nature and scope of science and technology.

The second set emphasizes experimentation with the scientific method.

Modern Language

Students meet the three sets of objectives and standards for Modern Language by learning the basic structures and vocabulary of a third language, while developing an awareness for the culture of the people who speak this language.

Some modern languages use different structures and different writing systems. The three sets of objectives and standards have been developed to take this into account. The degree of competency acquired therefore varies, depending on how far removed these languages are from our own language structure and thought process. Awareness of the culture of the people who speak a modern language is not considered an element of the competency because learning a modern language necessitates awareness of the culture.

Mathematics Literacy and Computer Science

In the subject area of Mathematics Literacy and Computer Science, the two sets of objectives and standards are based on the educational goal of developing a mathematics and computer culture.

Students meet the first set of objectives and standards by studying the place, role and evolution of mathematics and computers in our society and by describing their different applications. This is a general approach to mathematics literacy and computer science and is not geared to providing students with specific training.

Students meet the second set of objectives and standards by developing their capacity to understand and use mathematics and computers in order to perform common tasks. More specifically, this set covers related concepts and tools and the general applications of mathematics and computers in everyday life.

The general approach to the objectives and standards makes it possible to define numerous learning activities intended to promote the development of a mathematics- or computer-based competency, or a combination of these two areas.

Art and Aesthetics

In Art and Aesthetics, the educational goal is to provide students with a general knowledge by exploring various forms of art, in one or more artistic fields. This basic education allows students to develop aesthetic awareness through exposure to works and experimentation with an artistic medium. In addition, students acquire the basic elements of artistic language and the ability to establish connections between the elements of this language.

Students meet the first set of objectives and standards by studying works of contemporary art and art from other eras. In so doing, they learn to develop an appreciation for the dynamics of the imagination in art and become familiar with the methods of analyzing works of art.

Students meet the second set of objectives and standards by undertaking creative or interpretative activities that involve using an artistic medium. Students also come into contact with works created through this medium so as to learn to recognize the main forms of expression.

Contemporary Issues

In the subject area of Contemporary Issues, the two sets of objectives and standards involve current concerns that are cross-disciplinary. The concept of cross-disciplinarity does not reflect a degree of specialization, but rather a type of approach that addresses a contemporary issue from the perspective of various disciplines and areas of knowledge, while going beyond the mere juxtaposition of subjects studied.

The first set of objectives and standards gives rise to learning activities that allow students to identify major contemporary issues and demonstrate the contribution of various disciplines to the understanding of an issue through theories, concepts and analytical methods.

The second set involves dealing with a contemporary issue as a research problem. Students have to present and analyze the problem, propose solutions and justify those solutions.

Social Sciences	Code: 000V

Objective	*Standard*
Statement of the Competency	**Achievement Context**
Estimate the contribution of the social sciences to an understanding of contemporary issues.	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.

Elements of the Competency	**Performance Criteria**
1. Recognize the focus of one or more of the social sciences and their main approaches.	• Formulation of the focus specific to one or more of the social sciences • Description of the main approaches used in the social sciences
2. Identify some of the issues currently under study in the social sciences.	• Association of issues with the pertinent areas of research in the social sciences
3. Demonstrate the contribution of one or more of the social sciences to an understanding of contemporary issues.	• Presentation of contemporary issues by emphasizing the interpretation of the social sciences • Illustration of the interaction between certain social changes and the contribution of the social sciences

Learning Activities

Number of contact hours: 45
Number of credits: 2

Social Sciences	Code: 000W

Objective	*Standard*
Statement of the Competency	**Achievement Context**
Analyze one of the major problems of our time using one or more social scientific approaches.	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 of the Competency	**Performance Criteria**
1. Formulate a problem using one or more social scientific approaches.	• Presentation of the background to the problem • Use of appropriate concepts and language • Brief description of individual, collective, spatio-temporal and cultural aspects of the problem
2. Deal with an issue using one or more social scientific approaches.	• Clear formulation of an issue • Selection of pertinent reference materials • Brief description of historical, experimental and survey methods
3. Draw conclusions.	• Appropriate use of the selected method • Determination of appropriate evaluation criteria • Identification of strengths and weaknesses of the conclusions • Broadening of the issue analyzed

Learning Activities

Number of contact hours: 45
Number of credits: 2

Science and Technology	Code: 000X

Objective	*Standard*
Statement of the Competency	**Achievement Context**
Explain the general nature of science and technology and some of the major contemporary scientific or technological issues.	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.

Elements of the Competency	**Performance Criteria**
1. Describe the standard scientific mode of thought and method.	• Brief description of the essential characteristics of the scientific mode of thought, including quantification and demonstration • Organized list and brief description of the essential characteristics of the main steps in the standard scientific method
2. Demonstrate how science and technology are complementary.	• 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. Explain the context and the stages related to several scientific and technological discoveries.	• Pertinent and coherent explanation of the relationship between the determining contexts related to several scientific and technological discoveries • List of the main stages of scientific and technological discoveries
4. Deduce different consequences and questions resulting from certain recent scientific and technological developments.	• Brief description of important consequences (of different types) and the current major challenges resulting from several scientific and technological discoveries • Formulation of relevant questions and credibility of responses to the questions formulated

Learning Activities

Number of contact hours: 45
Number of credits: 2

Science and Technology	Code: 000Y

Objective

Statement of the Competency

Resolve a simple problem by applying the basic scientific method.

Standard

Achievement Context

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 of the Competency	Performance Criteria
1. Describe the main steps of the standard scientific method.	• Organized list and brief description of the characteristics of the steps of the standard scientific method
2. Formulate a hypothesis designed to solve a simple scientific and technological problem.	• Clear, precise description of the problem • Observance of the principles for formulating a hypothesis (observable and measurable nature of data, credibility, etc.)
3. Verify a hypothesis by applying the fundamental principles of the basic experimental method.	• Pertinence, reliability and validity of the experimental method used • Observance of established experimental method • Appropriate choice and use of instruments • Clear, satisfactory presentation of results • Validity of the connections established between the hypothesis, the verification and the conclusion

Learning Activities

Number of contact hours: 45
Number of credits: 2

Modern Language	Code: 000Z

Objective	***Standard***
Statement of the Competency	**Achievement Context**
Communicate with limited skill* in a modern language.	For modern languages that use the Latin alphabet, students will: • 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: • 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 of the Competency	**Performance Criteria**
	The acquisition of a modern language requires an awareness of the culture of the people who use the language.
1. Understand the meaning of a verbal message.	• Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning of simple messages • Logical connection between the various elements of the message
2. Understand the meaning of a written message.	• Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning of simple messages • Logical connection between the various elements of the message
3. Express a simple message verbally.	• Appropriate use of language structures in main and coordinate clauses • Appropriate application of grammar rules • Use of verbs in the present indicative • Appropriate use of basic vocabulary and idiomatic expressions • Understandable pronunciation • Coherent sequence of simple sentences • Spontaneous and coherent sequence of sentences during a conversation

Modern Language	Code: 000Z

4. Write a text on a given subject.	• Appropriate use of language structures in main and coordinate clauses • Appropriate application of basic grammar rules • Use of verbs in the present indicative • Appropriate use of basic vocabulary and idiomatic expressions • Coherent sequence of simple sentences • Acceptable application of graphic rules for writing systems other than the Latin alphabet

* This refers to the limited use of language structures, grammar and vocabulary. This limitation varies depending on the complexity of the modern language.

