

**INFORMATION DOCUMENT ON THE PROVISIONS OF
THE *BASIC SCHOOL REGULATION RESPECTING
EDUCATIONAL SERVICES FOR ADULTS*
IN GENERAL EDUCATION**

**September 1995
Update: September 1996**

**Direction de la formation
générale des adultes
Ministère de l'Éducation**

Text

Andrée Racine

Consultant for the Direction de la formation générale des adultes of the ministère de l'Éducation du Québec

Supervision

Claude Girard

Education Development Officer on loan to the Direction de la formation générale des adultes of the ministère de l'Éducation from the Commission scolaire Beauport

Coordination

Alain Mercier

Director of the Direction de la formation générale des adultes of the ministère de l'Éducation

We would like to thank the following persons for their invaluable contribution:

- All those responsible for projects at the Direction de la formation générale des adultes of the ministère de l'Éducation.
- Marc Goulet, coordinator for the organization of general education at the Direction générale des services éducatifs of the ministère de l'Éducation.
- Lucie La Rue, freelance secretary, for wordprocessing and assistance with page layout.

Translation

Services à la communauté anglophone,
Direction de la production en langue anglaise

Foreword

The coming into force on July 1, 1994 of the *Basic school regulation respecting educational services for adults in general education* is a concrete result of the development, maturation and recognition of adult education as a distinct sector. This Basic school regulation may in a sense be considered one of the achievements of Québec's education system, and it reinforces the desire of the state and of the partners involved in adult education to offer services that meet the different needs of Quebecers.

This document provides information on the application of the 50 sections of the *Basic school regulation respecting educational services for adults in general education* so as to demonstrate the various options available. From literacy to Secondary Cycle Two, not to mention the various other educational services offered under the Basic school regulation, numerous options are available to adults to help them fulfil their various roles in society.

This document addresses the concerns of all those involved in adult education, in particular, personnel at the school boards and at the regional offices of the ministère de l'Éducation du Québec (MEQ). Readers will undoubtedly find information that will help them a great deal in understanding, managing and implementing the *Basic school regulation respecting educational services for adults in general education*.

Alain Mercier
Director

TABLE OF CONTENTS

Foreword

List of Tables

Glossary

Introduction

Chapter I: Scope) Section 1	1.1
Chapter II: Nature and Objectives of Educational Services	2.1
Division I: Educational Services) Section 2	2.1
Division II: Learning Services) Section 3	3.1
Division II: Learning Services) Section 4	4.1
Division II: Learning Services) Section 5	5.1
Division II: Learning Services) Section 6	6.1
Division II: Learning Services) Section 7	7.1
Division II: Learning Services) Section 8	8.1
Division II: Learning Services) Section 9	9.1
Division II: Learning Services) Section 10	10.1
Division II: Learning Services) Section 11	11.1
Division II: Learning Services) Section 12	12.1
Division II: Learning Services) Section 13	13.1
Division II: Learning Services) Section 14	14.1
Division II: Learning Services) Section 15	15.1
Division II: Learning Services) Section 16	16.1
Division II: Learning Services) Section 17	17.1
Division II: Learning Services) Section 18	18.1

Division II: Learning Services) Section 19	19.1
Division II: Learning Services) Section 20	20.1
Division III: Student Services) Sections 21, 22, 23	21, 22, 23.1
Division IV: Popular Education Services) Sections 24, 25, 26	24, 25, 26.1
 Chapter III: Admission and Enrollment) Sections 27, 28, 29, 30, 31	 27, 28, 29, 30, 31.1
 Chapter IV: Learning Services Provided Free of Charge) Section 32	 32.1
 Chapter V: Organizational Framework for Learning Services	 33.1
Division I: Cycles of Instruction at the Secondary Level) Section 33	33.1
Division II: Learning Phases) Section 34	34.1
Division II: Learning Phases) Section 35	35.1
Division II: Learning Phases) Section 36	36.1
Division II: Learning Phases) Section 37	37.1
Division III: Prescribed Time and School Calendar) Section 38	38.1
Division III: Prescribed Time and School Calendar) Section 39	39.1
Division IV: Textbooks and Instructional Material) Section 40	40.1
 Chapter VI: Evaluation of Learning Achievement and Certification of Prior Learning	 41.1
Division I: Objectives) Section 41	41.1
Division I: Objectives) Section 42	42.1
Division II: Certification) Section 43	43.1
Division II: Certification) Section 44	44.1
Division II: Certification) Section 45	45.1
Division II: Certification) Section 46	46.1
Division II: Certification) Section 47	47.1

Chapter VII: Miscellaneous Provisions) Section 48	48.1
Miscellaneous Provisions) Section 49	49.1
Miscellaneous Provisions) Section 50	50.1

Appendix A: Schedule for the Implementation of New Programs of Study and New Courses in Certain Instructional Services

Appendix B: *Information Sheets on Instructional Services and Subjects*

Anglais, langue seconde	B - 1.1
Biology	B - 2.1
Chemistry	B - 3.1
Economics	B - 4.1
English Language Arts	B - 5.1
Foreign Languages	B - 6.1
Français, langue d'enseignement	B - 7.1
Francization Services	B - 8.1
French, Second Language	B - 9.1
Geography	B - 10.1
History	B - 11.1
Literacy Services	B - 12.1
Mathematics	B - 13.1
Microcomputing	B - 14.1
Orientation Services	B - 15.1
Personal and Social Development	B - 16.1
Physical Sciences	B - 17.1
Physics	B - 18.1
Social Integration Services	B - 19.1
Social Studies and Civics	B - 20.1
Sociovocational Integration Services	B - 21.1

Appendix C: *List of Courses and Documents Published for Instructional Services and Subjects*

Anglais, langue seconde	C - 1.1
Arts	C - 2.1
Biology	C - 3.1
Chemistry	C - 4.1
Cree	C - 5.1
Economics	C - 6.1
English Language Arts	C - 7.1
Foreign Languages	C - 8.1
Français, langue d'enseignement	C - 9.1
Francization Services	C - 10.1
French, Second Language	C - 11.1
General	C - 12.1
Geography	C - 13.1
History	C - 14.1
Inuktitut, Language of Instruction	C - 15.1
Literacy Services	C - 16.1
Mathematics	C - 17.1
Microcomputing	C - 18.1
Orientation Services	C - 19.1
Personal and Social Development	C - 20.1
Physical Education	C - 21.1
Physical Sciences	C - 22.1
Physics	C - 23.1
Postsecondary Education Preparation Services	C - 24.1
Social Integration Services	C - 25.1
Social Studies and Civics	C - 26.1
Sociovocational Integration Services	C - 27.1
Vocational Education Preparation Services	C - 28.1

Appendix D: *Partial List of Administrative Documents Published by the MEQ*

Appendix E: *List of Adult Education Resource Persons at the Regional Offices of the MEQ*

Appendix F: *Example of the notice of update of the Information Document on the Provisions of the Basic school regulation respecting educational services for adults in general education*

Bibliography

Index

LIST OF TABLES

	Glossary	Glossary - 2
Table 1	Services Provided for in the <i>Basic school regulation respecting educational services for adults in general education</i>	iv
Table 2	Extract of Table 1: Services Provided for in the <i>Basic school regulation respecting educational services for adults in general education</i>	2.2
Table 3	Extract of Table 1: Services Provided for in the <i>Basic school regulation respecting educational services for adults in general education</i>	5.2
Table 4	Extract of Table 1: Services Provided for in the <i>Basic school regulation respecting educational services for adults in general education</i>	6.2
Table 5	Extract of Table 1: Services Provided for in the <i>Basic school regulation respecting educational services for adults in general education</i>	7.2
Table 6	Comparison of Support Services and Student Services	7.4
Table 7	Reception Process	19.4
Table 8	Synthesis of Elements of the Reception Process	19.5
Table 9	Extract of Table 1: Services Provided for in the <i>Basic school regulation respecting educational services for adults in general education</i>	33.2
Table 10	Extract of Table 1: Services Provided for in the <i>Basic school regulation respecting educational services for adults in general education</i>	34.3
Table 11	Synthesis of General Terms Used in Programs of Study for Instructional Services and Subjects	36.1
Table 12	Summary of Definitions Related to Programs of Study for Instructional Services and Subjects	36.2

Glossary

This glossary includes the vocabulary most frequently used in adult education, as well as key terms from the Basic school regulation and consequently, this information document. It is not, however, an exhaustive list of terms used in education. The glossary is presented in table form: the first column indicates the term; the second, the definition, taken from various sources or determined by the Direction de la formation générale des adultes (DFGA); the third column includes comments that, where applicable, further illustrate the implementation of the Basic school regulation in adult education centres. The following sources have been used:

Legendre, Ronald. *Dictionnaire actuel de l'éducation*. Montréal: Guérin, 1993.

Québec. *Education Act* (R.S.Q., c. I-13.3), sections 97, 459, 472 and 475 (amended June 1996).

Québec. *Basic school regulation respecting educational services for adults in general education*. Excerpt from the *Gazette officielle du Québec*, Order in Council 732-94, 18 May 1994 (1994) G.O., p. 2064.

Québec. Ministère de l'Éducation. *Vocabulaire de l'éducation*. 2nd revised edition. Québec: Les Publications du Québec, 1990.

Québec. Ministère de l'Éducation, Direction de la formation générale des adultes, Service de l'évaluation. *Vocabulaire relatif à l'évaluation des apprentissages*. 1993 (unpublished document).

Various administrative documents of the MEQ have also been used, such as *General Education for Adults, 1996-97 Directives*, the *Règles budgétaires pour l'année scolaire 1996-1997*, and so forth. Full references are included in the bibliography.

GLOSSARY		
Term	Definition	Comments
Ability	The sum of knowledge, skills and attitudes. (Basic school regulation, s. 4)	
Admission	An administrative procedure according to which an educational institution authorizes a person who satisfies certain conditions to enroll in a program or course. (<i>Vocabulaire de l'éducation</i> , p. 31, no. 6. This is a free translation.)	
Adult education centre	An educational establishment whose objective is to provide education to students enrolled in adult education. A further object of the centre is to contribute to the social and cultural development of the community. The centre shall carry out its mission in accordance with the provisions applicable to the centre. (<i>Education Act</i> , s. 97.)	An educational establishment whose objectives are to provide education to students enrolled in adult education and to contribute to the social and cultural development of the community. The centre shall carry out its mission in accordance with the provisions applicable to the centre.
Adult education guide	A document for teachers designed to complement a program of study in order to facilitate comprehension of the program, to promote its implementation, and to give rise to innovations in adult education. (DFGA)	
Adult sector	Educational facilities and activities for adults. (DFGA)	

GLOSSARY		
Term	Definition	Comments
Andragogy	The science and practice dealing with educational activities for adults whose general education has been of short duration. (<i>Vocabulaire de l'éducation</i> , p. 36, no. 15. This is a free translation.)	The science and practice dealing with educational activities for adults, both in school and related environments (e.g. community, workplace). The learning processes and the content of the training are a function of the adult's development and of the elements that characterize him or her, as well as of the social, family, economic, occupational and personal situation of the adult.
Attitude	A state of mind (e.g. feeling, perception, idea, conviction, emotion) or internal disposition acquired by an individual with respect to himself or herself or to any external element of his or her environment (e.g. person, thing, situation, ideology, means of expression) that encourages a favourable or unfavourable way of being or behaving. (<i>Dictionnaire actuel de l'éducation</i> , p. 112. This is a free translation.)	A way of being in the different social, family, political, occupational, economic and cultural roles played by the adult.
Budgetary rules	A document in which the Minister of Education establishes annually, after approval by the Conseil du trésor, the amount of operating expenses, capital expenditures and debt service expenses allowable for the purpose of subsidies to be allocated to school boards . . . In the budgetary rules, the Minister must also provide for the payment of an equalization grant to school boards. (<i>Règles budgétaires pour l'année 1995-1996</i> . This is a free translation.)	

GLOSSARY		
Term	Definition	Comments
Compulsory subject	A subject that an adult must have successfully completed in order to meet the requirements for the path he or she has selected. (DFGA)	
Continuing education	Educational plan based on acquiring, increasing or updating knowledge, and intended for individuals who have already left school. (<i>Vocabulaire de l'éducation</i> , p. 131, no. 156. This is a free translation.)	Any education based on acquiring, increasing or updating knowledge and intended for individuals who have already left school. Continuing education makes it possible for adults to reach a higher level of formal education, or to acquire knowledge or abilities of different types.
Course	A set of learning activities for which a number of credits is assigned. (Basic school regulation, s. 36)	
Credit	A unit used to express the value of each component (e.g. course, practicum, research project) of a program of study by attributing to these components, by virtue of an agreement, a certain number of marks that may be accumulated until the marks total the number required for the awarding of a diploma. (<i>Vocabulaire de l'éducation</i> , p. 201, no. 273. This is a free translation.)	A unit used to express the value of each component of a program of study by attributing to these components, by virtue of an agreement, a certain number of marks that may be accumulated until the marks total the number required for the awarding of a diploma.
Directives	A document published each year in which "the Minister of Education shall, in particular, establish the manner in which the provisions of the basic school regulations are applied." (<i>General Education for Adults, 1995-1996 Directives</i> , p. 1, section 1.)	

GLOSSARY		
Term	Definition	Comments
Discipline	A branch of knowledge that may be the object of teaching. (<i>Vocabulaire de l'éducation</i> , p. 90, no. 95. This is a free translation.)	A branch of knowledge that may be the object of teaching and learning. The discipline is related to the subject area.
Evaluation	An activity consisting in giving a value to the results of a measurement by relating these results to a criteria or a standard. (<i>Vocabulaire de l'éducation</i> , p. 124, no. 143. This is a free translation.)	
Evaluation guide	A document that specifies the orientations and concepts related to formative or summative evaluation within a particular context. (<i>Vocabulaire relatif à l'évaluation des apprentissages</i> , p. 15. This is a free translation.)	
Evaluation of learning	Assessment of a student's knowledge, skills or aptitudes in order to determine to what extent educational objectives have been attained. (<i>Vocabulaire de l'éducation</i> , p. 125, no. 146. This is a free translation.)	Assessment of an adult's knowledge, skills or aptitudes in order to determine to what extent educational objectives have been attained.
Exception	The act of allowing a rule to be applied in part, differently or not at all. (DFGA)	
Formative evaluation	Evaluation that takes place during learning in order to inform the student and the teacher of the degree to which the student masters the content so that measures may be taken, if applicable, to ensure continued progress. (<i>Vocabulaire de l'éducation</i> , p. 126, no. 148. This is a free translation.)	Evaluation that takes place during learning in order to inform the adult and the teacher of the degree to which the adult masters the content so that measures may be taken, if applicable, to ensure continued progress.