Learning Activities

Number of contact hours: 45
Number of credits: 2

Modern Language	Code: 0010

Objective	***Standard***
Statement of the Competency	**Achievement Context**
Communicate on familiar topics in a modern language.	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: • common situations in everyday life • simple topics from everyday life Reference materials may be used.
Elements of the Competency	**Performance Criteria**
	The acquisition of a modern language requires an awareness of the culture of the people who use the language.
1. Understand the meaning of a verbal message.	• Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning and essential ideas of messages of average complexity • Logical connection between the various elements of the message
2. Understand the meaning of a written message.	• Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning and essential ideas of messages of average complexity • Logical connection between the various elements of the message
3. Express a simple message verbally, using sentences of average complexity.	• Appropriate use of language structures in main or subordinate clauses • Appropriate application of grammar rules • Use of verbs in the present indicative • Appropriate use of enriched basic vocabulary and idiomatic expressions • Understandable pronunciation • Coherent sequence of sentences of average complexity • Conversation

Modern Language	Code: 0010

4. Write a text on a given subject, using sentences of average complexity.	• Appropriate use of language structures in main or subordinate clauses • Appropriate application of grammar rules • Use of verbs in the present and past indicative • Appropriate use of enriched basic vocabulary and idiomatic expressions • Coherent sequence of sentences of average complexity • Acceptable application of graphic rules for writing systems other than the Latin alphabet

Learning Activities

Number of contact hours: 45
Number of credits: 2

Modern Language	Code: 0067

Objective	***Standard***
Statement of the Competency	**Achievement Context**
Communicate with relative ease in a modern language.	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.
Elements of the Competency	**Performance Criteria**
	The acquisition of a modern language requires an awareness of the culture of the people who use the language.
1. Understand the meaning of a verbal message in everyday language.	• Accurate explanation of the general meaning and essential ideas of the message • Clear identification of structural elements of the language
2. Understand the meaning of a text of average complexity.	• Accurate explanation of the general meaning and essential ideas of the text • Clear identification of structural elements of the language
3. Have a conversation on a subject.	• Appropriate use of the structural elements of the language according to the message to be expressed • Appropriate use of everyday vocabulary • Accurate pronunciation and intonation • Normal flow in a conversation in everyday language • Coherence of the message expressed • Pertinent responses to questions
4. Write a text of average complexity.	• Appropriate use of the structural elements of the language according to the text to be written • Accurate vocabulary • Coherence of the text as a whole • Observance of presentation and writing rules applicable to the text

Learning Activities

Number of contact hours: 45
Number of credits: 2

Mathematics Literacy and Computer Science	Code: 0011

Objective	*Standard*
Statement of the Competency	**Achievement Context**
Recognize the role of mathematics or informatics in contemporary society.	Students will work alone. They will write an essay of approximately 750 words, using numerous concrete examples that they themselves will have selected.

Elements of the Competency	**Performance Criteria**
1. Demonstrate the acquisition of basic general knowledge of mathematics or informatics.	• Identification of basic notions and concepts • Identification of main branches of mathematics or informatics • Appropriate use of terminology
2. Describe the evolution of mathematics or informatics.	• Descriptive summary of several major phases
3. Recognize the contribution of mathematics or informatics to the development of other areas of knowledge.	• Demonstration of the existence of important contributions, using concrete examples
4. Illustrate the diversity of mathematical or informatics applications.	• Presentation of a range of applications in various areas of human activity, using concrete examples
5. Evaluate the impact of mathematics or informatics on individuals and organizations.	• Identification of several major influences • Explanation of the way in which mathematics or informatics have changed certain human and organizational realities • Recognition of the advantages and disadvantages of these influences

Learning Activities

Number of contact hours: 45
Number of credits: 2

Mathematics Literacy and Computer Science	Code: 0012

Objective

Statement of the Competency

Use various mathematical or computer concepts, procedures and tools for common tasks.

Standard

Achievement Context

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.

Elements of the Competency	Performance Criteria
1. Demonstrate the acquisition of basic functional knowledge in mathematics or informatics.	• Brief definition of concepts • Correct execution of basic operations • Appropriate use of terminology
2. Select mathematical or computer tools and procedures on the basis of specific needs.	• List of numerous possibilities available with mathematical and computer tools and procedures • Analysis of concrete situations and recognition of the usefulness of mathematical or computer tools and procedures • Appropriate choice according to needs
3. Use mathematical or computer tools and procedures to carry out tasks and solve problems.	• Planned, methodical process • Correct use of tools and procedures • Satisfactory results, given the context • Appropriate use of terminology specific to a tool or procedure
4. Interpret the quantitative data or results obtained using mathematical or computer tools and procedures.	• Accurate interpretation, given the context • Clear, precise formulation of the interpretation

Learning Activities

Number of contact hours: 45
Number of credits: 2

Art and Aesthetics	Code: 0013

Objective	*Standard*
Statement of the Competency	**Achievement Context**
Consider various forms of art produced by aesthetic practices.	Students will work alone. They will use a specified work of art and write a commentary of approximately 750 words.

Elements of the Competency	**Performance Criteria**
1. Develop an appreciation for the dynamics of the imagination in art.	• Precise explanation of a creative process connected to the construction of an imaginary universe
2. Describe art movements.	• Descriptive list of the main characteristics of three art movements from different eras, including a modern movement
3. Give a commentary on a work of art.	• 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 contact hours: 45
Number of credits: 2

Art and Aesthetics	Code: 0014

Objective	*Standard*
Statement of the Competency	**Achievement Context**
Produce a work of art.	Students will work alone. This is a practical exercise in creation or interpretation in which students will use the basic elements of the language and techniques specific to the medium selected.
Elements of the Competency	**Performance Criteria**
1. Recognize the primary forms of expression of an artistic medium.	• Identification of specific features: originality, essential qualities, means of communication, styles, genres
2. Use the medium.	• Personal, coherent use of elements of language • Satisfactory application of artistic techniques • Observance of the requirements of the method of production

Learning Activities

Number of contact hours: 45
Number of credits: 2

Contemporary Issues	Code: 021L

Objective	***Standard***
Statement of the Competency	**Achievement Context**
Consider contemporary issues from a cross-disciplinary perspective.	Individually or in groups. Drawing on different areas of knowledge and based on documents and data from various disciplines.

Elements of the Competency	**Performance Criteria**
1. Identify major contemporary issues.	• Exploration of various contemporary issues • Description of the main perspectives • Clear formulation of objects to study related to these issues
2. Recognize the specific role of several disciplines in the understanding of an issue.	• Description of some of the theories used in analyzing the issue • Clear description of the concepts and methods used
3. Demonstrate the contribution of several disciplines to the understanding of an issue.	• Clear formulation of the perspectives of the issue • Precise description of the main contributions of the disciplines • Pertinent explanation of the interaction among various disciplines • Appropriate use of language and concepts from the disciplines

Learning Activities

Number of contact hours: 45
Number of credits: 2

Note: This objective lends itself to teaching by one or more teachers.

Contemporary Issues	Code: 021M

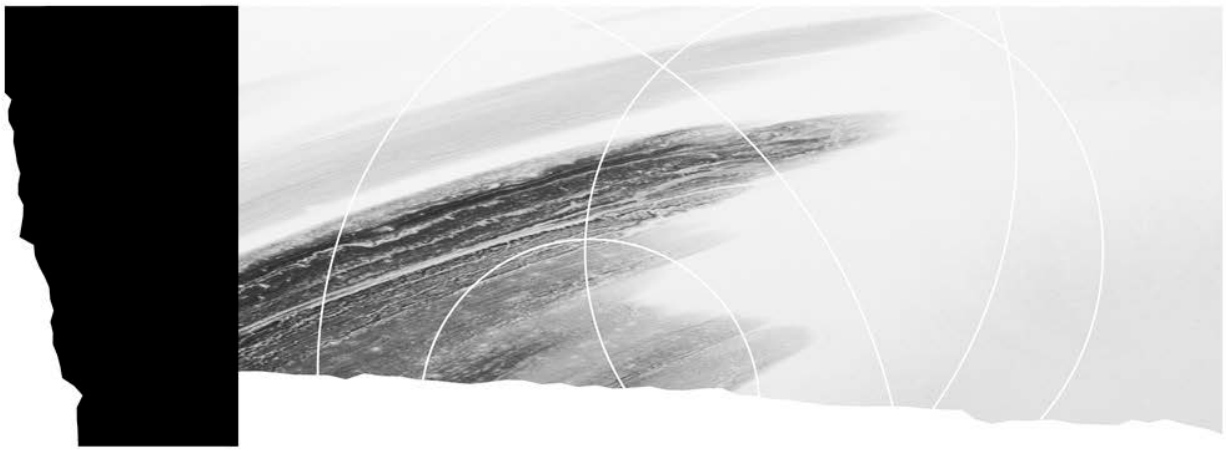
Objective	***Standard***
Statement of the Competency	**Achievement Context**
Deal with a contemporary issue from a cross-disciplinary perspective.	Individually or in groups. Drawing on different areas of knowledge and based on documents and data from various disciplines.