GLOSSARY		
Term	Definition	Comments
Independent learning	Being one's own educator and planning one's own learning. (<i>Dictionnaire actuel de l'éducation</i> , p. 117. This is a free translation.)	A training process in which the adult is the primary agent, while benefiting from outside support, such as a tutor or instructional material.
Knowledge	The facts, information, concepts, data and principles that one acquires through study, observation and experience . . . (<i>Dictionnaire actuel de l'éducation</i> , p. 240. This is a free translation.)	
Learning	An activity or set of activities that make it possible for a person to acquire or increase knowledge or develop aptitudes. (<i>Vocabulaire de l'éducation</i> , p. 41, no. 22. This is a free translation.)	
Learning guide	A document for adult students that comprises activities and exercises related to a program of study. (DFGA)	
Learning phase	The sequential grouping of certain services provided for in the Basic school regulation leading to a Secondary School Diploma (SSD). These services consist of literacy services, presecondary education services, Secondary Cycle One education services and Secondary Cycle Two education services. (DFGA)	

GLOSSARY		
Term	Definition	Comments
Learning plan	The intentions specific to each adult that result from the adult's personal, family, social, economic, occupational and cultural situation as well as from the adult's aptitudes and interests. These intentions are related to the different life cycles that individuals go through and to the intrinsic and extrinsic factors associated with these cycles. These intentions make it possible for adults to map out a route involving different paths, one of which may be adult education. (DFGA)	
Learning profile	The "technical" components of a training process. (DFGA)	
Lifelong education	Adult education project whose goal is to ensure, at all stages in life, the education and development of the individual, by making it possible for him or her to acquire the knowledge, skills and behaviours, or to develop the aptitudes (e.g. intellectual, manual) to meet his or her educational, social or cultural aspirations. (<i>Vocabulaire de l'éducation</i> , p. 102, no. 117. This is a free translation.)	
Optional subject	A subject that can be chosen from a number of different subjects offered, depending on the individual's interests and prior learning. (<i>Dictionnaire actuel de l'éducation</i> , p. 820. This is a free translation.)	

GLOSSARY		
Term	Definition	Comments
Program of study	A structured set of objectives, learning components or instructional activities that constitute teaching. (<i>Vocabulaire de l'éducation</i> , p. 173, no. 227. This is a free translation.)	The orientations, aims and goals as well as course objectives for a given instructional service or subject.
Skill	Mastery of a physical or intellectual activity. (<i>Vocabulaire de l'éducation</i> , p. 137, no. 168. This is a free translation.)	
Subject	Part of a discipline, defined by a program of study, that is taught in an educational institution. (<i>Vocabulaire de l'éducation</i> , p. 150, no. 190. This is a free translation.)	A set of courses in a given subject area that takes the form of a program of study.
Subject area	A branch of knowledge that may be the object of teaching and learning. The subject area is related to the concept of discipline. (DFGA)	
Summative evaluation	Evaluation that takes place at the end of a cycle, program of study or following experiential learning in order to determine the degree to which the student has acquired knowledge or skills so that a decision may be made regarding various aspects, including promotion to another grade level, certification of studies and recognition of experiential learning. (<i>Vocabulaire de l'éducation</i> , p. 127, no. 149. This is a free translation.)	Evaluation that takes place at the end of a course, learning phase, program of study or following experiential learning in order to determine the degree to which the adult has acquired knowledge or skills so that a decision may be made regarding various aspects, including promotion to another grade level, certification of studies, and recognition of scholastic and experiential learning.

GLOSSARY		
Term	Definition	Comments
Teaching	An activity aimed at transmitting theoretical or practical knowledge, developing or acquiring abilities or skills, or developing aptitudes. (<i>Vocabulaire de l'éducation</i> , p. 113, no. 129. This is a free translation.)	An activity aimed at transmitting theoretical or practical knowledge, developing or acquiring abilities or skills, or developing aptitudes within the context of adult education.
Teaching/learning	The dialectic between teaching and learning, and therefore, between the teacher and the adult. (DFGA)	
Training process	The progress of an adult within the teaching/learning framework and designed to help carry out a personal learning plan. (DFGA)	
Trial basis	The period preceding the optional implementation of a program of study in a limited number of school boards. (DFGA)	
Youth sector	Educational facilities and activities for youths. (DFGA)	

Introduction

This document is primarily based on the *Document sur les modalités du régime pédagogique applicable aux services éducatifs pour les adultes en formation générale*,¹ published in the fall of 1994; however, the two documents have been organized differently. Although most of the information included is the same in both, it was believed necessary to design a version that more closely resembles the Basic school regulation. Thus, in this document, each section of the Regulation has been reproduced and the information pertaining to each section included. In this way readers have all the information regarding the procedures for implementing the Regulation as well as an overall picture.

The following details will help the reader use this document effectively:

- The document is paginated using the number of each section and a decimal for each of the subsequent pages in a given section (e.g. 1.1). This type of pagination will facilitate the insertion of updates to the document, which will be published periodically.
- Depending on the content of the section, three types of information may be included:
 - themes pertaining to the section in question, identified by 
 - additional information, identified by 
 - important organizational elements, identified by 
- Table 1 shows the educational services provided for in the Basic school regulation. However, each time a section introduces one or more educational services, an extract of the table is reproduced: services appearing for the first time are shown on a white background, and thereafter appear in grey shading; when a service has not yet been introduced, no text appears in the grey-shaded box.

¹ Québec, ministère de l'Éducation, Direction de la formation générale des adultes, *Document sur les modalités du régime pédagogique applicable aux services éducatifs pour les adultes en formation générale* (Québec: 1994).

- A glossary at the beginning of the document provides definitions of the main terms used in this document and in adult education in general.
- A bibliography lists the reference works mentioned in this document as well as publications that provide more information on the topics covered.
- Appendix A presents a schedule for the implementation of new programs of study and new courses in certain instructional services.
- Appendix B consists of the document *Information Sheets on Instructional Services and Subjects*. Some of the content in the *Information Sheets* is similar to that of this document, but since *Information Sheets* is intended to stand alone, this repetition was unavoidable.
- Appendix C comprises the alphanumeric SAGE codes, the list of documents published by the DFGA or other sources, as well as definitions of the domain for each subject and information sheets on instructional services.
- Appendix D contains the document *Partial List of Administrative Documents Published by the MEQ* pertaining to the *Basic school regulation respecting educational services for adults in general education*.
- Appendix E consists of the *List of Adult Education Resource Persons at the Regional Offices of the MEQ*.
- The MEQ updates this information document regularly. Appendix F provides an example of the notice for an update that is sent to school boards.
- This document contains an index that allows readers to quickly locate all aspects of a subject.

Lastly, it is important to make a distinction between the prescriptive nature of the Basic school regulation and the informative nature of this document. This document is not prescriptive, except for the extracts from the Basic school regulation, as stipulated in the *Education Act*.² The leeway of the school boards in their educational mission has been taken into consideration in the implementation procedures presented in this document.

² *Education Act* (R.S.Q., c. I-13.3), amended 1996.

FOR ANY ADDITIONAL INFORMATION CONCERNING THE APPLICATION OF THE *BASIC SCHOOL REGULATION RESPECTING EDUCATIONAL SERVICES FOR ADULTS IN GENERAL EDUCATION*, PLEASE CONTACT THE ADULT EDUCATION RESOURCE PERSON AT YOUR REGIONAL OFFICE. RELEVANT ADDRESSES AND TELEPHONE NUMBERS ARE LISTED IN APPENDIX E OF THIS DOCUMENT.

Table 1 shows the educational services provided for in the Basic school regulation, making it possible for readers to get an idea of its various components. Each component is then dealt with section by section.

Table 1
Services Provided for in the *Basic school regulation*
respecting educational services for adults in general education

The French version of this table is located in the file TABLEAU1.PVI because it requires more print memory than is available with most printers generally used. Should you have problems printing the table, please contact the DFGA to obtain a paper copy of it. You may also consult the English version of the table included in the previous version of this document.

Section 1

This Regulation governs the educational services offered to adults in general education, specifically, to persons no longer subject to compulsory school attendance and enrolled in an adult education centre.

Status of Adult

- In adult education, any person who is 16 years old on the 30th of June preceding his or her admission is considered an adult.

Accessibility

- Any person 16 years old or over and residing in Québec is eligible for educational services. Contrary to the youth sector, no exceptions may be granted with regard to accessibility to the adult sector.

Admission and Enrollment

- Admission and enrollment take place in accordance with the procedures prescribed in Chapter III of the Basic school regulation.

Section 2

The educational services offered to adults in general education include learning services, student services and popular education services.

The purpose of those services is to

- (1) enable an adult to increase his autonomy;
- (2) help an adult integrate into society and the working world;
- (3) help an adult enter, remain in or return to the labour market;
- (4) enable an adult to contribute to the economic, social and cultural development of his community; and
- (5) enable an adult to acquire learning that is certified by the Minister.

Breakdown of Educational Services

- Table 2 is an extract of Table 1: Services Provided for in the *Basic school regulation respecting educational services for adults in general education* and presents the services covered under section 2.

Note: The general table of educational services corresponds to Table 1 in this document. However, each time a new service is presented in the section, the table is reproduced, with that service appearing against a white background in the appropriate box the first time and against a grey background subsequently.

Table 2
Extract of Table 1: Services Provided for in the *Basic school regulation*
respecting educational services for adults in general education

The French version of this table is located in the file TABLEAU2.P2 because it requires more print memory than is available with most printers generally used. Should you have problems printing the table, please contact the DFGA to obtain a paper copy of it. You may also consult the English version of the table included in the previous version of this document.



Distinctive Features of Adult Education

Andragogy

As can be observed in section 2 of the Basic school regulation, educational services include objectives that are directly drawn from the andragogical principles that characterize adult education. Thus, the explanations that follow refer to the main definitions related to andragogy, the science of adult education, and its components.

Andragogy may be defined as:

The science and practice dealing with educational activities for adults, both in school and related environments (e.g. community, workplace). The learning processes and the content of the training are a function of the adult's development and of the elements that characterize him or her, as well as of the social, family, economic, occupational and personal situation of the adult.

Andragogy, the basic concept in adult education, gives rise to andragogical characteristics as well as the andragogical approach itself.

Andragogical characteristics

The four main andragogical characteristics listed below make it possible for adults' training processes to be determined in terms of their situation, and therefore, of their learning plan, which is covered under section 8:

- **Sense of self:** adults see themselves positively or negatively, realistically or unrealistically. They meet their needs and make their own decisions; they want to be respected for who they are.
- **Notion of time:** adults perceive time in the here and now. They want to apply their knowledge now to problems that they must resolve and to projects that they wish to undertake; time is short.
- **Motivation:** Adults have roles, responsibilities and tasks resulting from different needs. They also experience daily situations that may be unsatisfactory and that they wish to change—situations contributing to their motivation to learn. However, people who are obliged for various reasons to enroll in training activities are not always motivated; this has been increasingly evident for some years in adult education.
- **Experience:** Adults have acquired a wealth of varied experiences, positive and negative. The type of experiences affects the adults' motivation and their attitude towards learning.

The preceding characteristics will be developed to varying degrees in each adult throughout the training process.

The increasing number of young adults in adult education over the past years has meant that the characteristics described above must be qualified when working with this clientele because the responsibilities, rights and obligations of citizens, the notion of time and motivation are often still being developed and assimilated by young people.

Andragogical approach

The andragogical approach easily demonstrates the options available to adults, depending of course on their specific situations. The approach may be defined as follows:

An approach now largely recognized from a scientific standpoint comprising support to an adult throughout his or her training. This approach takes into account the needs, interests, aptitudes, experience, objectives, motivation and autonomy of the adult. The andragogical approach has an impact on structure and organization as well as on training and learning.

The andragogical approach, centred on adults, and therefore on their needs, expectations and objectives, will help them to:

- set their priorities;
- develop occupational objectives based on their limitations, abilities and the socio-economic context, as well as to make the required compromises and choices;
- become aware of their personal, educational and occupational achievements and use them to their full advantage;
- gain a better understanding of themselves in terms of their current and future employment opportunities as well as of their social and cultural roles;³
- acquire means to maintain and increase their motivation;
- assume responsibility for their training process;
- better organize their time;
- sharpen their critical thinking and use it in their daily lives;
- express their opinions;
- make connections among elements learned and use what they have learned in various situations;
- transfer their knowledge, abilities and skills from one area of their life to another.

³ Québec, ministère de l'Éducation and ministère de la Main-d'oeuvre, de la Sécurité du revenu et de la Formation professionnelle, *Qui, Quoi, Où, Quand, Comment? Rattrapage scolaire, Alphabétisation et formation générale* (Québec: 1993, unpublished document), p. 11-12.

Parameters for Defining and Implementing Educational Services

In accordance with the *Education Act*, the MEQ is responsible for defining the nature and objectives of educational services for adults and for the quality of the services offered.⁴ The DFGA believes it is important to specify how this mandate translates into the learning phases and educational services, both in terms of defining the components as well as of producing the related material.

In adult education, the definition of educational services is directly related to the andragogical approach, which is becoming increasingly better described by researchers and experts in this field, such as Kidd, Knowles, Bernard and Dufresne-Tassé. In fact, these specialists agree on the elements and main themes that play a role in the development and implementation of adult education services, and they have outlined a model that is related to andragogy as a science and as a field of practice and that is part of education as a whole. This model is used by the MEQ in its developments and initiatives in adult education. These elements and themes go beyond the formulation of program objectives and are based on the following principles:

- **Elements**

- **The adult**

- The growth and development of the adult is the cornerstone of the andragogical approach. The adult is the first and main resource in the learning situation. This person has the basic right to participate in all phases of learning so that he or she becomes the key resource.

- **The teacher**

- Teachers in adult education must play a variety of roles (e.g. specialist, guide, facilitator, evaluator, agent of change), in addition to organizing educational activities focused on the adult. This situation therefore requires that teachers adopt specific attitudes.

⁴ *Education Act*, section 448.

- **The group**

Adult education is organized in such a way that the group has its share of the responsibility, meaning that members may become resources for each other. Teaching is thus not considered the exclusive domain of the teacher, but rather a sharing of experiences and knowledge among members of the group of adults as well as a dialectic between the teacher and the adult.

- **The environment**

The environment must encourage educational activities by means of a good social and emotional atmosphere, content that is in keeping with the real world, suitable material, and facilities that take into account all age groups in adult education.

- **Themes**

The services offered to adults must be developed and implemented in relation to certain themes:

- taking into account the adult's ability to grow;
- respecting the adult's rhythm, style, learning method, interests and needs;
- recognizing the group and the environment as important factors in teaching and learning;
- the adult's participation in all learning phases and decision making;
- the need to modify the teacher's roles in a situation of change in order to adapt to the current realities.

In defining the nature of educational services and their goals, the MEQ has produced various documents. These documents propose not only objectives, but also guidelines for implementing the andragogical approach with a view to supporting teachers in their various roles as adult educators.

These elements and themes are integrated into each learning phase and each educational service provided for in the Basic school regulation and this is reflected in the different models and approaches as well as in the variety of formulas and teaching and learning methods proposed.

Section 3

Learning services are related to the acquisition, evaluation and certification of the abilities and learning covered by the programs of study offered to an adult.
Those services are also related to pedagogical support and the educational environment in which an adult acquires learning, from his enrollment to the completion of his studies.

Continuous Intake and Variable School Leaving

Access to adult education has been organized such that the needs of those wishing to enroll may be taken into account. Thus, continuous intake allows adults to enroll at different times of the year (which vary according to school board); variable school leaving makes it possible for adults to complete, interrupt or even leave their studies at any time in order to meet other obligations.

It should be noted, however, that certain employability programs run by other parties involved in education impose certain restrictions on adults and school boards in terms of enrolling in and leaving school.

Pedagogical Support

Pedagogical support refers to all the services that fall under support services.

Educational Environment

The educational environment is closely tied to all the elements making up an adult's training process. One of the ways this environment is reflected is through the implementation of support services and student services.



Teaching/learning approach

With the andragogical approach, the educational activity focuses on learning, while at the same time creating a dialectic between learning and teaching, and consequently, between the adult and the teacher. All systematic learning situations are organized by taking into account the drive and internal resources of the adult, as well as his or her initiative and sense of responsibility. The adult's interests and needs are first determined, and then respected in the implementation of the educational activity. This is why in adult education reference is often made to teaching/learning.

Section 4

The purpose of **learning services** is to

- (1) develop an adult's abilities, specifically, the knowledge, skills and attitudes required to assume his various social, economic, political and cultural roles; and
- (2) develop an adult's abilities in disciplines that make it possible for him to pursue his studies.

Ability

The definition of the term "ability" is an integral part of section 4.

Section 5

Learning services include instructional services and support services.

Breakdown of Learning Services

Table 3 consists of an extract of Table 1: Services Provided for in the *Basic school regulation respecting educational services for adults in general education* and presents the services covered under section 5.

Note: The general table of educational services corresponds to Table 1 in this document. However, each time a new service is presented in the section, the table is reproduced, with that service appearing against a white background in the appropriate box the first time and against a grey background subsequently.

Table 3
Extract of Table 1: Services Provided for in the *Basic school regulation*
respecting educational services for adults in general education

The French version of this table is located in the file TABLEAU3.P5 because it requires more print memory than is available with most printers generally used. Should you have problems printing the table, please contact the DFGA to obtain a paper copy of it. You may also consult the English version of the table included in the previous version of this document.

Information Sheets on Instructional Services and Subjects

The MEQ publishes two sets of information sheets on each instructional service and each compulsory and optional subject and, consequently, on the programs of study related to each of these services and subjects. These sheets include the codes of documents published by the DFGA and other sources, as well as the codes for the definitions of the domain. The document entitled *Information Sheets on Instructional Services and Subjects*⁵ and the *List of Courses and Documents Published for Instructional Services and Subjects*⁶ are periodically updated and sent to the school boards. They are included in Appendices B and C.

Instructional Services

Part of learning services, which in turn fall under the broader category of educational services, instructional services include different services and learning phases. They are offered to adults, according to their needs, and allow them to obtain a Secondary School Diploma (SSD) or acquire the abilities necessary to carry out any type of learning plan.

⁵ Québec, ministère de l'Éducation, Direction de la formation générale des adultes, *Information Sheets on Instructional Services and Subjects*, 1996 (unpublished as yet).

⁶ Québec, ministère de l'Éducation, Direction de la formation générale des adultes, *List of Courses and Documents Published for Instructional Services and Subjects*, 1996 (unpublished as yet).

Support Services

Support services fall under the same range of services as instructional services. Their aim is to offer adults different options with a view to supporting their training process.

Section 6

The purpose of **instructional services** is to help an adult acquire the theoretical or practical knowledge required to attain his learning objectives. Those services include

- (1) orientation services;
- (2) francization services;
- (3) social integration services;
- (4) literacy services;
- (5) presecondary education services;
- (6) Secondary Cycle One education services;
- (7) Secondary Cycle Two education services;
- (8) sociovocational integration services;
- (9) vocational education preparation services; and
- (10) postsecondary education preparation services.

Breakdown of Instructional Services

Table 4 consists of an extract of Table 1: Services Provided for in the *Basic school regulation respecting educational services for adults in general education* and presents the services covered under section 6.

Note: The general table of educational services corresponds to Table 1 in this document. However, each time a new service is presented in the section, the table is reproduced, with that service appearing against a white background in the appropriate box the first time and against a grey background subsequently.

Table 4
Extract of Table 1: Services Provided for in the *Basic school regulation*
respecting educational services for adults in general education

The French version of this table is located in the file TABLEAU4.P6 because it requires more print memory than is available with most printers generally used. Should you have problems printing the table, please contact the DFGA to obtain a paper copy of it. You may also consult the English version of the table included in the previous version of this document.

Options

Even though many adults work towards a Secondary School Diploma (SSD), the SSD is not the only outcome of a learning plan. Table 4 illustrates the three options available to adults, depending on the path they choose: postsecondary education, vocational and technical education, and life in society.

The choice of path will depend on the adult's needs, situation and opportunities. For example, allophone adults wishing to learn French will enroll in a francization program. This will enable them to undertake or to continue studies in one of the instructional services provided for in the Basic school regulation and to work towards one of the options or to pursue activities outside the adult education system, still in accordance with the option most suited to them.

Section 7

The purpose of **support services** is to assist an adult in his progress at school. Those services include

- (1) assistance services for persons taking an independent course of study;
- (2) enrollment and assistance services; and
- (3) pedagogical support services.

Breakdown of Support Services

Table 5 consists of an extract of Table 1: Services Provided for in the *Basic school regulation respecting educational services for adults in general education* and presents the services covered under section 7.

Note: The general table of educational services corresponds to Table 1 in this document. However, each time a new service is presented in the section, the table is reproduced, with that service appearing against a white background in the appropriate box the first time and against a grey background subsequently.

Table 5
Extract of Table 1: Services Provided for in the *Basic school regulation*
respecting educational services for adults in general education

The French version of this table is located in the file TABLEAU5.P7 because it requires more print memory than is available with most printers generally used. Should you have problems printing the table, please contact the DFGA to obtain a paper copy of it. You may also consult the English version of the table included in the previous version of this document.



Background information on support services

In the past, support services have been given several names and definitions. From student services to counselling services, the content has varied, but the objective has remained the same: support for the adult. It is with this objective in mind that the term *support services* was used in the Basic school regulation.

These services have become better defined over the years. First associated with popular education and based on personal and group assistance, these services were later integrated into general education, when general education was expanded and the services were adapted to meet the needs of adults in general education. In fact, enrollments in general education rose following, among other things, the establishment of a budget at the beginning of the 1980s, and the services offered were modified. New needs, more numerous and varied, resulted from this rise in enrollments. Each school board developed, according to its situation and resources, a range of services designed to support adults on an educational, social and personal level in order to provide them with the conditions most likely to ensure success in their training process.

Work on the Basic school regulation further supported these efforts. Based on the school boards' experiences, an orientation statement regarding support services⁷ (then called counselling services) enabled two types of services to be distinguished: support services and student services (see sections 18, 19, 20, 21, 22, 23).

⁷ Québec, ministère de l'Éducation, Direction de la formation générale des adultes, *Énoncé d'orientation pour l'offre des services de conseillanc* (document de travail) (Québec: 1993).

Distinction between Support Services and Student Services

As previously mentioned, support services are a component of learning services, which in turn fall under the category of educational services. Educational services also include student services (see sections 21, 22 and 23). To better understand this distinction, see the respective definitions of these services as well as Table 6.

Table 6

COMPARISON OF SUPPORT SERVICES AND STUDENT SERVICES		
	SUPPORT SERVICES	STUDENT SERVICES
OBJECTIVES	These services centre on <u>pedagogical support specific to adults</u> .	These services centre on the <u>living conditions</u> that affect the adults' learning.
COMPONENTS	These services are provided for in the Basic school regulation and are divided into three sections.	These services are based on the situations and needs of adults and school boards, as well as on the boards' resources or on external resources. That is why each school board <u>determines which services it will offer</u> .
FINANCING	These services are offered <u>free of charge</u> to adults in accordance with Chapter IV of the Basic school regulation "Learning Services Provided Free of Charge."	These services <u>are not necessarily free of charge</u> . It is up to each school board to decide, depending on its resources.

Section 8

Orientation services, which are an extension of enrollment and referral services, are designed to enable an adult, from his application for admission to the completion of his studies:

- (1) to prepare his learning profile through an evaluation of his knowledge and skills, taking into account his personal goals and learning plan;
- (2) to establish his social and vocational integration plan;
- (3) to become initiated to adult education; and
- (4) to analyse his motivation towards school.

Guiding Principles for Orientation Services

Orientation services currently:

- promote a knowledge and integration of all the components of an adult education centre in order to make it possible for adults to undertake and pursue studies by taking full advantage of the opportunities available;
- focus on adults, their learning plan, their needs and their situations by making them aware of all the means at their disposal for successfully completing their training process;
- enable adults to carry out their learning plan by designing their learning profile with them.

Target Clientele of Orientation Services

Orientation services are designed for all adults, regardless of the learning phase or the instructional service in which they wish to enroll. Orientation services are also intended for adults who, throughout their training process, need to reclarify their learning plan (and consequently their learning profile) or obtain pedagogical support specific to adults.

Personnel Required for Orientation Services

As for all instructional services, teachers are needed to provide orientation services to adults. However, as much as possible, a permanent, multidisciplinary team should be set up. Ideally, this team should include an adult education counsellor, a set group of teachers, and various other professionals, depending on the content.

Funding Schedules for Orientation Services

Funding schedules (ratio) for orientation services are presented in the annual budgetary rules.

Learning Plan

The learning plan corresponds to the experiences, expectations, concerns, needs and objectives of an adult returning to school, and it precedes the learning profile. It may be developed at different times and in relation to different services, such as reception and referral services, enrollment and assistance services and support services. Thus, a learning plan may be defined as follows:

The intentions specific to each adult that result from the adult's personal, family, social, economic, occupational and cultural situation as well as from the adult's aptitudes and interests. These intentions are related to the different life cycles that individuals go through and to the intrinsic and extrinsic factors associated with these cycles. These intentions make it possible for adults to map out a route involving different paths, one of which may be adult education.

Learning Profile

The learning profile may be briefly defined as **all of the "technical" components of a training process**. An explanation of these components may be found by consulting the references mentioned in the Directives.



Distinction between a learning plan and a learning profile

Within the context of adult education, an adult's learning plan corresponds to all of the intentions that he or she has upon arrival in a department or at an adult education centre offering educational services to adults. The learning profile is the concrete result of a diagnosis done as part of the enrollment process on the basis of the adult's learning plan; it is prepared upon enrollment. The learning profile is therefore a technical sheet in which the adult's short-, medium- and long-term intentions are matched with the options offered in adult education and are translated into training objectives that will be used to establish the adult's timetable.

The adult's learning plan is always based on personal and environmental aspects, sometimes in a very explicit manner, and sometimes more implicitly.

These aspects correspond to the adult's:

- general developmental goals;
- family and community obligations;
- economic and occupational situation;
- view of the job market;
- social and cultural involvement;
- scholastic and experiential learning;
- cognitive and intellectual capacities;
- physical and psychological health.

All these aspects play a role in the development of the learning plan as well as of the learning profile; they affect, as it were, the subsequent content of the training. Depending on their respective importance, they will be used to continuously update the learning profile in terms of the choices that the adult will have made. The learning plan is the cornerstone of the adult's entire training process.

The adult's learning plan: tailor-made for each individual

Adults wishing to enroll in adult education have a general idea of the objectives they would like to attain. For some, these objectives are very specific and structured, while for others, extensive work may be needed to define these objectives—work that may be done with the help of resource persons in the appropriate services, in particular, reception and referral services, enrollment and assistance services and support services. In the first case, the adult with well-defined objectives designs a learning plan in terms of the specific aspects of his or her life. The learning plan will then be based on the gap between an actual given situation and a desired situation, situations that will have previously been clearly determined. The adult's needs and objectives will be established. From the learning plan, the elements required to prepare the learning profile will be more easily identifiable.

There may be a variety of reasons why a learning plan is less specific. However, this may often be due to the fact that the adult is motivated to enroll in adult education for external reasons; the adult may then have taken stock of his or her training needs less effectively, and may not have assessed, or accepted, them. Examples include adults who, for financial reasons, enroll in adult education because of government support programs, or workers who are facing the threat of being laid off and decide to retrain without having had the time to identify the implications of such a process. For these adults, the reception and referral process, the enrollment and assistance process and the orientation process will have major repercussions because they involve developing and sustaining motivation.

Development of the adult's learning plan

The adult's learning plan may at times exceed his or her possibilities on all levels. Since the learning plan is the basis for the training process, it is very important that it be precise and that it meet the adult's needs. The adult defines it on the basis of his or her life situations, aptitudes and interests.

It should be verified with the adult which life situations motivate him or her to return to school. In most cases, this clarification is quite easy. However, some individuals will require assistance in identifying their needs according to their situations. For example, someone enrolling in literacy services who would like to eventually go on to university should be made aware of what lies ahead and should evaluate the means at his or her disposal (e.g. finances, family) that will have an impact on the urgency of the situation and the various options at the intellectual level.

This example may appear exaggerated, but it effectively demonstrates the gap that some adults experience between the current reality of their situation and their aspirations. If the learning plan is not well defined and if the adult does not clearly understand the challenges he or she faces, the adult may become discouraged and the risk of dropping out will be all that much higher. Reception and referral services, enrollment and assistance services as well as orientation services are the basis for a successful return to school.



All school boards may offer orientation services. Orientation services are used in conjunction with the other instructional services. Orientation courses are currently offered as part of social integration services, sociovocational integration services, presecondary education services, Secondary Cycle One education services and Secondary Cycle Two education services.

In 1996-97, existing courses will be replaced by new courses that will focus on one of the following themes:

- learning plan
- personal and professional exploration
- personal well-being
- transition from one service to another or towards another option
- learning to learn
- managing one's learning

The theme on motivation (with respect to subsection 4 of section 8 of the Basic school regulation) will be integrated into each new course.

Depending on its theme, a course may be designed for all students enrolled in adult education or could consist of a core program with compulsory and optional courses targeted at specific groups.

Courses in English will be based on those developed in French and will be adapted to the specific groups. French and English versions will be distributed and implemented in the **fall of 1997**.

The alphanumeric codes in the SAGE course list (No. A12-23-01) remain the same until the final implementation of the courses in the school boards. The course list is expected to be modified as of **July 1, 1997**.

A guide will be produced for the organization of orientation services. Non-compulsory organizational models will also be developed with respect to reception and referral services, enrollment and assistance services, orientation services and support services. The guide and models will be distributed at the same time as the distribution and implementation of the new courses.

Placement tests are not to be financed through orientation services. The same applies to upgrading courses in French and mathematics (courses preparing students for placement), which must be funded through the instructional services in which they are given.