Elements of the Competency	**Performance Criteria**
1. Present a research problem.	• Justification of the choice of research problem • Brief description of the main issues involved in the problem • Clear formulation of the main dimensions of the problem • Appropriate use of language and concepts from the disciplines • Clear formulation of the research question
2. Analyze the research problem.	• Relevant description of a research approach or method • Appropriate selection of research data • Proper application of the approach or method used • Appropriate use of an analytical framework
3. Propose solutions.	• Clear description of the main contributions from the disciplines • Pertinent explanation of the interaction among various disciplines • Justification of solutions proposed • Assessment of the strengths and weaknesses of the proposed solutions

Learning Activities

Number of contact hours: 45
Number of credits: 2

Note: This objective lends itself to teaching by one or more teachers.



Part II

Goals of the Program-Specific Component

Educational Aims of the Program-Specific Component

Grid of Competencies

Harmonization

Objectives and Standards of the Program-Specific Component

Goals of the Program-Specific Component

The *Graphic Design* program prepares students to practise the occupation of graphic designer.

Graphic designers work as freelancers, in companies specializing in graphic communications and multimedia, and in companies providing graphic communications services. They design books, magazines, newspapers, packaging, Web sites, interactive terminals, display interfaces, etc.

They develop visual concepts and produce mockups after meeting with clients. This involves making typographic choices, and creating or selecting images and illustrations based on the client's needs and expectations. Graphic designers also create layouts for print documents and visual interfaces. In addition to performing occupational tasks, freelancers must also manage their microbusiness.

Graphic designers work alone or in teams, in collaboration with other graphic designers, art directors, project managers, editors, illustrators, photographers, computer graphics specialists, prepress professionals, electronic postproduction staff, 2D and 3D animators, programmers, multimedia integration technicians, architects and industrial designers.

Depending on their abilities, graphic designers may be made responsible for the artistic direction, design, research and development of graphic communications solutions.

Their work environment is both virtual and traditional, meaning that graphic designers must use computers, software and specialized utility programs, peripherals, pencils, paper and other media. They must also have the ability to adapt.

The goals of the program-specific component of the *Graphic Design* program are based on the general goals of vocational and technical training. These goals are:

- To help students develop effectiveness in the practice of a trade or occupation, that is:
  - to teach students to perform roles, functions, tasks and activities associated with the trade or occupation upon entry into the job market
  - to prepare students to progress satisfactorily on the job (which implies having the necessary technical and technological knowledge and skills in such areas as communication, problem solving, decision making, ethics, health and safety)

- To help students integrate into the work force, that is:
  - to familiarize students with the job market in general and the context surrounding the trade or occupation they have chosen
  - to familiarize students with their rights and responsibilities as workers

- To foster students' personal development and acquisition of occupational knowledge, skills, perceptions and attitudes, that is:
  - to help students develop their autonomy and the desire to learn, and acquire effective work methods
  - to help students understand the principles underlying the techniques and the technology used in the trade or occupation
  - to help students develop self-expression, creativity, initiative and entrepreneurial spirit
  - to help students adopt the attitudes required to successfully practise the trade or occupation, and instill in them a sense of responsibility and a concern for excellence

- To promote job mobility, that is:
  - to help students develop positive attitudes toward change
  - to help students develop the means to manage their careers by familiarizing them with entrepreneurship

Educational Aims of the Program-Specific Component

Educational aims are based on important values and concerns and serve as guidelines for interactions with students. As a general rule, educational aims focus on important aspects of the students' professional and personal development, such as attitudes, work habits and intellectual skills, which have not been explicitly formulated in the program's goals, objectives and standards.

In keeping with the aims of college education, the program-specific component is also intended to educate students to live responsibly in society, to help students integrate cultural knowledge into their studies and lastly, to help students master language as a tool for thought, communication and openness to the world.

The following is a description of the aims of the program-specific component of the *Graphic Design* program:

- Develop an openness to the world.
- Develop a general culture.
- Develop an openness to technological change.
- Develop critical thinking and a sense of responsibility.
- Develop a sense of professional ethics.
- Stimulate creativity.

Grid of Competencies

The grid of competencies provides an overview of a technical program. It brings together all of the components of a program and shows the relationship among the competencies.

The grid of competencies includes:

- the general competencies of the program-specific component, which deal with work-related activities common to various tasks or situations

- the specific competencies, which deal with tasks directly related to the practice of the trade or occupation

The grid of competencies shows the relationship between the general competencies on the horizontal axis and the specific competencies on the vertical axis. The symbol (❍) indicates a correlation between a general and a specific competency.

The order in which the competencies are presented reflects the program's design; it does not dictate the course sequence. The grid of competencies is provided for information purposes only.

GRID OF COMPETENCIES

Graphic Design

SPECIFIC COMPETENCIES	Competency Number	GENERAL COMPETENCIES												
		Analyze the occupation of graphic designer	Analyze forms of visual communication and their production requirements	Manage a computer environment	Acquire images	Use idea generation techniques	Create raster images	Make concept sketches	Create vector images	Manipulate typographic elements	Use elements of visual language derived from the visual arts and graphic design	Create colour harmonies	Produce typographic designs	Coordinate a graphic communications project
Competency Number		1	2	3	4	5	6	7	8	9	10	11	12	20
Produce presentation mockups of pictograms and icons	13	O	O	O	O	O	O	O	O		O	O	O	O
Produce simple layouts for visual interfaces	14	O	O	O	O		O		O	O				O
Produce presentation mockups for corporate documents	15	O	O	O	O	O	O	O	O	O	O	O	O	O
Produce simple layouts and composite printing documents	16	O	O	O	O		O	O	O	O				O
Produce presentation mockups for visual identities	17	O	O	O	O	O	O	O	O	O	O	O	O	O
Create illustrations for graphic communications	18	O	O	O	O	O	O	O	O		O	O		O
Produce presentation mockups for packaging	19	O	O	O	O	O	O	O	O	O	O	O	O	O
Produce presentation mockups for publishing projects	21	O	O	O	O	O	O	O	O	O	O	O	O	O
Produce presentation mockups for kinetic design projects	22	O	O	O	O	O	O	O	O	O	O	O	O	O
Produce presentation mockups for advertising campaigns	23	O	O	O	O	O	O	O	O	O	O	O	O	O
Manage a graphic design microbusiness	24	O	O	O		O								

Harmonization

The Ministère de l'Éducation et de l'Enseignement supérieur harmonizes its vocational and technical programs by establishing similarities and continuity between secondary- and college-level programs within a particular sector or between sectors in order to avoid overlap in program offerings, recognize prior learning and facilitate the students' progress.

Harmonization establishes consistency between training programs and is especially important in ensuring that the tasks of a trade or occupation are clearly identified and described. Harmonization makes it possible to identify tasks requiring competencies that are common to more than one program. Even if there are no common competencies, training programs are still harmonized.

Harmonization is said to be "inter-level" when it focuses on training programs at different levels, "intra-level" when it focuses on programs within the same educational level, and "inter-sector" when carried out between programs in various sectors.

An important aspect of harmonization is that it allows the common features of competencies to be identified and updated as needed. Common competencies are those that are shared by more than one program; once acquired in one program, they can be recognized as having been acquired in another. Competencies with exactly the same statement and elements are said to be identical. Common competencies that are not identical but have enough similarities to be of equal value are said to be equivalent.

Harmonization of the *Graphic Design* program has resulted in identifying competencies that are shared with other programs. Detailed information on the harmonization of this program and its results are presented in the document entitled *Tableaux d'harmonisation, Graphisme.*

Analyzing the Occupation of Graphic Designer	Code: 0541

Objective	***Standard***
Statement of the Competency	**Achievement Context**
Analyze the occupation of graphic designer.	• Given recent information about the occupation, as well as companies and organizations in the sector • Given the current laws, regulations and codes
Elements of the Competency	**Performance Criteria**
1. Describe the occupation and the conditions for its practice.	• Relevant information gathered • Thorough examination of the characteristics of the occupation and the conditions for its practice • Recognition of the contribution of related occupations • Recognition of entrepreneurial potential
2. Examine the tasks and operations associated with the occupation.	• Thorough examination of the operations, conditions and requirements associated with each task • Accurate determination of the relative importance of the tasks
3. Examine the skills and behaviours needed to practise the occupation.	• Relevant connections made between the skills and behaviours required and the different tasks

Analyzing Forms of Visual Communication and Their Production Requirements	Code:	052V

Objective — *Standard*

Statement of the Competency

Analyze forms of visual communication and their production requirements.

Achievement Context

- Given reference materials

Elements of the Competency	Performance Criteria
1. Identify the characteristics of forms of visual communication.	• Accurate description of the function and meaning of pictograms, icons and visual identities • Accurate description of the function of corporate, published, packaging, kinetic design and advertising materials • Identification of all target audiences, objectives and communication routes • Appropriate use of the principles of visual communication, reading sequences and the psychology of colours
2. Specify the design requirements for forms of visual communication.	• Accurate description of the visual and technical requirements of the different types of images and graphic elements • Accurate description of the visual and technical requirements associated with the concept development, design, prototype and campaign proposal stages
3. Specify the requirements for printed forms of visual communication.	• Accurate description of the visual and technical requirements of the different types of templates and layouts • Accurate description of the requirements for producing or using proofs, plates, inks, varnishes and substrates • Accurate description of the visual and technical requirements for preparing documents for digital, offset and flexographic printing • Accurate description of the visual and technical requirements associated with finishing processes

Analyzing Forms of Visual Communication and Their Production Requirements	Code:	052V

4. Specify the requirements associated with the electronic distribution of forms of visual communication.	• Accurate description of the visual and technical requirements associated with information architecture, scripting and visual interface ergonomics • Accurate description of the technical requirements associated with bandwidth, search engine optimization, resolution, display format and video, as well as the compatibility of platforms and applications • Accurate description of the visual and technical requirements of the different types of templates and layouts • Accurate description of the visual and technical requirements for preparing documents for visual interfaces

Managing a Computer Environment	Code: 052W

Objective	***Standard***
Statement of the Competency	**Achievement Context**
Manage a computer environment.	• For a variety of operating systems • Using software, peripherals and tutorials
Elements of the Competency	**Performance Criteria**
1. Install computer peripherals.	• Accurate distinction between the different pieces of hardware that make up a computer station • Appropriate consultation of the user guide • Compliance with instructions for connecting peripherals
2. Make sure the workstation is set up ergonomically.	• Recognition of the health and safety risks associated with computer stations • Appropriate use of preventive measures
3. Install and update software.	• Appropriate consultation of tutorials • Observance of procedure for installing and updating software • Appropriate verification of installation • Correct setting of preferences • Appropriate use of operating system
4. Create local and network folders.	• Proper organization of folder hierarchy • Accurate assignment of access rights to folders • Observance of rules for naming folders • Observance of archiving protocol
5. Save files.	• Appropriate choice of storage medium • Accurate assignment of access rights to files • Observance of rules for naming files • Observance of archiving protocol
6. Exchange and classify files.	• Appropriate choice of file format • Appropriate choice and use of a communication protocol • Appropriate use of browsers • Observance of archiving protocol
7. Troubleshoot minor software problems.	• Appropriate consultation of tutorials • Proper application of a troubleshooting method • Appropriate use of diagnostic software • Proper application of maintenance and troubleshooting procedures • Appropriate stress management

Acquiring Images	Code: 052X

Objective	*Standard*
Statement of the Competency	**Achievement Context**
Acquire images.	• Given a mandate • Using image banks • Using scanners • Using cameras and accessories: lenses, light sources, a photographic table and backgrounds, etc. • Using software for navigation, acquisition and archiving • Using a specialized computer station
Elements of the Competency	**Performance Criteria**
1. Analyze the mandate.	• Identification of the topic or theme of the mandate • Proper determination of the technical and aesthetic characteristics of the images to acquire • Correct determination of acquisition method
2. Search for visual elements.	• Appropriate choice and use of reference sources • Appropriate choice of keywords • Effective use of search engines • Relevance of search results • Observance of rules governing confidentiality of information, permissions and copyright assignment
3. Scan visual elements.	• Accurate conversion of units of measure • Accurate distinction of the technical characteristics of the original element • Appropriate choice of type of scanning • Precise positioning of original • Correct setting of colour mode, resolution and contrast • Correct setting of descreening options • Correct determination of scale • Appropriate use of software • Observance of rules governing confidentiality of information, permissions and copyright assignment

Acquiring Images	Code: 052X
4. Take digital photographs.	• Appropriate choice of camera and accessories • Appropriate choice of location and background elements • Proper positioning of elements to photograph • Proper adjustment of lighting • Proper exploration of focal length and point of view • Proper exploration of focus and depth of field adjustments • Proper exploration of lens aperture, shutter speed and light sensor adjustments • Observance of rules governing confidentiality of information, permissions and copyright assignment • Observance of rules of composition • Demonstration of creativity
5. Archive the images.	• Appropriate documentation on the images • Appropriate choice of file formats • Proper classification of files • Appropriate use of software

Using Idea Generation Techniques	Code: 0542

Objective	***Standard***
Statement of the Competency	**Achievement Context**
Use idea generation techniques.	• Working alone and in teams • Given a mandate • Given the client's communication plan • Given information about the client's product or service • Given reference materials
Elements of the Competency	**Performance Criteria**
1. Analyze the mandate.	• Accurate analysis of the client's communication plan • Accurate analysis of the characteristics of the client's product or service • Appropriate inventory of existing ideas about the product or service • Appropriate use of reference materials
2. Develop ideas.	• Appropriate choice and use of techniques • Appropriate use of materials • Use of visual rhetoric with respect to the communication plan • Diverse and original ideas • Demonstration of open-mindedness
3. Select promising ideas.	• Accurate analysis of consistency between the communication plan, the product or service and the results of the idea search • Accurate assessment of the originality of the ideas • Appropriate classification of pertinent ideas • Appropriate and justifiable choice of ideas

Creating Raster Images	Code: 052Y

Objective	*Standard*
Statement of the Competency	**Achievement Context**
Create raster images.	• For print documents and visual interfaces • Given digital and hand-drawn images • Using drawing and modelling software • Using graphics tablets • Given printing and electronic distribution standards
Elements of the Competency	**Performance Criteria**
1. Set software functions.	• Proper determination of software settings • Proper customizing of the graphic interface • Software performance adapted to the task and to the printing or electronic distribution standards
2. Define the document's properties.	• Correct determination of dimensions • Appropriate choice of colour mode • Appropriate choice of colour profile • Appropriate setting of resolution • Observance of printing or electronic distribution standards
3. Draw shapes and patterns.	• Appropriate use of a model • Correct determination of scale • Choice of harmonious colours • Appropriate choice of graphic style • Appropriate choice and use of software tools • Proper creation of layers • Appropriate use and adaptation of software library • Appropriate use of software • Accuracy of the drawing • Observance of rules of composition • Demonstration of creativity

Creating Raster Images	Code: 052Y
4. Retouch the images.	• Choice of harmonious colours • Appropriate choice and use of software tools • Appropriate choice and use of visual effects • Proper creation of layers • Appropriate selection, clipping and masking of images • Appropriate adjustment of hues and contrasts • Functional automation of a task • Appropriate use of software • Observance of proportions • Observance of legibility criteria • Observance of rules of composition • Demonstration of creativity
5. Assess the quality of the images.	• Correct setting of printing parameters • Critical and constructive assessment of their own work • Identification of appropriate ways of improving their own creative approach
6. Optimize and archive the file.	• Proper organization of layers, channels and paths • Absence of unnecessary elements • Appropriate choice of file format • Proper saving of file

Making Concept Sketches	Code: 0543

Objective — *Standard*

Statement of the Competency	**Achievement Context**
Make concept sketches.	• Freehand and using a computer • Given a concept • Given the client's communication plan • Given information about the client's product or service • Using drawing instruments • Given reference materials

Elements of the Competency	**Performance Criteria**
1. Analyze the concept.	• Accurate analysis of the client's communication plan • Accurate analysis of the characteristics of the client's product or service • Accurate description of the meaning of the concept • Appropriate inventory of existing images for the concept • Appropriate use of reference materials
2. Make preliminary concept sketches.	• Appropriate use of observation techniques • Appropriate choice of style • Appropriate choice and use of drawing instruments • Correct determination of size of sketches • Exploration of different forms of composition • Precise lines and proportions • Simple shapes • Diverse and original preliminary sketches • Correct representation of concept • Observance of the basic principles of perspective • Demonstration of creativity
3. Select promising sketches.	• Accurate analysis of the consistency between the communication plan, the product or service, the concept and the sketches • Accurate assessment of the originality of the sketches • Proper classification of pertinent sketches • Appropriate and justifiable choice of sketches