Appendix B provides the following information with respect to orientation services:

- target clientele
- guiding principles
- general information on the services

Section 9

Francization services are designed to develop the basic oral and written French skills of an adult whose mother tongue is not French and, in the case of an allophone immigrant, to develop the attitudes required to integrate into Québec society while preparing his transition to further studies or the job market.

Guiding Principles for Francization Services

The general orientations of francization services are based on the learning of French by non-Francophones so that they may become socially autonomous and culturally integrated. Thus, francization services focus on the learning of French by individuals who wish to acquire and develop the language skills needed to enter the job market (or to pursue further studies) as well as to integrate into French-speaking social and cultural environments in Québec.

It should be noted that the orientations for francization services will be clarified as the services are implemented, as they require a knowledge of the learning styles of different cultures that takes into account the diversity of the origins of the individuals enrolled.

Target Clientele for Francization Services

Francization services are designed for adults whose mother tongue is not French and who fall into one of these three categories: Anglophone Quebecers, new Quebecers and native peoples. Even though credits are earned for successfully completed francization courses, individuals enrolled in francization services are not necessarily working towards a Secondary School Diploma (SSD). Persons who are illiterate in their mother tongue must enroll in literacy services rather than francization services. Literacy services are available in the five official languages of instruction, and fall under the responsibility of the school boards.

Funding Schedules for Francization Services

Funding schedules (ratio) for francization services are presented in the annual budgetary rules.

Program of Study for Francization Services

The program of study for francization services is the same as the one used in French, Second Language. The code is different, however. Documents specifically pertaining to francization have also been produced for adults and educators involved in these services. Appendix C: *List of Courses and Documents Published for Instructional Services and Subjects* contains a list of these documents.



Given the fact that the adults in question must acquire not only the basic second-language skills but also the social tools required for their integration into Québec society, the groups must be formed in such a way as to allow everyone the opportunity to have exchanges.

For francization courses, credits are attributed using the same standards as when the courses are taken as part of presecondary education services, Secondary Cycle One education services and Secondary Cycle Two education services.

Allophone immigrants and Anglophones who are illiterate and who wish to learn how to read and write in English must enroll at a school board offering literacy services.

Since there is no English equivalent of francization services, allophone immigrants who wish to pursue their education in English must enroll in the option leading to an SSD offered in English and progress phase by phase according to their learning plan (see section 35).

Appendix B provides the following information with respect to francization services:

- target clientele
- guiding principles
- general information on the services

Section 10

Social integration services are designed to enable an adult who is experiencing adjustment difficulties of a psychological, intellectual, social or physical nature to gain access to individualized learning that fosters the acquisition of basic skills to prepare him for his activities and role in society and, where applicable, the pursuit of further studies.

Guiding Principles for Social Integration Services

These services are designed to:

- make it possible for adults who are experiencing serious behavioural or learning difficulties or who have one or more impairments to acquire the necessary tools to maximize the use of their abilities;
- make it possible for adults to acquire the learning and skills that will facilitate their functioning in their home environment and their immediate social circles.

Target Clientele for Social Integration Services

Social integration services are intended for adults who have:

- limitations of a social nature or related to learning;
- intellectual, sensory, psychological or emotional impairments.



Orientation courses are currently offered as part of social integration services. In 1996-97, existing courses will be replaced by new courses that will focus on one of the following themes:

- learning plan
- personal and professional exploration
- personal well-being
- transition from one service to another or towards another option
- learning to learn
- managing one's learning

The theme on motivation (with respect to subsection 4 of section 8 of the Basic school regulation) will be integrated into each new course.

Depending on its theme, a course may be designed for all students enrolled in adult education or could consist of a core program with compulsory and optional courses targeted at specific groups.

Courses in English will be based on those developed in French and will be adapted to the specific groups. French and English versions will be distributed and implemented in the **fall of 1997**.

The following information concerns the field of abilities related to preparation for the transfer of learning:

- The curriculum of the social integration services program focuses on skills of a specific and general nature.
- Depending on how the program is organized, the new field related to preparation for the transfer of learning focuses on skills of a general nature.
- This field is used at various times in the program and overlaps with other fields.
- As with other aspects of the program, all activities related to this field must be specified in the adult's learning profile in terms of objectives, activities and sequences.
- This field is used to help adults prepare to transfer what they have learned in the classroom to the environment in which they live.
- A distinction is made between preparing for the transfer, which is the aim of this field, and the transfer itself, which is not part of this field.
- Preparation for transfer is the joint responsibility of the adult and the school board and involves exercises done under the teacher's supervision, whereas the transfer itself is the responsibility of the adult, supported by his or her living environment.
- The program is organized such that preparation for transfer consists of formal learning activities, even though some of these activities may take place in the adult's living environment.
- These learning activities are considered to be practical training periods.
- Given that the transfer of learning to the adult's living environment is not done in the presence of the teacher, the school board is responsible for obtaining the cooperation of the external party, in particular to collect information on the results of the transfer. This information will make it possible to ensure that the learning process is duly completed.

In summary, preparation for transfer is part of the learning process, has the same characteristics as any other andragogical activity and must be dealt with with the same rigour and, consequently, must take place in conditions that are both appropriate and necessary for the adult's learning process to be successful.

Since January 1996, all school boards have been authorized to offer social integration services.

Appendix B provides the following information with respect to social integration services:

- target clientele
- guiding principles
- general information on the services

Section 11

Literacy services are designed to enable an adult to increase his functional abilities through the acquisition of listening, oral expression, reading, writing and arithmetic skills based on his everyday activities and needs and, where applicable, to make it possible for him to pursue further studies.

Target Clientele for Literacy Services

Literacy services are designed for individuals who wish to learn how to read and write in order to better function in society or to pursue further studies.

Components of Literacy Services

In 1994-95, changes were made to the content of the literacy program (see *Guide de formation sur mesure en alphabétisation*⁸). The French version of the new program will be distributed to school boards in the fall of 1996. One of the primary changes is that from now on, only one option of literacy services will be available. This option provides for integrated learning, that is, learning that relates content in language of instruction and arithmetic to everyday situations.

⁸ Québec, ministère de l'Éducation, Direction de la formation générale des adultes, *Guide de formation sur mesure en alphabétisation*, 3rd edition (Québec: 1996).

Funding Schedules for Literacy Services

Funding schedules (ratio) for literacy services are presented in the annual budgetary rules.

Compulsory Subjects for Literacy Services

The compulsory subjects for literacy are as follows:

- language of instruction
- mathematics

The Directives of recent years indicate that there are no optional subjects in literacy.



As of January 1997, school boards offering literacy services in French must use version 3 of the *Guide de formation sur mesure en alphabétisation*.

Literacy services:

- require measures to reach the clientele in their environment; these measures call for different methods of heightening public awareness, group facilitation and recruitment. Examples of such methods include solicitation or advertising in public places or in the home;

- may be offered in a variety of training places. Given the diversity of the clientele and the context of the training, the training may be given in schools, at the workplace, through a union, and so forth;
- allow the inclusion, depending on the learning plan, of some of the content of presecondary education services.

Personnel at the MEQ have completed a project aimed at making literacy services complementary to sociovocational integration services in matters related to employability. The DFGA will publish a reference document on this matter in the fall of 1996.

Appendix B provides the following information with respect to literacy services:

- target clientele
- guiding principles
- general information on the services

Section 12

Presecondary education services are designed to encourage an adult to increase his knowledge and skills in written comprehension and expression in the language of instruction, as well as in mathematics, and to acquire a basic knowledge of the second language and of other subject areas that he may choose from among the optional subjects, so that he may go on to secondary education or to other learning services, as the case may be.

Funding Schedules for Presecondary Education Services

Funding schedules (ratio) for presecondary education services are presented in the annual budgetary rules.

Compulsory Subjects for Presecondary Education Services

At the presecondary level, in addition to optional subjects, the compulsory subjects are as follows:

- language of instruction
- mathematics

Subject Area

The subject area is the general subject of learning. For example, in general education, it could be the disciplines of social studies or languages, whereas in vocational education, it would be a question of all the areas making up the discipline. The subject area therefore covers the concept of discipline, and takes into account both compulsory and optional subjects.

Subjects

A subject comprises a set of courses in a given subject area and takes the concrete form of what is referred to as a "program of study." A subject may contain as much course content as it contains alphanumeric codes.

The Basic school regulation provides for compulsory subjects and optional subjects:

- compulsory subjects are subjects that an adult must have successfully completed in order to meet the requirements for the path he or she has selected;
- optional subjects are subjects that can be chosen from a number of different subjects offered, depending on the individual's interests and learning. Each year, the MEQ establishes a list of optional subjects that is published in the Directives.

The number of compulsory and optional courses depends on the certification criteria.



Orientation courses are currently offered as part of presecondary education services. In 1996-97, existing courses will be replaced by new courses that will focus on one of the following themes:

- learning plan
- personal and professional exploration
- personal well-being
- transition from one service to another or towards another option
- learning to learn
- managing one's learning

The theme on motivation (with respect to subsection 4 of section 8 of the Basic school regulation) will be integrated into each new course.

Depending on its theme, a course may be designed for all students enrolled in adult education or could consist of a core program with compulsory and optional courses targeted at specific groups.

Courses in English will be based on those developed in French and will be adapted to the specific groups. French and English versions will be distributed and implemented in the **fall of 1997**.

Section 13

Secondary Cycle One education services are designed to enable an adult to continue developing his knowledge and his oral and written communication skills in the language of instruction and in the second language, in mathematics and other subject areas that he may choose from among the optional subjects, so that he may go on to Secondary Cycle Two or to further studies, as the case may be.

Funding Schedules for Secondary Cycle One Education Services

Funding schedules (ratio) for Secondary Cycle One education services are presented in the annual budgetary rules.

Compulsory Subjects for Secondary Cycle One Education Services

In Secondary Cycle One, in addition to optional subjects, the compulsory subjects are as follows:

- language of instruction
- second language
- mathematics



Orientation courses are currently offered as part of Secondary Cycle One education services. In 1996-97, existing courses will be replaced by new courses that will focus on one of the following themes:

- learning plan
- personal and professional exploration
- personal well-being
- transition from one service to another or towards another option
- learning to learn
- managing one's learning

The theme on motivation (with respect to subsection 4 of section 8 of the Basic school regulation) will be integrated into each new course.

Depending on its theme, a course may be designed for all students enrolled in adult education or could consist of a core program with compulsory and optional courses targeted at specific groups.

Courses in English will be based on those developed in French and will be adapted to the specific groups. French and English versions will be distributed and implemented in the **fall of 1997**.

Old Text

Section 14

Secondary Cycle Two education services are designed to improve an adult's basic education by developing his oral and written communication skills in the language of instruction and in the second language and in other subject areas that he may choose from among the optional subjects, so that he may obtain a Secondary School Diploma or go on to vocational education or postsecondary studies.

New Text

Section 14

Secondary Cycle Two education services are designed to improve an adult's basic education by developing his oral and written communication skills in the language of instruction and in the second language, *in mathematics, science, history of Québec and Canada or human sciences* and in other subject areas that he may choose from among the optional subjects, so that he may obtain a Secondary School Diploma or go on to vocational education or postsecondary studies.

Funding Schedules for Secondary Cycle Two Education Services

Funding schedules (ratio) for Secondary Cycle Two education services are presented in the annual budgetary rules.

Basic Education

Basic education is defined as the knowledge, skills and attitudes that promote the acquisition of the abilities required for the different social, family, occupational, economic and cultural roles that an adult plays. The main core of basic education is represented by the learning of subjects that make up the following subject areas: language of instruction, second language, mathematics, physical science (or biology or microcomputing), history of Québec and Canada (or social studies). This learning takes place within the context of the andragogical approach and its specific characteristics. Basic education is part of the concept of lifelong education and continuing education.

Note: section 14 was amended by Order in Council 958-96, 7 August 1996, *Gazette officielle du Québec*, 1996, Part 2, page 3855.

**Compulsory Subjects for
Secondary Cycle Two
Education Services**

In Secondary Cycle Two education services, in addition to optional subjects, the compulsory subjects are as follows:

- language of instruction
- second language

When section 47 of the Basic school regulation is adopted, other subjects will be added to this list.



Orientation courses are currently offered as part of Secondary Cycle Two education services. In 1996-97, existing courses will be replaced by new courses that will focus on one of the following themes:

- learning plan
- personal and professional exploration
- personal well-being
- transition from one service to another or towards another option
- learning to learn
- managing one's learning

The theme on motivation (with respect to subsection 4 of section 8 of the Basic school regulation) will be integrated into each new course.

Depending on its theme, a course may be designed for all students enrolled in adult education or could consist of a core program with

compulsory and optional courses targeted at specific groups.

Courses in English will be based on those developed in French and will be adapted to the specific groups. French and English versions will be distributed and implemented in the **fall of 1997**.

Section 15

Sociovocational integration services are designed to enable an adult to acquire the skills required to enter or remain in the job market or to pursue his studies, as the case may be.

Guiding Principles for Sociovocational Integration Services

Sociovocational integration services:

- are a means of developing employability;
- foster entry into the job market;
- are an ongoing, permanent process;
- aim to teach the adult to learn how to learn;
- recommend knowledge and use of resources in the social, political and economic environments;
- aim at developing sociovocational skills and specific occupational skills;
- encourage alternating between the adult education centre and the job market.

Target Clientele for Sociovocational Integration Services

Sociovocational integration services are designed for adults with a learning plan that focuses on employability.

Personnel Required for Sociovocational Integration Services

As for all services falling under instructional services, teachers are essential for providing sociovocational integration services to adults. However, as much as possible, a permanent, multidisciplinary team should be set up. Ideally, this team should include an adult education counsellor, a set group of teachers as well as various other professionals, depending on the content of the services offered.

Funding Schedules for Sociovocational Integration Services

Funding schedules (ratio) for sociovocational integration services are presented in the annual budgetary rules.



Sociovocational integration services:

- are characterized by fixed starting dates for courses and variable school leaving;
- are ideally made up of training groups of a limited number of people, since the program and its approaches are based on group interaction, which is difficult when a group is too large;

- are offered to individuals who, as far as possible, are able to enroll on a full-time basis during the day. Availability during the day is necessary as numerous activities are carried out in the workplace. Some activities may also be offered on a part-time basis;
- require cooperation and partnership with businesses as well as government, regional and community organizations;
- require teachers who are trained in the program's guiding principles and content;
- must be offered with all the equipment required to implement the program. This equipment is made available by the school boards from their resources or through other school or external partners.

Appendix B provides the following information with respect to sociovocational integration services:

- target clientele
- guiding principles
- general information on the services



Orientation courses are currently offered as part of sociovocational integration services. In 1996-97, existing courses will be replaced by new courses that will focus on one of the following themes:

- learning plan
- personal and professional exploration
- personal well-being
- transition from one service to another or towards another option
- learning to learn
- managing one's learning

The theme on motivation (with respect to subsection 4 of section 8 of the Basic school regulation) will be integrated into each new course.