Making Concept Sketches	Code: 0543
4. Finalize the sketches.	• Appropriate use of drawing instruments • Refining of sketches • Simple shapes and volumes • Legible sketches • Consistency with preliminary sketch • Observance of graphical language • Demonstration of creativity
5. Assess their own creative approach.	• Critical and constructive assessment of their own work • Identification of appropriate ways of improving their own creative approach

Creating Vector Images	Code: 052Z

Objective	*Standard*
Statement of the Competency	**Achievement Context**
Create vector images.	• For print documents and visual interfaces • Given digital and hand-drawn images • Using drawing and modelling software • Using graphics tablets • Given printing and electronic distribution standards
Elements of the Competency	**Performance Criteria**
1. Set software functions.	• Proper determination of software settings • Proper customizing of the graphic interface • Software performance adapted to the task and to the printing or electronic distribution standards
2. Define the document's properties.	• Correct determination of dimensions • Appropriate choice of colour mode • Appropriate choice of colour profile • Appropriate setting of resolution • Observance of printing or electronic distribution standards
3. Draw typographic elements, shapes and patterns.	• Appropriate use of a model • Correct determination of scale • Choice of harmonious colours • Appropriate choice of graphic style • Appropriate choice and use of software tools • Proper creation of layers • Appropriate use and adaptation of software library • Appropriate use of software • Accuracy of the drawing • Observance of rules of composition • Demonstration of creativity

Creating Vector Images	Code: 052Z
4. Convert vector objects.	• Choice of harmonious colours • Appropriate choice and use of software tools • Appropriate choice and use of visual effects • Proper creation of layers • Appropriate selection and masking of objects • Functional automation of a task • Appropriate use of software • Observance of proportions • Observance of legibility criteria • Observance of rules of composition • Demonstration of creativity
5. Assess the quality of the images.	• Correct setting of printing parameters • Critical and constructive assessment of their own work • Identification of appropriate ways of improving their own creative approach
6. Optimize and archive the file.	• Proper organization of layers and boxes • Absence of unnecessary elements • Appropriate choice of file format • Proper saving of file

Manipulating Typographic Elements	Code: 0534

Objective — *Standard*

Statement of the Competency

Manipulate typographic elements.

Achievement Context

- For print documents and visual interfaces
- Given plain text from multiple sources
- Given typographic conventions and reference materials
- Using utility and layout software

Elements of the Competency	Performance Criteria
1. Acquire text.	• Appropriate choice of character encoding • Proper importing or scanning of texts • Correct keying of missing text • Appropriate use of software • Observance of font constraints
2. Clean up the text.	• Correct identification of all the elements to clean up • Appropriate choice and use of a cleanup method • Appropriate use of software
3. Modify fonts.	• Correct identification of all the elements to modify • Appropriate use of software • Appropriate use of reference materials • Observance of font constraints • Observance of font design
4. Apply typographic rules to the text.	• Correct identification of all typographic errors • Appropriate use of software or manual correction method • Appropriate use of reference materials • Validity of the exceptions made • Observance of typographic conventions
5. Develop and finalize typographic style sheets.	• Choice of harmonious fonts • Correct determination of the typographic characteristics of the style sheets • Appropriate choice and use of software • Effectiveness of styles • Observance of hierarchical levels • Observance of typographic conventions • Correct archiving of typographic style sheets

Using Elements of Visual Language Derived From the Visual Arts and Graphic Design Code: 053N

Objective	*Standard*
Statement of the Competency	**Achievement Context**
Use elements of visual language derived from the visual arts and graphic design.	• Using software and graphic creation tools • Using materials and media • Given reference materials
Elements of the Competency	**Performance Criteria**
1. Analyze works of visual art and design.	• Accurate distinction of the visual elements and pictorial composition • Establishment of appropriate connections between the works and their historical context • Accurate association of the works with the main currents in the visual arts and graphic design • Accurate description of the communicative intent of the works • Appropriate use of reference materials
2. Recognize the influences that the visual arts and graphic design have on each other.	• Establishment of appropriate connections between the visual arts and graphic design • Appropriate use of reference materials
3. Experiment with image composition techniques using the languages of visual arts and graphic design.	• Justifiable choice of composition techniques • Appropriate use of tools, materials and media • Personal and coherent use of elements of the languages of visual arts and graphic design • Creative search for textures, patterns, colours, light and shadow • Balance and vitality in the organization of shapes and volumes • Demonstration of creativity
4. Assess their own approach.	• Critical and constructive assessment of their own work • Identification of appropriate means of improving their own approach

Creating Colour Harmonies	Code: 053P

Objective	*Standard*
Statement of the Competency	**Achievement Context**
Create colour harmonies.	• For print documents and visual interfaces • Given a graphic communications project • Given a communication plan, sketches or mockups • Given colour charts, samples or ink colour catalogues • Using software, tools and media
Elements of the Competency	**Performance Criteria**
1. Analyze the graphic communications project.	• Accurate analysis of communication plan • Accurate analysis of sketch or mockup • Accurate description of the mood to be conveyed • Accurate description of the graphic and typographic elements to use
2. Create colour palettes.	• Appropriate choice of colour mode or chart • Correct determination of the number of colours • Choice of colours consistent with the desired mood, symbolism and the psychology of colours • Appropriate colour balance • Appropriate use of colour charts, samples or ink colour catalogues • Appropriate management of colours and colour profiles • Appropriate use of software • Demonstration of creativity
3. Apply the colours to graphic communications projects.	• Appropriate choice of colours • Adjustment of colours to enhance visibility and legibility • Appropriate use of graphic and typographic elements • Aesthetic colour scheme • Effective use of tools and media • Appropriate use of software • Conveyance of desired mood • Demonstration of creativity

Producing Typographic Designs	Code: 053Q

Objective — *Standard*

Statement of the Competency

Produce typographic designs.

Achievement Context

- For print documents and visual interfaces
- Given a message
- Given typographic conventions
- Using font libraries and utility and layout software

Elements of the Competency	Performance Criteria
1. Analyze the message.	• Accurate distinction of the important content elements • Accurate description of the mood to be conveyed • Proper classification of the content elements
2. Create levels of content.	• Correct determination of the importance of characters, words or sentences • Correct determination of reading sequence • Observance of message
3. Define the characteristics of the characters, words or sentences.	• Varied exploration of typographic elements • Appropriate choice of families of characters • Appropriate choice of type sizes, weights, orientations and patterns • Appropriate choice of colours, textures and contrast • Optimal use of typographic grey tones • Appropriate use of software • Observance of message • Conveyance of desired mood • Observance of typographic conventions • Demonstration of creativity
4. Compose the page.	• Appropriate arrangement of characters, words or sentences • Correct determination of kerning and spacing • Visibility and legibility of content • Aesthetic arrangement of content • Precise work • Appropriate use of software • Observance of message • Conveyance of desired mood • Observance of typographic conventions • Demonstration of creativity

Producing Presentation Mockups of Pictograms and Icons	Code: 053R

Objective	***Standard***
Statement of the Competency	**Achievement Context**
Produce presentation mockups of pictograms and icons.	• For print documents and visual interfaces • Given a mandate • Given a communication plan, content elements and specifications provided by the client • Using reference materials, presentation tools, font libraries and colour charts • Using image acquisition peripherals, digital cameras or art supplies • Using utility and vector or raster graphics software
Elements of the Competency	**Performance Criteria**
1. Analyze the mandate.	• Accurate analysis of the client's needs, communication plan, content elements and specifications • Correct determination of the principal printing or electronic distribution requirements
2. Define the visual concept for the pictogram or icon.	• Accurate analysis of existing pictograms or icons • Correct application of idea generation techniques • Varied exploration of visual style • Diverse and clear sketches • Visual concept consistent with the communication plan • Appropriate use of software • Appropriate use of reference materials • Demonstration of creativity
3. Present the visual concept for the pictogram or icon.	• Appropriate choice of sketches to present • Proper preparation of presentation document • Proper formulation of arguments • Appropriate self-presentation • Accurate description of the characteristics of the visual concept • Quality of spoken language • Appropriate responses to the client's questions and comments • Appropriate use of presentation tools • Acceptance of criticism

Producing Presentation Mockups of Pictograms and Icons	Code: 053R
4. Develop the design for the pictogram or icon.	• Choice or creation of the appropriate typographic design • Appropriate colour harmony • Choice or creation of appropriate raster or vector images • Appropriate and effective visual effects • Appropriate use of software • Observance of rules of composition • Observance of mandate • Demonstration of creativity
5. Make the mockup.	• Proper arrangement of visual elements • Proper and careful assembly of mockup • Appropriate use of software • Observance of rules of composition • Observance of mandate • Demonstration of creativity
6. Present the mockup.	• Choice of appropriate presentation strategy • Proper preparation of presentation document • Proper formulation of arguments • Appropriate self-presentation • Accurate description of the characteristics of the pictograms or icons • Quality of spoken language • Appropriate responses to the client's questions and comments • Appropriate use of presentation tools • Acceptance of criticism
7. Make the corrections requested by the client.	• Corrections consistent with request • Proper saving of files

Producing Simple Layouts for Visual Interfaces	Code: 0536

Objective	*Standard*
Statement of the Competency	**Achievement Context**
Produce simple layouts for visual interfaces.	• For Web interfaces, desktop presentations, cell phones, MP3 players, electronic books, etc. • Given a presentation mockup, details on the information architecture and project specifications • Given texts and visual elements • Given colour charts • Given font libraries • Using utility and layout software and applications • Following rules of ergonomics • Given the destination medium
Elements of the Competency	**Performance Criteria**
1. Analyze the project.	• Accurate identification of the client's needs and requirements • Accurate analysis of text and visual elements • Accurate analysis of the concept and target audience • Accurate analysis of the graphic design of the presentation mockup • Accurate analysis of the technical requirements of electronic distribution • Accurate description of the appearance of the final document
2. Produce the layout document.	• Proper creation of root file • Proper development of layout grids • Proper arrangement of text and image containers • Appropriate use of font libraries and colour charts • Appropriate use of style sheets • Appropriate use of software • Consistency with presentation mockup • Compliance with information architecture • Observance of rules of ergonomics
3. Prepare the texts.	• Proper manipulation of typographic elements • Proper use of spelling and grammar checks • Respectful attitude toward the responsibilities of copy editors

Producing Simple Layouts for Visual Interfaces	Code: 0536
4. Incorporate the texts.	• Proper importing and placement of texts • Proper application and adaptation of typographic styles • Proper application of interactive effects • Appropriate use of software • Observance of hierarchical levels • Observance of typographic conventions • Consistency with presentation mockup • Compliance with specifications
5. Incorporate the visual elements.	• Proper importing and placement of graphic elements and images • Proper application and adaptation of object styles • Proper application of interactive effects • Appropriate use of software • Observance of rules of composition • Consistency with presentation mockup • Compliance with specifications
6. Test the functionality of elements in the visual interface.	• Appropriate uploading of files to the medium • Appropriate use of the functions of the visual interface and the medium • Validation that the interactive elements are functioning properly • Validation that the text and visual elements are precisely positioned • Appropriate verification that the display is effective • Relevance of corrections • Appropriate use of software
7. Have the layout approved.	• Accurate description of the characteristics of the layout • Relevance of corrections • Proper saving of files • Observance of deadline

Producing Presentation Mockups for Corporate Documents	Code: 053S

Objective	*Standard*
Statement of the Competency	**Achievement Context**
Produce presentation mockups for corporate documents.	• For print documents and visual interfaces • Given a mandate • Given a communication plan, content elements and specifications provided by the client • Using reference materials, presentation tools, font libraries and colour charts • Using image acquisition peripherals, digital cameras or art supplies • Using utility, layout and vector or raster graphics software
Elements of the Competency	**Performance Criteria**
1. Analyze the mandate.	• Accurate analysis of the client's needs, communication plan, content elements and specifications • Correct determination of the principal printing or electronic distribution requirements
2. Define the visual concept for the corporate document.	• Accurate analysis of existing corporate documents • Correct application of idea generation techniques • Varied exploration of visual style • Diverse and clear sketches • Visual concept consistent with the communication plan • Appropriate use of software • Appropriate use of reference materials • Demonstration of creativity
3. Present the visual concept for the corporate document.	• Appropriate choice of sketches to present • Proper preparation of presentation document • Proper formulation of arguments • Appropriate self-presentation • Accurate description of the characteristics of the visual concept • Quality of spoken language • Appropriate responses to the client's questions and comments • Appropriate use of presentation tools • Acceptance of criticism

Producing Presentation Mockups for Corporate Documents	Code: 053S
4. Develop the design for the corporate document.	• Choice or creation of the appropriate typographic design • Appropriate colour harmony • Choice or creation of appropriate raster or vector images • Appropriate and effective visual effects • Proper hierarchy of content elements • Balanced distribution of text and visual elements • Creation of a mood consistent with the visual concept • Appropriate use of software • Observance of rules of composition • Observance of mandate • Demonstration of creativity
5. Create the presentation mockups.	• Correct definition of the parameters of the object or typographic style sheets • Proper development of layout grids • Proper arrangement of text and visual elements • Proper and careful assembly of presentation mockups • Appropriate use of software • Observance of rules of composition • Observance of mandate • Demonstration of creativity
6. Present the presentation mockups.	• Choice of appropriate presentation strategy • Proper preparation of presentation document • Proper formulation of arguments • Appropriate self-presentation • Accurate description of the characteristics of the corporate document • Quality of spoken language • Appropriate responses to the client's questions and comments • Appropriate use of presentation tools • Acceptance of criticism
7. Make the corrections requested by the client.	• Corrections consistent with request • Proper saving of files
8. Create the final layouts.	• Adaptation of layouts as requested • Appropriate use of software • Observance of rules of composition • Observance of mandate • Consistency with initial concept • Demonstration of creativity

Producing Simple Layouts and Composite Printing Documents	Code: 053T

Objective	*Standard*
Statement of the Competency	**Achievement Context**
Produce simple layouts and composite printing documents.	• For stationery, business forms, displays, leaflets, posters, signs, labels or double-sided print documents • Given a presentation mockup and specifications • Given text and visual elements • Given colour charts • Given font libraries • Using utility, layout and proofing software
Elements of the Competency	**Performance Criteria**
1. Analyze the project.	• Accurate identification of the client's needs and requirements • Accurate analysis of text and visual elements • Accurate analysis of the concept and target audience • Accurate analysis of the graphic design of the presentation mockup • Accurate analysis of technical printing requirements • Accurate description of the appearance of the final document
2. Produce the layout document.	• Proper creation of folder for production files • Proper development of layout grids • Proper arrangement of text and image boxes • Appropriate use of font libraries and colour charts • Appropriate use of software • Consistency with presentation mockup
3. Prepare the texts.	• Proper manipulation of typographic elements • Proper use of spelling and grammar checks • Respectful attitude toward the responsibilities of copy editors
4. Incorporate the texts.	• Proper importing and placement of texts • Proper definition and application of typographic styles • Appropriate use of software • Observance of hierarchical levels • Observance of typographic conventions • Consistency with presentation mockup • Compliance with specifications

Producing Simple Layouts and Composite Printing Documents	Code: 053T
5. Incorporate the visual elements.	• Proper importing and placement of graphic elements and images • Proper definition and application of object styles • Proper runaround of graphic elements and images • Appropriate use of software • Observance of rules of composition • Consistency with presentation mockup • Compliance with specifications
6. Have the layout approved.	• Accurate description of the characteristics of the layout • Relevance of corrections • Proper saving of files • Observance of deadline
7. Generate a portable digital file.	• Proper assembly of files • Validation of accuracy of image property data • Validation of complete set of fonts • Appropriate choice of colour profiles • Validation that the parameters for the final format and trimming are precise • Appropriate use of software • Proper saving of file • Compliance with specifications
8. Print the document.	• Correct setting of printing parameters • Appropriate use of software

Producing Presentation Mockups for Visual Identities	Code: 053U

Objective	*Standard*
Statement of the Competency	**Achievement Context**
Produce presentation mockups for visual identities.	• For print documents and visual interfaces • Given a mandate • Given a communication plan, content elements and specifications provided by the client • Using reference materials, presentation tools, font libraries and colour charts • Using image acquisition peripherals, digital cameras or art supplies • Using utility, layout and vector or raster graphics software
Elements of the Competency	**Performance Criteria**
1. Analyze the mandate.	• Accurate analysis of the client's needs, communication plan and content elements • Correct determination of the principal printing or electronic distribution requirements
2. Define the concept for the visual identity.	• Accurate analysis of existing visual identities • Correct application of idea generation techniques • Varied exploration of visual style • Diverse and clear sketches • Visual concept consistent with the communication plan • Appropriate use of software • Appropriate use of reference materials • Demonstration of creativity
3. Present the concept for the visual identity.	• Appropriate choice of sketches to present • Proper preparation of presentation document • Proper formulation of arguments • Appropriate self-presentation • Accurate description of the characteristics of the visual concept • Quality of spoken language • Appropriate responses to the client's questions and comments • Appropriate use of presentation tools • Acceptance of criticism