Depending on its theme, a course may be designed for all students enrolled in adult education or could consist of a core program with compulsory and optional courses targeted at specific groups.

Courses in English will be based on those developed in French and will be adapted to the specific groups. French and English versions will be distributed and implemented in the **fall of 1997**.

Section 16

Vocational education preparation services are designed to enable an adult to obtain the prerequisites for admission to the desired program.

Funding Schedules for Vocational Education Preparation Services

Funding schedules (ratio) for vocational education preparation services are presented in the annual budgetary rules.

Prerequisites for Vocational Education

The following are the prerequisite subject areas for vocational education:

- language of instruction
- second language
- mathematics

Specific procedures regarding prerequisites are explained in the Directives for vocational education.

Section 17

Postsecondary education preparation services are designed to enable an adult to obtain the prerequisites for the college or university studies he intends to pursue.

Funding Schedules for Postsecondary Education Preparation Services

Funding schedules (ratio) for postsecondary education preparation services are presented in the annual budgetary rules.



The characteristics of these services depend on the subjects or instructional services in which the adult is enrolled, according to the type of postsecondary studies he or she plans to undertake.

As of July 1, 1997, adults wishing to enroll in college must meet the requirements stipulated in section 2 of the *College Education Regulations*,¹⁰ which reads as follows:

2. A person who meets the following requirements may be admitted to a program leading to a Diploma of College Studies:

- (1) the person has a Secondary School Diploma or a Secondary School Vocational Diploma awarded by the Minister of Education pursuant to section 471 of the Education Act (R.S.Q., c. I-13.3);
- (2) the person has obtained the number of credits allotted by the Basic school regulations for secondary school education, made by Order in Council 74-90 dated 24 January 1990 for Secondary IV History and Physical Science, Secondary V Language of Instruction and Second Language and Secondary V Mathematics or a Secondary IV Mathematics course that is determined by the Minister and has objectives with a comparable degree of difficulty;
- (3) the person meets any special conditions for admission that may be established by the Minister;
- (4) the person meets any special condition for admission established by the college pursuant to section 19 of the General and Vocational Colleges Act.

Notwithstanding the foregoing, a college may admit a person who has received instruction which it deems equivalent.

The SAGE course list (No. A12-23-01) has consequently been modified.

Courses that are college prerequisites appear in the *Guide des études collégiales*¹¹ under the program concerned. They are listed in the *Liste des cours par service d'enseignement (SIFCA)*,¹² which is updated annually, as well as in the SAGE course list (No. A12-23-01).

¹⁰ *College Education Regulations. General and Vocational Colleges Act* (R.S.Q., c. C-29), section 2 (amended September 1995).

¹¹ Service régional d'admission du Montréal métropolitain (SRAM), *Guide des études collégiales* (Montréal: SRAM, 1994).

¹² Québec, ministère de l'Éducation, Direction des ressources informationnelles, Direction de la gestion des systèmes d'études, *Guide de la déclaration d'effectif scolaire des adultes en formation générale (SIFCA)*, Code 46-3431-1 (Québec: 1994-95).

Section 18

Assistance services for persons taking an independent course of study are designed to help an adult work towards obtaining departmental certification. Those services consist, in particular, in providing independent course work and assignments, in lending support in distance education and in organizing individual or group meetings.



Since January 1, 1995, distance education has been the responsibility of school boards that have an adult education department. To offer distance education, school boards must obtain the MEQ's authorization. These services are now covered under the Basic school regulation. Therefore, learning services are provided free of charge to adults enrolled in distance education, in accordance with Chapter IV of the Basic school regulation.

Assistance services for persons taking an independent course of study fall under support services.

Section 19

Enrollment and assistance services are designed to enable an adult:

- (1) to develop his learning plan, taking into account his prior learning and his objectives;
- (2) to explore the avenues open and the resources available; and
- (3) where expedient, to consult a particular resource.

Components of Enrollment and Assistance Services

Personnel working in enrollment and assistance services available to adults may take action in the following areas:

- public awareness and recruitment, for example, in literacy
- admission to the school board
- identification and clarification of training needs
- development of a learning plan
- evaluation of skills within the context of the development of cognitive skills
- evaluation for purposes of placement in the different services offered
- any other test that may be useful or necessary to facilitate the development of the learning plan and learning profile

Personnel Required for Enrollment and Assistance Services

The school board decides the type and quantity of resources that it will allocate to these services from the various categories of personnel already employed.

Ideally, enrollment and assistance services should be offered in each training centre.



Reception and referral services

Reception and referral services are not included as such in the Basic school regulation because they are already referred to in the *Education Act*. In fact, legal procedure is such that a regulation must not reiterate what is already included in the sections of an act, but rather should provide details on the application of the provisions. Reception and referral services may appear identical to the enrollment and assistance services that come under support services. They are different, however, in terms of their status and objective. In reception and referral services, the emphasis is on the adult's first contact with adult education services in a school board and on referral to other internal or external services of the school board. The more detailed process of reception will take place as part of enrollment and assistance services. Table 8 demonstrates the differences and similarities among the various components of the reception process. School boards must offer reception and referral services as stipulated in section 250 of the *Education Act*:

Every school board shall arrange and offer reception and referral services relating to adult education.

It shall recognize, in accordance with the criteria or conditions established by the Minister, the scholastic or experiential learning of a person enrolled in adult education.

The recognition of scholastic and experiential learning is therefore part of reception and referral services. For example, it may entail taking an examination only with regular or specific examinations, such as the *Prior Learning Examination*; or, among other things, taking the *Secondary School Equivalency Test (SSET)* in order to obtain an *Attestation of Equivalence for Secondary Studies (AESS)*; or taking the *General Development Test (GDT)* as part of the evaluation of functional prerequisites and specific prerequisites for enrollment in vocational education.



Enrollment and assistance services are included in:

- support services
- the general reception process illustrated in Tables 7 and 8

Table 7
Reception Process

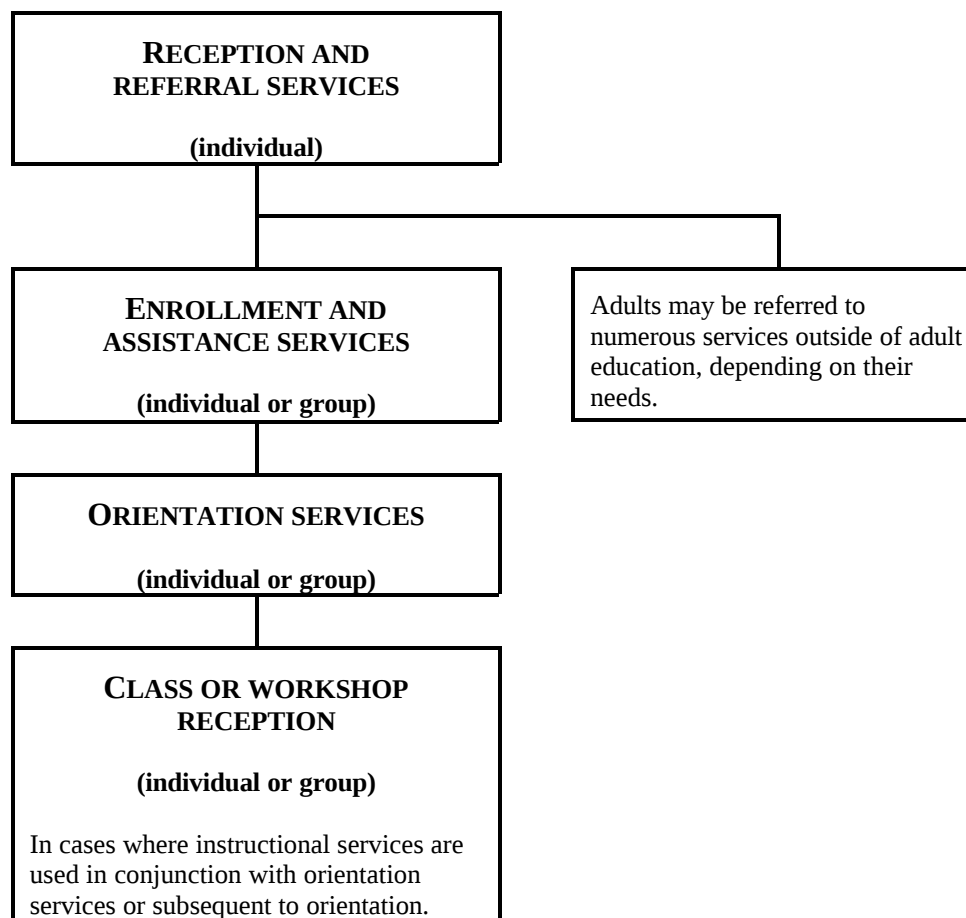


Table 8
Synthesis of Elements of the Reception Process

	RESPONSIBILITY	CLIENTELE	APPLICABILITY	CONTENT
Reception and referral services	Adult education department, school board's adult education centre, or external organizations (e.g. Société québécoise de développement de la main-d'oeuvre)	New adult student or student who has already been through this process (as required)	During the first contact with adult education services and as required	- Public awareness and recruitment - Referral to employability program, school environment or other environments - Admission procedure - Recognition of scholastic and experiential learning: "examination alone" type of activity in order to take <i>Secondary School Equivalency Tests (SSET)</i>, <i>General Development Tests (GDT)</i> or the <i>Prior Learning Examination</i>
Enrollment and assistance services	Adult education department or school board's training centre	New adult student or student who has already been through this process (as required)	Upon admission and as required	- Public awareness and recruitment - Enrollment procedure - Development of learning plan - Taking of placement tests
Orientation services	School board's training centre	New adult student or student who has already been through this process (as required)	As required, at each new phase or for every change in a phase or service	- Learning plan - Personal and professional exploration - Personal well-being - Transition from one service to another or towards another option - Learning to learn - Managing one's learning - Motivation
Class or workshop reception	School board's training centre, classroom	All students in the class or workshop	At each change in a phase, service or subject	At the discretion of the school boards, according to the type of clientele, resources and personnel



As indicated on page 8.7 of this document, in the fall of 1997 the MEQ will send the school boards non-compulsory organizational guidelines pertaining to reception and referral services, enrollment and assistance services, orientation services and support services. Depending on the content of these guidelines, Table 8 may change.

Section 20

Pedagogical support services are designed to help an adult experiencing learning difficulties during his education to catch up and to make the transition from one course to another or from one stage to another.

Components of Pedagogical Support Services

School boards may have different names for pedagogical support services. The three most common are:

- subject follow-up;
- individual follow-up;
- general follow-up.

- **Subject follow-up**

This follow-up is done according to the difficulties experienced by the adult in each subject or instructional service. It is often done by the teacher of the subject in question, although other types of resource persons may be involved, depending on how the school board is organized.

- **Individual follow-up**

This follow-up may be done as part of the subject follow-up, but its objective is to identify the personal, economic, social and family problems that the adult may be experiencing and that may affect the progression of his or her studies. Once the problems have been identified, the adult is often referred to a resource person or a specialized service either within or outside the school board.

- **General follow-up**

This type of follow-up combines the two preceding components. It may be based on observations of different adults by one or more teachers and it aims at attaining similar objectives with regard to a given subject or personal development in general.

Individual follow-up and general follow-up often involve areas related to the adult's personal and social life. In this case, other types of resource persons may be called upon, and the term used is "student services." The following example illustrates this situation.

An individual may have difficulty in a given subject, such as geometry. During the subject follow-up, the issue of family violence, which greatly interferes with the adult's concentration, arises. Then comes the individual follow-up which requires the support of a personal assistance resource. Depending on the range of student services that the school board offers, the adult could benefit from this service within the school board or be referred to another organization, such as a CLSC.

It should be noted that even though the three types of follow-ups are used regularly to find solutions to complicated situations, they also enable the positive and motivating aspects of the adult's training process to be identified.

Personnel Required for Pedagogical Support Services
--

Depending on the type of follow-up, school boards may use teaching or non-teaching personnel.

Section 21

Student services are related to the personal and social conditions in which an adult acquires learning, from his enrollment to the completion of his studies.

Section 22

Student services are designed to help an adult gradually carry out his learning plan, to support him through professional services and to contribute to the development of his autonomy.

Section 23

Student services include services that provide information about community resources.

Student Services Policy

Sections 21, 22 and 23 clarify section 247 of the *Education Act*, which stipulates that school boards will establish a program for student services. School boards design their policy according to the conditions and context of their respective environments.



Each school board defines the type of student services that it will offer. Several factors may be involved, including:

- the needs of the population enrolled in the school board's adult education centres;
- the current resources of the school board or of the milieu;
- the financial resources available to offer these services.

The school board offers these services at its adult education centres and allocates the necessary resources. It may also reach agreements with helping organizations, such as CLSCs, addiction treatment centres, and so forth, in order to have access to these organizations' resources, as required.

If, for specific reasons, school boards are not able to offer any student services, they may make available to personnel and adults descriptive directories of services offered by organizations in the neighbourhood, parish, city and region.

Table 6 distinguishes between student services and support services.

Section 24

Popular education services are related to the intellectual, social and cultural development of an adult or a group of adults and to the carrying out of community projects.

Section 25

Popular education services are designed to

- (1) encourage an adult to become involved in a process that will lead to greater responsibilities and autonomy; and
- (2) promote the acquisition of knowledge and the development of skills, attitudes and behaviours required in the everyday lives of adults, groups and communities.

Section 26

Popular education services include support and cooperation services offered by the school board to interested persons and organizations.

Objectives of Popular Education Services

The MEQ funds popular education services through two specific programs:

- Programme de soutien à l'alphabétisation populaire autonome (PSAPA)
- Programme de soutien à l'éducation populaire autonome (PSÉPA)

The objectives of these programs are:

- *To help illiterate adults increase their functional abilities, through the acquisition of reading, writing and arithmetic skills and, possibly, to pursue further studies.*¹³
- *The educational activities funded by the MEQ must aim at:*
 - *promoting individual or community awareness of living conditions in order to better understand and control these conditions or to influence personal and community choices;*
 - *making it possible for individuals to become autonomous, for individuals or communities to take charge of themselves, and for milieus and social groups to be independent;*
 - *developing the ability to analyze, to select strategies and means of evaluation;*
 - *encouraging active participation in democratic life.*¹⁴

Types of Activities Eligible for PSAPA

To be subsidized, activities must:

- *increase public awareness with regard to problems of illiteracy and organize literacy activities for the greatest number possible of illiterate adults;*
- *encourage the participation of illiterate adults in the democratic life of society and of the organization in which they are members;*
- *organize professional development activities for literacy instructors;*
- *develop tools to meet the needs of instructors;*

¹³ Québec, ministère de l'Éducation, *Programme de soutien à l'alphabétisation populaire autonome 1995-1998* (Québec: 1995), p. 1. This is a free translation.

¹⁴ Québec, ministère de l'Éducation, *Le programme de soutien à l'éducation populaire autonome 1995-1998* (Québec: 1995), p. 1. This is a free translation.

- [represent community literacy groups at the provincial level (this applies to the *Regroupement des groupes populaires en alphabétisation* (RGPAQ)).¹⁵



Despite the fact that there is no specific funding for popular education services, school boards often set up such activities, which are either self-financed or offered by the resources of each school board.

¹⁵ *Programme de soutien à l'alphabétisation populaire autonome 1995-1998*, p. 2. This is a free translation.

Section 27

Any adult wishing to be admitted to the educational services offered by a school board shall submit an application for admission.

Section 28

An **application for admission** shall include at least the following information:

- (1) the adult's full name;
- (2) the address of his residence; and
- (3) the full name of his parents and the address of their residence, in the case of a minor.

Old Text

Section 29

An initial **application for admission** shall be accompanied by a copy of the adult's act of birth or by a birth certificate.

If, for one of the reasons mentioned in articles 130 and 139 of the Civil Code of Québec (1991, c. 64), the person applying for admission is unable to provide a copy of his act of birth or a birth certificate, he shall submit with his application for admission an affidavit attesting to his date and place of birth. That affidavit shall be made by the person himself if he is of full age, or by the person or one of his parents if he is a minor.

An application for admission for a person who has previously attended a school or educational institution in Québec shall be accompanied by an official document bearing the permanent code assigned to that person by the Ministère de l'Éducation.

New Text

Section 29

An initial **application for admission** shall be accompanied by a copy of the adult's act of birth or by a birth certificate.

If, for one of the reasons mentioned in articles 130 and 139 of the Civil Code of Québec (1991, c. 64), the person applying for admission is unable to provide a copy of his act of birth or a birth certificate, he shall submit with his application for admission an affidavit attesting to his date and place of birth. That affidavit shall be made by the person himself if he is of full age, or by the person *and* one of his parents if he is a minor.

An application for admission for a person who has previously attended a school or educational institution in Québec shall be accompanied by an official document bearing the permanent code assigned to that person by the Ministère de l'Éducation.

Note: Section 29 was amended by Order in Council 958-96, 7 August 1996, *Gazette officielle du Québec*, 1996, Part 2, page 3855.

Section 30

The school board shall inform an adult whether his application for admission has been accepted or denied.

Section 31

If an adult is admitted, the school board shall enroll him in an adult education centre.

**Forms for Application for
Admission and Registration**

Each school board decides on the format of the forms for application for admission and registration. In terms of content, the forms must meet the requirements of the MEQ and the school boards. In certain regions, school boards have agreed to use the same type of form, thereby reducing printing costs.

**Acceptance or Denial of an
Application for Admission**

The acceptance or denial of an adult's application for admission will be sent by the school board using means left to its discretion (e.g. mail, telephone).



The Direction de la coordination des réseaux at the MEQ issues an administrative circular to school boards, which contains a list of the documents required for monitoring enrollments in adult education.

Section 32

An adult enrolled in learning services is entitled to free services, unless he has already been awarded a Secondary School Diploma, in which case he is entitled only to **free** orientation, francization, social integration, literacy, sociovocational integration, preparation for vocational education or postsecondary education services and support services.



In accordance with section 3 of the *Education Act*, any person with proof of residency in Québec is entitled to free services.

The pursuit of studies leading to a second Secondary School Diploma (SSD) is very unlikely; but in such an event, the following services are not provided free of charge:

- presecondary education services
- Secondary Cycle One education services
- Secondary Cycle Two education services

Section 33

Secondary school comprises 2 cycles.
Secondary Cycle One extends over 3 levels and Secondary Cycle Two extends over 2 levels.

Breakdown of the Two Cycles of Secondary School

Table 9 is an extract of Table 1: Services Provided for in the *Basic school regulation respecting educational services for adults in general education* and presents the services covered under section 33.

Note: The general table of educational services corresponds to Table 1 in this document. However, each time a new service is presented in the section, the table is reproduced, with that service appearing against a white background in the appropriate box the first time and against a grey background subsequently.

Table 9
Extract of Table 1: Services Provided for in the *Basic school regulation*
respecting educational services for adults in general education

The French version of this table is located in the file TABLEAU9.P33 because it requires more print memory than is available with most printers generally used. Should you have problems printing the table, please contact the DFGA to obtain a paper copy of it. You may also consult the English version of the table included in the previous version of this document.

Section 34

To be eligible for a program of study in a given phase, an adult must have attained the program objectives of the preceding phase.

In addition to the optional subjects, the compulsory subjects per learning phase are as follows:

- (1) in literacy:
language of instruction,
mathematics;
- (2) in presecondary education:
language of instruction,
mathematics;
- (3) in Secondary Cycle One:
language of instruction,
second language,
mathematics;
- (4) in Secondary Cycle Two:
language of instruction,
second language,
mathematics,
science,
history of Québec and Canada, or human sciences.

Learning Phases

The four learning phases are determined by the studies to be completed, in whole or in part, in order to obtain a Secondary School Diploma (SSD), depending on the prior learning of each adult. However, given that the application of section 47 of the Basic school regulation pertaining to the granting of an SSD is suspended, so too is subsection 4 of section 34. The learning phases include certain instructional services already presented, that is:

- literacy services
- presecondary education services
- Secondary Cycle One education services
- Secondary Cycle Two education services

Table 10 is an extract of Table 1: Services Provided for in the *Basic school regulation respecting educational services for adults in general education* and presents the services covered under section 34.

Note: The general table of educational services corresponds to Table 1 in this document. However, each time a new service is presented in the section, the table is reproduced, with that service appearing against a white background in the appropriate box the first time and against a grey background subsequently.

Table 10
Extract of Table 1: Services Provided for in the *Basic school regulation*
respecting educational services for adults in general education

The French version of this table is located in the file TABLEA10.P34 because it requires more print memory than is available with most printers generally used. Should you have problems printing the table, please contact the DFGA to obtain a paper copy of it. You may also consult the English version of the table included in the previous version of this document.

Promotion from One Learning Phase to Another

An adult may take a presecondary education course at the same time as a course in another level of Secondary Cycle One. For example, in September 1996 an adult may enroll in presecondary French as well as in Secondary Cycle One mathematics.

However, to be eligible for a course in the same subject in the subsequent phase, an adult must have obtained the objectives of the courses in the preceding phase. For example, an adult wishing to enroll in a Secondary Cycle Two mathematics course must have attained the objectives of Secondary Cycle One mathematics. Summative evaluation or placement tests are used to verify that these objectives have been attained.

Programs of Study

A program of study comprises orientations, aims and goals, as well as course objectives for a given subject or instructional service. These programs may be developed by the MEQ or by the school boards or private schools. When the school boards or private schools develop them, they are considered local programs.

Courses Corresponding to Local Programs

In an *Info/sanction adultes* dealing with courses corresponding to local programs, the Direction de la sanction des études explains how the course codes for these programs may be used. Two examples of how these codes are used are given in the paragraphs below.

The 1996-97 Directives designate second language as an optional subject for presecondary education. Instead of the DFGA courses, school boards may offer courses with programs that have been developed locally, that is, ANG-P001-1, ANG-P002-2, ANG-P003-3 and ANG-P004-4. In the latter case, for certification purposes, school boards will transmit a mark to the MEQ using one of the codes provided for local programs.

Each adult placed in Secondary I French must successfully complete FRA-1002-3 and FRA-1003-3 before enrolling in Secondary II courses. In addition to compulsory courses, a school board may offer an optional course for which the program of study has been prepared locally. One of the four codes made available to the school boards in SAGE is then used to transmit a mark for certification purposes.

It should be noted that credits for local programs that are accumulated during Secondary Cycle Two are taken into account in the total credits required for obtaining an SSD.

Official Languages of Instruction

There are five official languages of instruction: French, English, Cree, Inuktitut and Naskapi.

Second Languages

French and English are the languages recognized for second language instruction.

Sciences

Sciences include biology, microcomputing and physical science (see section 47 of the Basic school regulation).

Section 35

Promotion is carried out separately for each course.
Where applicable, an adult may enroll in a course only after he has obtained the prerequisites.

Prerequisites

In the case of courses within the same learning phase that comprise sequences, placement tests make it possible to verify that the adult wishing to enroll in a subsequent sequence has the required prerequisites.

Section 36

A **course** is a set of learning activities to which a number of credits is attributed.

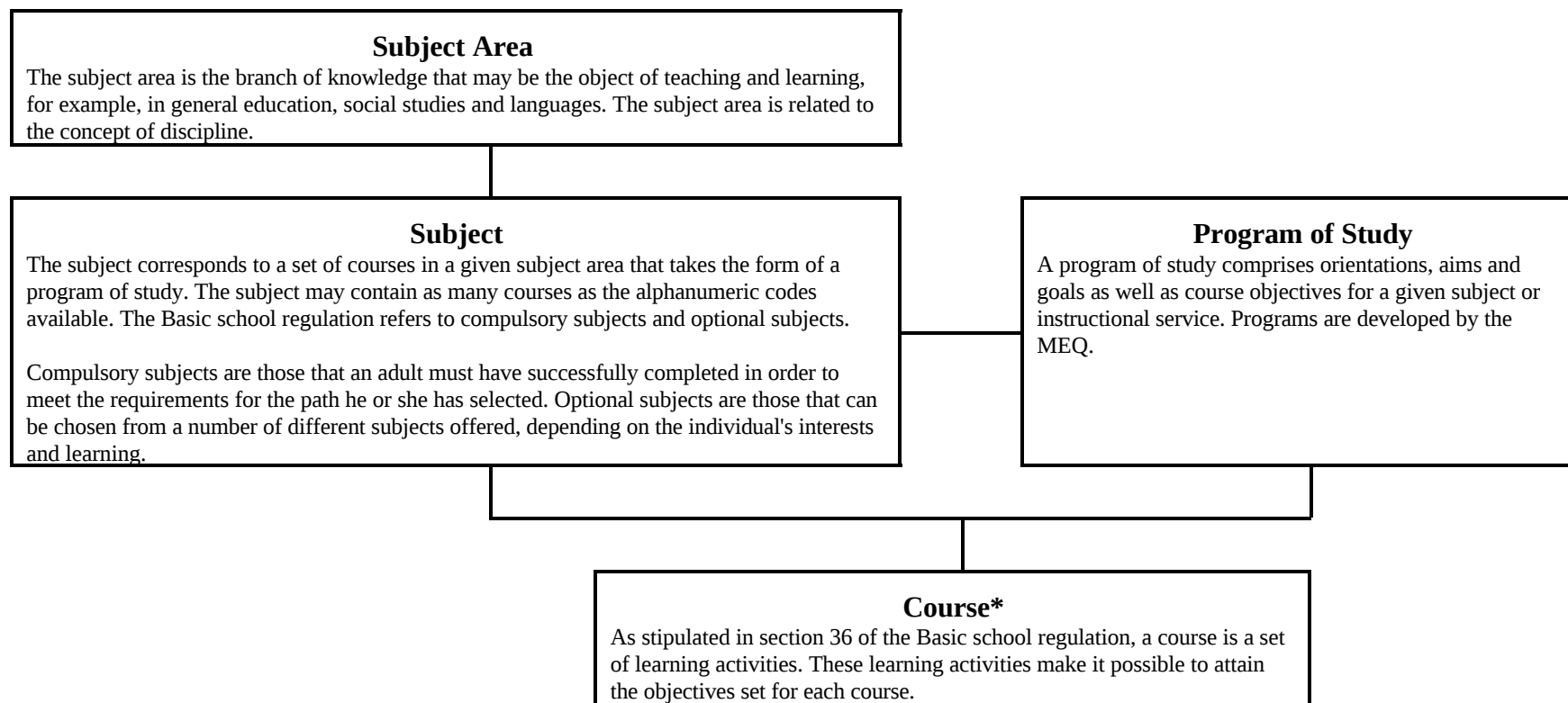
Table 11 provides a synthesis of the different terms used in programs of study for instructional services and subjects.

Table 11

Synthesis of General Terms Used in Programs of Study for Instructional Services and Subjects		
Subject area	Social studies	Language of instruction
Subject or service:	History	English Language Arts
Program of study:	Document containing courses and their objectives	Document containing courses and their objectives
Courses:	The Amerindian Societies, Secondary IV (Teaching/learning activities)	Language in Work and Society, Secondary IV (Teaching/learning activities)

Table 12 presents a summary of the definitions of terms related to programs of study for instructional services and subjects.

Table 12
Summary of Definitions Related to Programs of Study for Instructional Services and Subjects



* The concept of "local program," as presented under section 34 of this document, is related to the concept of "course."

Old Text

Section 37

One credit equals 15 hours of learning.

New Text

Section 37

One credit *normally equals* 25 hours of learning.

Number of Hours per Credit

Twenty-five hours of learning refers to the average time spent on attaining the objectives certified by a credit. The credits apply to programs of study in the four learning phases. For other services, the assignment of credits is not compulsory. It should be noted that since literacy is part of the four learning phases, work is currently under way at the MEQ to evaluate the procedures for assigning credits in literacy.

Note: section 37 was amended by Order in Council 958-96, 7 August 1996, *Gazette officielle du Québec*, 1996, Part 2, page 3855.

Section 38

The time allotted to learning activities shall be a maximum of 30 hours per week. An hour of learning equals 60 minutes.

In exceptional cases, an adult may be called upon to participate in learning activities that exceed the weekly maximum provided for in the first paragraph.

Duration of a Learning Activity

It should be noted that the duration of a learning activity does not include a break and the time between classes. Teaching/learning activities last 60 minutes.

Section 39

The following days are holidays for an adult:

- (1) 1 July;
- (2) the first Monday in September;
- (3) 24, 25 and 26 December;
- (4) 31 December and 1 and 2 January;
- (5) Good Friday;
- (6) Easter Monday; and
- (7) 24 June.

In exceptional cases, an adult may be called upon to participate in activities related to the programs of study on those holidays.

Holidays

The holidays provided for in section 39 were determined on the basis of a provincial agreement between the government and unions. Any changes (increase or decrease) are negotiated locally.

Section 40

The school board shall place at an adult's disposal the textbooks and instructional material required to teach the programs of study.

Cost of Material

Textbooks and instructional material placed at an adult's disposal are not necessarily free of charge. Each school board decides, if applicable, the cost of such textbooks and instructional material.

Section 41

Evaluation activities are designed to

- (1) determine an adult's level in one or more learning services; and
- (2) inform an adult and the teaching staff about the adult's learning achievement.



Subsection 1 of section 41 provides for the evaluation of learning for purposes of placement in a learning service. Subsection 2 allows for the formative evaluation and summative evaluation of learning.

Evaluation for Purposes of Placement

Evaluation for purposes of placement (subsection 1 of section 41) is intended to establish the course or courses in which an adult may enroll. In numerous programs of study, the courses are organized in a hierarchy according to their level of difficulty; traditional placement tests are very useful in this instance. Instruments similar to these tests, which assess the skills that are prerequisite to courses, also prove helpful for certain programs whose courses are not organized in a hierarchy.