Producing Presentation Mockups for Visual Identities	Code: 053U
4. Develop the design for the visual identity.	• Choice or creation of the appropriate typographic design • Appropriate colour harmony • Choice or creation of appropriate raster or vector images • Appropriate and effective visual effects • Balanced distribution of text and visual elements • Creation of a mood consistent with the visual concept • Appropriate use of software • Observance of rules of composition • Observance of mandate • Demonstration of creativity
5. Create the mockups.	• Proper arrangement of text and visual elements • Proper and careful assembly of mockups • Appropriate use of software • Observance of rules of composition • Observance of mandate • Demonstration of creativity
6. Present the mockups.	• Choice of appropriate presentation strategy • Proper preparation of presentation document • Proper formulation of arguments • Appropriate self-presentation • Accurate description of the characteristics of the visual identity • Quality of spoken language • Appropriate responses to the client's questions and comments • Appropriate use of presentation tools • Acceptance of criticism
7. Make the corrections requested by the client.	• Corrections consistent with request • Proper saving of files
8. Create the final layouts.	• Adaptation of layouts as requested • Appropriate use of software • Observance of rules of composition • Observance of mandate • Consistency with initial concept • Demonstration of creativity
9. Help write the graphic standards guide.	• Appropriate guidelines on the use of the visual identity and the printing or electronic distribution methods

Creating Illustrations for Graphic Communications	Code: 053V

Objective	*Standard*
Statement of the Competency	**Achievement Context**
Create illustrations for graphic communications.	• For print materials or visual interfaces • Given a communication plan and content elements provided by the client • Using reference materials, presentation tools, font libraries and colour charts • Using image acquisition peripherals, digital cameras, vector or raster graphics software, or art supplies
Elements of the Competency	**Performance Criteria**
1. Analyze the mandate.	• Accurate analysis of the client's needs, communication plan and content elements • Correct determination of the principal printing or electronic distribution requirements
2. Define the concept for the illustration.	• Accurate analysis of existing illustrations • Correct application of idea generation techniques • Varied exploration of visual style • Diverse and clear sketches • Visual concept consistent with the communication plan • Appropriate use of software • Appropriate use of reference materials • Demonstration of creativity
3. Produce the preliminary illustration.	• Appropriate colour harmony • Choice or creation of appropriate raster or vector images • Appropriate and effective visual effects • Creation of a mood consistent with the visual concept • Appropriate use of drawing tools or software • Observance of rules of composition • Demonstration of creativity

Creating Illustrations for Graphic Communications	Code: 053V
4. Present the preliminary illustration to the client.	• Choice of appropriate presentation strategy • Proper preparation of presentation document • Proper formulation of arguments • Accurate description of the characteristics of the preliminary illustration • Appropriate responses to the client's questions and comments • Quality of spoken language • Appropriate self-presentation • Acceptance of criticism
5. Make the corrections requested by the client.	• Corrections consistent with request • Proper saving of files

Producing Presentation Mockups for Packaging	Code: 053W

Objective	*Standard*
Statement of the Competency	**Achievement Context**
Produce presentation mockups for packaging.	• For print materials • Given a mandate • Given a communication plan, content elements and specifications provided by the client • Using reference materials, presentation tools, font libraries and colour charts • Using image acquisition peripherals, digital cameras or art supplies • Using utility, layout and vector or raster graphics software
Elements of the Competency	**Performance Criteria**
1. Analyze the mandate.	• Accurate analysis of the client's needs, communication plan, content elements and specifications • Correct determination of the principal printing requirements
2. Define the visual concept for the packaging.	• Accurate analysis of the competition's packaging products • Correct application of idea generation techniques • Varied exploration of visual style • Diverse and clear sketches • Visual concept consistent with the communication plan • Appropriate use of software • Appropriate use of reference materials • Demonstration of creativity
3. Present the visual concept for the packaging.	• Appropriate choice of sketches to present • Proper preparation of presentation document • Proper formulation of arguments • Appropriate self-presentation • Accurate description of the characteristics of the visual concept • Quality of spoken language • Appropriate responses to the client's questions and comments • Appropriate use of presentation tools • Acceptance of criticism

Producing Presentation Mockups for Packaging	Code: 053W
4. Develop the design for the packaging.	• Choice or creation of the appropriate typographic design • Appropriate colour harmony • Choice or creation of appropriate raster or vector images • Appropriate and effective visual effects • Proper hierarchy of content elements • Balanced distribution of text and visual elements • Correct determination of spatial form • Appropriate choice of print medium • Correct determination of types of finishing • Creation of a mood consistent with the visual concept • Appropriate use of software • Observance of rules of composition • Observance of mandate • Demonstration of creativity
5. Create the 3D mockups.	• Proper development of layout grids • Proper development of fold, stamping or cutting lines • Proper arrangement of text and visual elements • Proper and careful assembly of mockups • Appropriate use of software • Observance of rules of composition • Observance of mandate • Demonstration of creativity
6. Present the mockups.	• Choice of appropriate presentation strategy • Proper preparation of presentation document • Proper formulation of arguments • Appropriate self-presentation • Accurate description of the characteristics of the packaging product • Quality of spoken language • Appropriate responses to the client's questions and comments • Appropriate use of presentation tools • Acceptance of criticism
7. Make the corrections requested by the client.	• Corrections consistent with request • Proper saving of files
8. Create the final layouts.	• Adaptation of layouts as requested • Appropriate use of software • Observance of rules of composition • Observance of mandate • Consistency with initial concept • Demonstration of creativity

Coordinating a Graphic Communications Project	Code: 0539

Objective	***Standard***
Statement of the Competency	**Achievement Context**
Coordinate a graphic communications project.	• Given specifications • Working in a team • In collaboration with suppliers • Given reference materials
Elements of the Competency	**Performance Criteria**
1. Analyze the specifications.	• Thorough collection of information • Methodical organization of information • Accurate description of the requirements of the graphic communications project
2. Plan the work.	• Appropriate consultation of resource people • Proper establishment of priorities • Accurate description of the sequence of production activities • Consideration of contingencies and feasibility problems
3. Establish a schedule.	• Appropriate consultation of resource people • Realistic schedule • Appropriate distribution of tasks • Appropriate use of software • Observance of budget
4. Supervise the project.	• Clear explanation of objectives • Proper application of techniques for motivating the production team • Clear instructions to suppliers • Clear and thorough documentation of the steps in the process • Listening and management skills • Appropriate advice • Observance of technical and visual requirements • Respect for others • Observance of deadlines • Observance of budget
5. Write an assessment of the project.	• Production of an accurate evaluation • Appropriate suggestions

Producing Presentation Mockups for Publishing Projects	Code: 053X

Objective	***Standard***
Statement of the Competency	**Achievement Context**
Produce presentation mockups for publishing projects.	• For print documents and visual interfaces • Given a mandate • Given a communication plan, content elements and specifications provided by the client • Using reference materials, presentation tools, font libraries and colour charts • Using image acquisition peripherals, digital cameras or art supplies • Using utility, layout and vector or raster graphics software
Elements of the Competency	**Performance Criteria**
1. Analyze the mandate.	• Accurate analysis of the client's needs, content elements and specifications • Correct determination of the principal printing or electronic distribution requirements
2. Define the visual concept for the publishing project.	• Accurate analysis of existing products • Correct application of idea generation techniques • Varied exploration of visual style • Diverse and clear sketches • Visual concept consistent with the communication plan • Appropriate use of software • Appropriate use of reference materials • Demonstration of creativity
3. Present the visual concept for the publishing project.	• Appropriate choice of sketches to present • Proper preparation of presentation document • Proper formulation of arguments • Appropriate self-presentation • Accurate description of the characteristics of the visual concept • Quality of spoken language • Appropriate responses to the client's questions and comments • Appropriate use of presentation tools • Acceptance of criticism

Producing Presentation Mockups for Publishing Projects	Code: 053X
4. Develop the design of the publishing project.	• Choice or creation of the appropriate typographic design • Appropriate colour harmony • Choice or creation of appropriate raster or vector images • Appropriate and effective visual effects • Proper hierarchy of content elements • Balanced distribution of text and visual elements • Creation of a mood consistent with the visual concept • Appropriate use of software • Observance of rules of composition • Observance of mandate • Demonstration of creativity
5. Create the mockups.	• Correct definition of the parameters of the object or typographic style sheets • Proper development of layout grids • Proper arrangement of text and visual elements • Proper and careful assembly of mockups • Appropriate use of software • Observance of rules of composition • Observance of mandate • Demonstration of creativity
6. Present the mockups.	• Choice of appropriate presentation strategy • Proper preparation of presentation document • Proper formulation of arguments • Appropriate self-presentation • Accurate description of the characteristics of the publishing project • Quality of spoken language • Appropriate responses to the client's questions and comments • Appropriate use of presentation tools • Acceptance of criticism
7. Make the corrections requested by the client.	• Corrections consistent with request • Proper saving of files
8. Create the final layouts.	• Adaptation of layouts as requested • Appropriate use of software • Observance of rules of composition • Observance of mandate • Consistency with initial concept • Demonstration of creativity

Producing Presentation Mockups for Kinetic Design Projects	Code: 053Y

Objective — *Standard*

Statement of the Competency

Produce presentation mockups for kinetic design projects.

Achievement Context

- For visual interfaces
- Given a mandate
- Given a communication plan, content elements and specifications provided by the client
- Using reference materials, presentation tools, font libraries and colour charts
- Using image acquisition peripherals, digital still and video cameras or art supplies
- Using utility, animation and vector or raster graphics software

Elements of the Competency	Performance Criteria
1. Analyze the mandate.	• Accurate analysis of the client's needs, content elements and specifications • Correct determination of the principal electronic distribution requirements
2. Define the visual concept for the kinetic design project.	• Accurate analysis of existing kinetic design products • Correct application of idea generation techniques • Varied exploration of visual style • Proper script development • Diverse and clear sketches • Visual concept consistent with the communication plan • Appropriate use of software • Appropriate use of reference materials • Demonstration of creativity
3. Present the visual concept for the kinetic design project.	• Appropriate choice of sketches to present • Proper preparation of presentation document • Proper formulation of arguments • Appropriate self-presentation • Accurate description of the characteristics of the visual concept • Quality of spoken language • Appropriate responses to the client's questions and comments • Appropriate use of presentation tools • Acceptance of criticism

Producing Presentation Mockups for Kinetic Design Projects	Code: 053Y
4. Develop the design for the kinetic elements.	• Correct determination of duration and rhythm of the elements to animate • Choice or creation of the appropriate typographic design • Appropriate colour harmony • Choice or creation of appropriate raster or vector images • Appropriate and effective visual effects • Balanced distribution of text and visual elements • Creation of a mood consistent with the visual concept • Appropriate use of software • Observance of rules of composition • Observance of mandate • Demonstration of creativity
5. Participate in creating the prototype.	• Proper arrangement and animation of text and visual elements • Appropriate and effective visual effects • Appropriate use of software • Observance of rules of composition • Observance of mandate • Demonstration of creativity

Producing Presentation Mockups for Advertising Campaigns	Code: 053Z

Objective	*Standard*
Statement of the Competency	**Achievement Context**
Produce presentation mockups for advertising campaigns.	• For advertising campaigns such as promotions, or media, corporate, public relations or event-related advertising communications • For print documents and visual interfaces • Given a mandate • Given a communication plan, content elements and specifications provided by the client • Using reference materials, presentation tools, font libraries and colour charts • Using image acquisition peripherals, digital cameras or art supplies • Using utility, layout and vector or raster graphics software
Elements of the Competency	**Performance Criteria**
1. Analyze the mandate.	• Accurate analysis of the client's needs, communication plan, content elements and specifications • Correct determination of the principal printing or electronic distribution requirements
2. Define the visual concept for the advertising campaign.	• Accurate analysis of existing advertising campaigns • Correct application of idea generation techniques • Varied exploration of visual style • Diverse and clear sketches • Visual concept consistent with the communication plan • Appropriate use of software • Appropriate use of reference materials • Demonstration of creativity

Producing Presentation Mockups for Advertising Campaigns	Code: 053Z
3. Present the visual concept for the advertising campaign.	• Appropriate choice of sketches to present • Proper preparation of presentation document • Proper formulation of arguments • Appropriate self-presentation • Accurate description of the characteristics of the visual concept • Quality of spoken language • Appropriate responses to the client's questions and comments • Appropriate use of presentation tools • Acceptance of criticism
4. Develop the design for the different elements of the advertising campaign.	• Choice or creation of the appropriate typographic design • Appropriate colour harmony • Choice or creation of appropriate raster or vector images • Appropriate and effective visual effects • Proper hierarchy of content elements • Balanced distribution of text and visual elements • Creation of a mood consistent with the visual concept • Appropriate use of software • Observance of rules of composition • Observance of mandate • Demonstration of creativity
5. Create the mockups.	• Proper arrangement of text and visual elements • Proper and careful assembly of mockups • Appropriate use of software • Observance of rules of composition • Observance of mandate • Demonstration of creativity
6. Present the mockups.	• Choice of appropriate presentation strategy • Proper preparation of presentation document • Proper formulation of arguments • Appropriate self-presentation • Accurate description of the characteristics of the advertising campaign • Quality of spoken language • Appropriate responses to the client's questions and comments • Appropriate use of presentation tools • Acceptance of criticism
7. Make the corrections requested by the client.	• Corrections consistent with request • Proper saving of files

Producing Presentation Mockups for Advertising Campaigns	Code: 053Z
8. Create the final layouts.	• Adaptation of layouts as requested • Appropriate use of software • Observance of rules of composition • Observance of mandate • Consistency with initial concept • Demonstration of creativity
9. Help write the graphic standards guide.	• Appropriate guidelines regarding the use of the elements of the campaign and the print or electronic distribution methods

Managing a Graphic Design Microbusiness	Code: 053M

Objective	***Standard***
Statement of the Competency	**Achievement Context**
Manage a graphic design microbusiness.	• Given documentation from suppliers, including catalogues, price lists, etc. • Given model contracts, forms and administrative documents • Using software
Elements of the Competency	**Performance Criteria**
1. Organize their workspace.	• Proper establishment of equipment and materials acquisition and replacement plans • Appropriate choice of suppliers • Appropriate ordering of supplies • Observance of budget • Functional and ergonomic organization of physical space • Functional organization of virtual space
2. Produce promotional materials.	• Proper creation of portfolio • Proper creation of Web site, stationery and résumé • Appropriate use of software • Emphasis on personal skills • Demonstration of creativity
3. Seek out business opportunities.	• Accurate analysis of the competition • Correct determination of services to offer • Correct determination of strategies for highlighting achievements • Proper preparation of a list of resource people and potential clients
4. Enter competitions.	• Proper preparation of submissions • Appropriate choice of work to present • Proper preparation of presentation texts • Appropriate self-presentation

Managing a Graphic Design Microbusiness	Code: 053M
5. Prepare a service offer.	• Appropriate consultation of resource people • Correct determination of production parameters • Correct determination of type of supplies • Correct determination of type of personnel and services to outsource • Choice of appropriate suppliers • Realistic determination of production time • Accuracy of calculations • Clear and precise service offer • Use of appropriate technical documentation • Appropriate use of software • Observance of the client's budget • Observance of profit margin
6. Present a service offer.	• Appropriate self-presentation • Quality of language • Clarity of remarks • Demonstration of listening skills and attentiveness • Appropriate responses to questions and comments • Appropriate use of sales techniques • Observance of professional ethics
7. Prepare a contract for the client.	• Use of appropriate model document • Proper adaptation of contract clauses • Inclusion of all appropriate information • Proper spelling and grammar • Observance of professional ethics
8. Provide administrative follow-up to activities.	• Appropriate follow-up of copyrights • Proper management of expenses and income • Proper invoicing of services • Proper preparation of government returns • Appropriate use of software • Observance of professional ethics
9. Plan a personal career path.	• Appropriate research into sources of ongoing training and new developments in the field • Correct and realistic determination of activities for upgrading skills • Demonstration of open-mindedness

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