Formative Evaluation

Evaluation that is done during a course and while the learning is taking place is **formative** (subsection 2 of section 41). Formative evaluation is intended to be a pedagogical and andragogical tool in that it is individualized and provides immediate feedback for an adult in a learning situation. As it is of a diagnostic and corrective nature, this type of evaluation thus enables the identification of areas in which the adult is experiencing difficulties in order to suggest or have the adult discover means of progressing in his or her studies. Whether it takes place at the beginning of or during the learning process, the main purpose of formative evaluation is to improve learning in a given course. Decisions resulting from formative evaluation are entirely of an educational nature.

Summative Evaluation

Evaluation that takes place at the end of a course is **summative**. It invariably occurs at the end of a sufficiently lengthy and important learning sequence, that is, an entire 25-hour course, or at the end of an important part of a course, such as a practicum. The final result of the summative evaluation, once transmitted to the MEQ (if it is a course for which the MEQ requires results to be transmitted), may lead to the attainment of credits required for the certification of studies.

Summative evaluation of experiential learning has the same function. It is done as part of ongoing evaluation services, regardless of the learning procedures and facilities or the dates of the courses.



Statistical analysis of examinations

The MEQ uses conventional methods for developing instruments for the measurement and evaluation of learning. These methods are taught and dealt with in research and publications by Québec universities. The MEQ makes the appropriate adaptations and innovations, as required.



The MEQ publishes and updates methodological guides and information documents on the evaluation of learning. These documents are distributed to the school boards by the adult education department of each school board.

All evaluation instruments are confidential. The MEQ, school boards and other authorized organizations are responsible for ensuring their safekeeping and confidentiality.

Section 42

Certification activities are designed to recognize an adult's scholastic and experiential learning.

Certification of Studies

Certification activities are based on:

- conditions for obtaining a Secondary School Diploma (SSD);
- the confidentiality and safekeeping of examinations;
- the implementation of summative evaluation instruments.



In conjunction with the school boards, the MEQ establishes and updates administrative rules for the certification of studies, as described in the *Administrative Manual for the Certification of Studies in General Education for Adults*,¹⁶ which is published annually.

¹⁶ Québec, ministère de l'Éducation, Direction générale des services éducatifs, Direction de la sanction des études, *Administrative Manual for the Certification of Studies in General Education for Adults*, Code 16-7808-95A (Québec: 1995-96).

Section 43

In accordance with section 463 of the Education Act (R.S.Q., c. I-13.3), the Minister shall determine and publish a list of the subjects in which he imposes examinations to be used for certification purposes.

Three-Year Plan: Distribution of Instruments for the Evaluation of Learning

In the document entitled *Plan triennal : diffusion des instruments aux fins de l'évaluation des acquis*,¹⁷ the MEQ specifies the prescribed instruments and the complementary instruments that it develops and publishes (e.g. examinations A and other French and English versions, tests, questionnaires, cassettes) for each program of study for the subjects and services offered in adult general education.

This document is available at the adult education department of each school board or the MEQ's regional office, and it is updated regularly.

The list of SAGE courses (No. A12-23-01) indicates the type of examination (column "Ca Év"): "M" for an examination prescribed by the MEQ; "C" for any other type of examination.

¹⁷ Québec, ministère de l'Éducation, Direction de la formation générale des adultes, *Three-Year Plan: Distribution of Instruments for the Evaluation of Learning*, 1995 (as yet unpublished).



Instructions contained in *Info/sanction adultes*¹⁸ must be taken into account by the adult education department of each school board.

According to the current agreement between the MEQ and the school boards, evaluation instruments are forwarded only to the person in charge of managing the certification of studies at each school board.



The MEQ also develops **definitions of the domain for summative evaluation** which are public documents used for the standardization of examinations employed for summative evaluation and designed by the MEQ and the school boards. Appendix C of this document contains a list of the definitions of the domain available for each program.

¹⁸ Québec, ministère de l'Éducation, Direction générale des services éducatifs, Direction de la sanction des études, *Info/sanction adultes* (Québec: sporadic publication).

Section 44

An adult may register for compulsory examinations in order to obtain credits without having taken the courses to which those credits correspond.

Examination Alone

Adults who are not subject to compulsory school attendance may, as stipulated in section 250 of the *Education Act*, have their scholastic and experiential learning recognized. To do so, they may register for "examination alone" type of activities. To this effect, school boards must provide evaluation of learning.

By definition, these activities are designed for the recognition of experiential learning because they are primarily aimed at adults who have acquired, outside of school or an adult education centre, learning equivalent to that described in the programs of study.



Experiential learning

The recognition of experiential learning allows adults who have significant life and work experience and have acquired the learning required to progress through a learning phase to obtain the credits for a course that is a prerequisite for another type of training or to obtain a Secondary School Diploma (SSD). Naturally, this experience is rather rare in young adults who drop out of secondary school and who enroll in an adult education centre within a short time.

The meaning of the term "recognition"

The MEQ generally defines "experiential learning" as the knowledge and abilities acquired by an individual outside of the school system, most often in the workplace or through volunteer activities.¹⁹ The term "**recognition**" has different meanings. Experiential learning is **recognized** in the sense that credits are attributed for a course (school) whose content corresponds to the learning acquired in an out-of-school context.

Experiential learning is also **recognized** by the issue of official documents by the MEQ (e.g. statement of learning achievement, Secondary School Diploma), or by school boards (e.g. certificates).

Moreover, some experiential learning is also **recognized** by the MEQ because, even without credits and outside of the certification process, this recognition allows the adult to meet the requirements for admission into vocational education. Secondary School Equivalency Tests are an example; if an adult does not have an SSD, employers will accept an Attestation of Equivalence for Secondary Studies.



School boards use examinations A, B, C and others normally associated with courses for which the adult wishes to obtain credits.

The MEQ makes specific examinations, such as the *Prior Learning Examination*, available to school boards. The adult education department as well as the person in charge of managing the certification of studies at each school board have information on these examinations.

Adults may take an examination for a course even if they have not taken the course in question. School boards may limit access to examinations to adults who have demonstrated that they are sufficiently prepared; however, section 44 of the Basic school regulation specifies that all adults are entitled to take an examination.

¹⁹ Québec, ministère de l'Éducation, *Vocabulaire de l'éducation*, 2nd revised edition (Québec: Les Publications du Québec, 1990), p. 29, no. 2. This is a free translation.

Section 45

The school board shall ensure that an adult receives a statement of learning achievement at least twice a year.

Statement of Learning Achievement

The MEQ issues a statement of learning achievement on the basis of the results that the school board has forwarded to it. The frequency with which diplomas and statements of learning achievement are issued is indicated in the publication, *Administrative Manual for the Certification of Studies in General Education for Adults*.



Section 45 is applicable to the four learning phases specified in the Basic school regulation. As mentioned under section 37 of this document, work is currently under way at the MEQ to evaluate the procedures for attributing credits in literacy.

For all other instructional services, the school board forwards the results according to the procedures established by the Direction de la sanction des études.²⁰

²⁰ Refer to the following: Québec, ministère de l'Éducation, Direction générale des services éducatifs, Direction de la sanction des études, *Guide d'utilisation du système de sanction des études en formation générale (SAGE)*, Code 16-7829 (Québec: 1996), p. 2.10-2.40.

Section 46

The pass mark for all courses offered at the secondary level is 60 percent.

Pass Mark

The pass mark of 60 percent has been established within the general context of the requirements of Québec society for both the youth and adult sectors and of the uniqueness of the Secondary School Diploma.

**Procedures for Implementing
Section 46**

The application of section 46 of the Basic school regulation has been suspended. Until this section takes effect, the provisions of section 4.3 of the 1996-97 Directives will apply.²¹

²¹ Québec, ministère de l'Éducation, *General Education for Adults, 1996-1997 Directives*, Code 38-7556A (Québec: 1996), p. 6.

Old Text

Section 47

The Minister shall award a Secondary School Diploma (SSD) to an adult who has obtained 54 credits in Secondary Cycle Two, distributed as follows:

- (1) 6 credits in the language of instruction at the Secondary V level;
- (2) 6 credits in the second language at the Secondary V level;
- (3) 4 credits in mathematics at the Secondary V level or a Secondary IV program established by the Minister under section 461 of the Act and having objectives of a comparable level of difficulty;
- (4) 6 credits in physical sciences at the Secondary IV level or a biology or computer science program at the Secondary IV level established by the Minister under section 461 of the Act; and
- (5) 4 credits in history of Québec and Canada or a human sciences program at the Secondary IV level established by the Minister under section 461 of the Act.

Units chosen and successfully completed during Secondary Cycle Two from among the optional subjects of the general or vocational education programs shall be taken into account for the awarding of a Secondary School Diploma.

New Text

Section 47

The Minister shall award a Secondary School Diploma (SSD) to an adult who has obtained 54 credits in Secondary Cycle Two, distributed as follows:

- (1) 6 credits in the language of instruction at the Secondary V level;
- (2) 4 credits in the second language at the Secondary V level;
- (3) 4 credits in mathematics at the Secondary V level or a Secondary IV program established by the Minister under section 461 of the Act and having objectives of a comparable level of difficulty;
- (4) 6 credits in physical sciences at the Secondary IV level or a biology or *micro-computer* program at the Secondary IV level established by the Minister under section 461 of the Act; and
- (5) 4 credits in history of Québec and Canada or a human sciences program at the Secondary IV level established by the Minister under section 461 of the Act.

Credits chosen and successfully completed *in* Secondary Cycle Two from among the optional subjects of the general or vocational education programs shall be taken into account for the awarding of a Secondary School Diploma.

Note: section 47 was amended by Order in Council 958-96, 7 August 1996, *Gazette officielle du Québec*, 1996, Part 2, page 3855.

Transitional Year from the Old to the New Certification System

The application of section 47 of the Basic school regulation has been suspended. Until this section takes effect, the provisions of section 4.4 of the 1996-97 Directives will apply.²² In order to facilitate the transition from the old certification system to the new one, specific procedures will be established.

Transitional Certification System

The Minister awards a Secondary School Diploma (SSD) to adults who have accumulated 54 credits in Secondary IV and V, distributed as follows:

- 12 credits in language of instruction, at least 6 of which must be at the Secondary V level;
- 6 credits in English as a Second Language at the Secondary IV or V level for adults whose language of instruction is French; or 6 credits in French as a Second Language at the Secondary V level for adults whose language of instruction is English;
- 36 credits in optional subjects, at least 18 of which must be at the Secondary V level, courses in vocational education programs being considered Secondary V courses.

For the purposes of the first paragraph, the number of credits in language of instruction and second language may not exceed 36.

Of the 54 credits required, 18 correspond to compulsory subjects, whereas 36 correspond to optional subjects offered to adults.

²² *General Education for Adults, 1996-1997 Directives*, pp. 6 and 7.



Secondary IV and V courses are sequential for compulsory subjects (languages, mathematics).

To meet the requirements of subsections 4 and 5, adults must obtain 6 credits in one of the subjects. Credits from different subjects cannot be combined; for example, an adult may not choose 2 credits in physical science and 4 in biology, but must obtain 6 credits in physical science or 6 credits in biology.

In addition, the Secondary IV mathematics program established by the Minister and referred to in subsection 3 of section 47 corresponds to mathematics 436 in the youth sector. The publication *Administrative Manual for the Certification of Studies in General Education for Adults* provides the codes for courses that correspond to the program.

Section 48

For humanitarian reasons or to avoid serious prejudice to an adult or to a group of adults, the Minister may authorize an exception to a provision of this Regulation upon receipt of a request by an adult or by his parents if he is a minor, or by the school board. The request shall include the reasons for which it is being made.

Exception

The Directives specify the procedure for applying for an exemption.

Section 49

The Minister shall establish implementation procedures and provide for any measure to permit the gradual implementation of the provisions of this Regulation.

**Gradual Implementation of the
Provisions of the Basic School
Regulation**

The Directives contain the measures regarding the gradual implementation of the provisions of the Basic school regulation.

Section 50

This Regulation comes into force on 1 July 1994.



The establishment of the *Basic school regulation respecting educational services for adults in general education* has concretely confirmed the recognition of an education system designed to meet the needs of adult Quebecers. This regulation was ratified by the Conseil des ministres du Québec on May 18, 1994 (Order in Council 732-94), and, as indicated in section 50, it came into force on July 1, 1994.

Moreover, sections 14, 29, 37 and 47 have been amended and took effect on September 5, 1996.

Appendix A

**Schedule for the Implementation
of New Programs of Study and
New Courses in Certain Instructional Services
August 5, 1996, Edition**

SCHEDULE FOR THE IMPLEMENTATION OF NEW PROGRAMS OF STUDY							
PROGRAM OF STUDY		July 1, 1996	Jan. 1, 1997	July 1, 1997	Jan. 1, 1998	July 1, 1998	Jan. 1, 1999
Anglais, langue seconde	Presec.	O	O	C	C	C	C
Biologie	Sec. IV	)	)	T	T	O	O
Biology	Sec. IV	)	)	T	T	O	O
Chimie	Sec. V	T	O	O	C	C	C
Chemistry	Sec. V	T	O	O	C	C	C
Français, langue d'enseignement	Presec.	O	O	C	C	C	C
	Sec.	O	O	C	C	C	C
Histoire du Québec et du Canada	Sec. IV	T	O	O	C	C	C
History of Québec and Canada	Sec. IV	T	O	O	C	C	C
Mathématiques	Presec.	O	O	C	C	C	C
	Sec.	C ¹	C	C	C	C	C
Mathematics	Presec.	O	O	O	C	C	C
	Sec.	O	C (I-IV) O (V)	C	C	C	C
Micro-informatique	Sec.	C	C	C	C	C	C
Microcomputing	Sec.	C	C	C	C	C	C
Secondary English for Adult Learners	Presec.	T	T	O	O	C	C
	Sec.	C	C	C	C	C	C

Legend: T Trial Basis

O Optional Implementation

C Compulsory Implementation

1. The codes for the old program are still in effect for some students (see Info/sanction No. 204).

SCHEDULE FOR THE IMPLEMENTATION OF NEW PROGRAMS OF STUDY (cont'd)							
PROGRAM OF STUDY		July 1, 1996	Jan. 1, 1997	July 1, 1997	Jan. 1, 1998	July 1, 1998	Jan. 1, 1999
Physique	Sec. V	T	O	O	C	C	C
Physics	Sec. V	T	O	O	C	C	C
Sciences humaines	Sec. IV	T	T	O	O	C	C
Social Studies	Sec. IV	T	T	O	O	C	C
Sciences physiques	Sec. IV	O	O	C	C	C	C
Physical Sciences	Sec. IV	O	O	C	C	C	C

SCHEDULE FOR THE IMPLEMENTATION OF NEW COURSES IN CERTAIN INSTRUCTIONAL SERVICES						
INSTRUCTIONAL SERVICE	July 1, 1996	Jan. 1, 1997	July 1, 1997	Jan. 1, 1998	July 1, 1998	Jan. 1, 1999
Entrée en formation	T	T	O	O	C	C
Orientation Services	T	T	O	O	C	C
Formation à l'intégration sociale	O	O	C	C	C	C
Social Integration Services	O	O	O	O	C	C
Intégration socioprofessionnelle	O	O	C	C	C	C
Sociovocational Integration Services	T	T	O	O	C	C

Legend: T Trial Basis

O Optional Implementation

C Compulsory Implementation

***Information Sheets on
Instructional Services and Subjects***

Table of Contents

Anglais, langue seconde	B - 1.1
Biology	B - 2.1
Chemistry	B - 3.1
Economics	B - 4.1
English Language Arts	B - 5.1
Foreign Languages	B - 6.1
Français, langue d'enseignement	B - 7.1
Francization Services	B - 8.1
French, Second Language	B - 9.1
Geography	B - 10.1
History	B - 11.1
Literacy Services	B - 12.1
Mathematics	B - 13.1
Microcomputing	B - 14.1
Orientation Services	B - 15.1
Personal and Social Development	B - 16.1
Physical Sciences	B - 17.1
Physics	B - 18.1
Social Integration Services	B - 19.1
Social Studies and Civics	B - 20.1
Sociovocational Integration Services	B - 21.1

ANGLAIS, LANGUE SECONDE**TARGET CLIENTELE**

The Anglais, langue seconde program is for any adult who needs instruction in this area. In addition, in the French sector, the requirements for the granting of a Secondary School Diploma (SSD) include successful completion of a course in English at the Secondary IV or V level.

PRESECONDARY

The presecondary program consists of two 50-hour courses. Implementation of these courses is optional in 1996-97. The presecondary Anglais, langue seconde program is optional.

SECONDARY CYCLES ONE AND TWO

The program consists of three courses in Secondary Cycle One and four courses in Secondary Cycle Two.

GUIDING PRINCIPLES

The program:

- considers English as a language of communication;
- emphasizes content over form;
- uses authentic, realistic discourse;
- offers adults an opportunity to discover the Anglophone culture of Québec and North America and to recognize its similarities and differences with respect to their own culture.

The communicative approach is used in the Anglais, langue seconde program.

NOTE

The Anglais, langue seconde program employs the model of individualized teaching and learning, teaching in workshops, and lecturing. Various means may be used, including learning guides designed by the DFGA, and made available by the Société de formation à distance (SOFAD), authentic oral and written material, special support classes, language labs, and listening centres.

BIOLOGY

TARGET CLIENTELE

IN PREPARATION

SECONDARY CYCLES ONE AND TWO

IN PREPARATION

GUIDING PRINCIPLES

IN PREPARATION

CHEMISTRY**TARGET CLIENTELE**

The program is for adults who wish to take Chemistry courses or who need prerequisites for a college program, according to their learning profiles.

SECONDARY CYCLES ONE AND TWO

The program is given in Secondary Cycle Two.

GUIDING PRINCIPLES

The content of the program is consistent with that of the program in the youth sector.

NOTE

The Chemistry program is based on the experimental or pragmatic approach. It puts a major emphasis on laboratory experimentation. Other means of teaching/learning may also be used, such as visits to companies, reading articles from newspapers or magazines, discussions, round tables, and forums.

ECONOMICS**TARGET CLIENTELE**

The program is for adults taking courses in Economics in accordance with their learning profiles.

SECONDARY CYCLES ONE AND TWO

The Economics program is given in Secondary V.

GUIDING PRINCIPLES

The Economics program:

- presents simple concepts that the adults can relate to everyday situations;
- presents economic reality in terms of the interdependence of the various elements comprising it;
- identifies trends in the Québec economy and international influences on it, and looks at future possibilities;
- uses the model of individualized instruction;
- uses an approach based on understanding, analysis, and synthesis.

ENGLISH LANGUAGE ARTS**TARGET CLIENTELE**

The Secondary English for Adult Learners (SEAL) program is for all adults who need instruction in English as the language of instruction. In addition, in the English sector, the requirements for the Secondary School Diploma (SSD) include 12 credits in Secondary IV or V English, including at least 6 credits in Secondary V.

PRESECONDARY

In 1996-97, the DFGA will develop new English Language Arts courses that will be field tested in 1997-98.

SECONDARY CYCLES ONE AND TWO

The program contains general and specific objectives for each alphanumeric code in each cycle.

GUIDING PRINCIPLES

The program is based on two main concepts:

- language as an instrument of thought;
- language as a communication tool.

The program draws on research on:

- the nature of language;
- language learning;
- language use.

The program encourages adults to:

- participate in a communication context;
- use the language in formulating their ideas.

The program is based on:

- the individualized instruction model;
- the whole-language approach.

NOTE

The English Language Arts program employs the model of individualized teaching and learning, and teaching in workshops. Various means may be used, including learning guides, audio and audiovisual aids, the library, and the language lab.

FOREIGN LANGUAGES

TARGET CLIENTELE

IN PREPARATION

GUIDING PRINCIPLES

IN PREPARATION

FRANÇAIS, LANGUE D'ENSEIGNEMENT

TARGET CLIENTELE

The program is for adults whose learning profiles include French courses in order to obtain an SSD or to meet other needs.

PRESECONDARY

The first part of the program is divided into three courses organized hierarchically in terms of content and level of difficulty. Adults must pass the third course before going on to the secondary level.

SECONDARY CYCLES ONE AND TWO

The second part of the program is divided into 20 Cycle One and Cycle Two courses. The hierarchy of the content and level of difficulty of the courses is based on three elements:

- the four sections of the program (reading, writing, listening, speaking);
- the various modes of expression (informative, narrative, expressive, poetic, persuasive, polemical, dramatic);
- the functioning of language (exploitation of resources, application of rules).

GUIDING PRINCIPLES

- The Français, langue d'enseignement, program has the same objectives as the program in the youth sector. However, the terminal and intermediate objectives, the skill indicators, and the content are different in that the program takes into account:
 - the reasons why adults enroll in secondary education;
 - the adults' experience, autonomy, and capacity for self-criticism and self-discipline;
 - the adults' living conditions;
 - the degree of development and of formal thinking of the individual adults.

GUIDING PRINCIPLES (cont'd)

- The program is based on:
 - the real ability of adults to determine their learning process;
 - exploitation of the adults' social and cultural knowledge;
 - methods that aim for successful communication, taking into account the adults' knowledge of the language and of discourse;
 - the roles and functions of language acts and of discourse in the dynamics of oral or written communication;
 - the use of the mechanisms of language;
 - the use of authentic communication situations in teaching.
- The approach used is that of the teaching of communication, or the communicative approach.

NOTE

- The Français, langue d'enseignement, program is divided into three parts: presecondary level, secondary level (with compulsory and complementary courses), and optional courses:
 - the foundations of the program and its guiding principles and objectives are the same at the presecondary level as in Secondary Cycles One and Two.
- The teaching model used is that of individualized teaching and learning.
- The Français, langue d'enseignement, program uses team teaching, workshops, and class lectures, and organizes teaching in blocks. Various means may be used, including learning guides, audio and audiovisual aids, the library, and the language lab.

FRANCIZATION SERVICES

TARGET CLIENTELE

Francization services are designed for adults whose mother tongue is not French and who fall into one of these three categories: Anglophone Quebecers, new Quebecers and native peoples. Even though credits are earned for successfully completed francization courses, individuals enrolled in francization services are not necessarily working towards a Secondary School Diploma (SSD). Persons who are illiterate in their mother tongue must enroll in literacy services rather than francization services. Literacy services are available in the five official languages of instruction, and fall under the responsibility of the school boards.

GUIDING PRINCIPLES

The general orientations of francization services are based on the learning of French by non-Francophones so that they may become socially autonomous and culturally integrated. Thus, francization services focus on the learning of French by individuals who wish to acquire and develop the language skills needed to integrate into the job market (or to pursue further studies) as well as into French-speaking social and cultural environments in Québec.

It should be noted that the orientations for francization services will be clarified as the services are implemented, as they require a knowledge of the learning styles of different cultures that takes into account the diversity of the origins of the individuals enrolled.

NOTE

Given the necessity of adults acquiring the basic second-language skills and social tools required for their integration into Québec society, the groups must be formed in such a way as to allow everyone the opportunity to engage in discussion.

For francization courses, credits are attributed using the same standards as when the courses are taken as part of presecondary education services, Secondary Cycle One education services and Secondary Cycle Two education services. Secondary Cycle Two credits count as optional credits towards the granting of an SSD.

Allophone immigrants and Anglophones who are illiterate and who wish to learn how to read and write English must enroll at a school board offering literacy services.

**FRENCH,
SECOND LANGUAGE****TARGET CLIENTELE**

The program is for any person who needs instruction in French as a second language. In addition, in the English sector, six credits at the Secondary V level are required for the SSD.

PRESECONDARY

The French, Second Language, program is divided into three parts. The first part is the *prerequisite for the common core* and is given at the presecondary level.

SECONDARY CYCLES ONE AND TWO

The second part of the program, the *common core*, is given in Secondary Cycle One and Cycle Two, while the third part, the *optional courses*, is given in Secondary Cycle Two.

GUIDING PRINCIPLES

The program draws its guiding principles from four disciplines:

- psychology and andragogy: respect for the adults' individuality and application of the andragogic approach;
- sociology: integration of the various ethnic communities into Québec society;
- linguistics: language learning in the context of communication.

The communicative approach is used in the French, Second Language, program.

NOTE

The content of the program, as stated above, is divided into three parts:

- the *prerequisite for the common core* is for adults who need to become familiar with the sounds and graphic elements of French and with the communicative approach;
- the *common core* consists of six levels of courses, the objective of which is to enable the adults to acquire a functional mastery of French;
- the *optional courses* enable the adults to improve their skill in oral or written communication after the objectives of the *common core* have been attained.

Given the type of approach used and the importance of constant interaction among the adults, lecturing (with participation by the adults) is the teaching method most often used. It is used here in accordance with the realities of the program and is considered group teaching. Individualized instruction or teaching in small groups may also be used.

Various means may be used, including teaching and learning guides, authentic material, audiovisual aids, andragogic computer applications, the language lab, and special support classes.

GEOGRAPHY**TARGET CLIENTELE**

The program is for adults who want to take Geography courses in accordance with their learning profiles.

SECONDARY CYCLES ONE AND TWO

The Geography program is given in Secondary IV and V.

GUIDING PRINCIPLES

The Geography program:

- identifies the responsibilities of adults with respect to the organization of their immediate geographical space in terms of the various contexts that affect their lives: provincial, regional, national, and international;
- is based on the study of geographical phenomena and their evolution;
- draws on various disciplines, such as the physical and natural sciences, history, and the social sciences, and allows the adults to make connections among them;
- uses the model of individualized instruction;
- uses an approach based on understanding, analysis, and synthesis.

HISTORY**TARGET CLIENTELE**

The program is for adults who want to take History courses in accordance with their learning profiles.

SECONDARY CYCLES ONE AND TWO

The History program is given in Secondary IV and V.

GUIDING PRINCIPLES

The History program:

- corresponds to the Québec reality;
- provides knowledge of important periods in Québec's and Canada's past in order to shed light on the contemporary period;
- draws on various schools of thought in history in order to develop the adults' critical sense;
- presents the socio-economic, political, and cultural aspects of Québec, Canadian, and world history;
- focuses on the characteristics of the history of Québec society and its interactions with past and present influences in the world;
- brings out the contributions of various groups to the collective history of Québec;
- uses the model of individualized instruction and an approach based on understanding, analysis, and synthesis.

LITERACY SERVICES

TARGET CLIENTELE

Literacy services are aimed at all persons who want to learn to read and write in order to function better in society or to pursue studies.

GUIDING PRINCIPLES

The aim of literacy services is to enable adults to take charge of their own development by using everyday situations as opportunities for teaching/learning. The functional capacity sought in literacy training is the ability to function effectively in the various situations of everyday life. This involves making use of competencies in listening, speaking, reading, writing, and arithmetic. The method used is that of customized training.

NOTE

As of January 1997, school boards offering literacy services in French must use version 3 of the *Guide de formation sur mesure en alphabétisation*.

Literacy services:

- require measures to reach the clientele in their environment; these measures call for different methods of heightening public awareness, group facilitation and recruitment. Examples of such methods include solicitation or advertising in public places or in the home;
- may be offered in a variety of training places. Given the diversity of the clientele and the context of the training, the training may be given in schools, at the workplace, through a union, and so forth;
- allow the inclusion, depending on the learning plan, of some of the content of presecondary education services;
- offer a program containing objectives in French or English and arithmetic integrated with subjects from everyday life and knowledge related to the request for customized training and the process of functional learning; to facilitate the choice of subjects, functional situations at four levels of difficulty are offered.

It should be noted that these courses have no grade levels or credits. Furthermore, they are not subject to the transmission of results. However, work is in progress at the MEQ to have a class and credits assigned to literacy courses.

MATHEMATICS**TARGET CLIENTELE**

The program is for adults whose learning profiles include Mathematics courses in order to meet the requirements for the SSD or other needs.

PRESECONDARY

A new presecondary Mathematics program is being prepared. Publication is planned for the 1996-97 school year.

SECONDARY CYCLES ONE AND TWO

The Mathematics program consists of 26 courses. The 8 courses in Cycle One constitute a common core of 350 hours. The Cycle Two courses allow for a variety of combinations corresponding to the courses in the youth sector (416, 436, 514, and 536). Depending on their training needs, adults will take 4, 7, 8, 11, or 15 courses, for a total of 150 hours, 250 hours, 275 hours, 375 hours, or 500 hours of mathematics.

GUIDING PRINCIPLES

The Secondary Cycle One and Cycle Two Mathematics program is based on the following three principles:

- meeting the needs of adults with respect to mathematics, needs related to everyday life, learning or exercising a trade, or pursuing college studies;
- access to recognized mathematical training of high quality;
- respect for adults as the prime architects of their own learning, by recognizing their achievements and by making available to them materials that allow them to progress at their own rate.

The goals and general objectives that follow are in keeping with these guiding principles.

Goals:

- to encourage adults to develop positive attitudes to mathematics and its applications;
- to help adults to learn to view mathematics as a practical tool to be used in various aspects of their lives (e.g. occupational, social, academic, practical, and family life);
- to show adults how to view the world in terms of quantities and relationships.

General Objectives:

- to enable adults to master mathematical concepts essential to a better understanding of their environment;
- to enable adults to master the use of certain mathematical instruments for applications in scientific and technical work and in trades;
- to enable adults to process information by using mathematical models;
- to enable adults to develop a systematic approach to problem solving;
- to enable adults to apply their mathematical knowledge in concrete situations.

The program uses the model of individualized instruction and the problem-solving approach.

NOTE

The course codes for the new program were modified on July 1, 1996. The numerical part of the codes is the same, except for the last position, which corresponds to the number of credits.

MICROCOMPUTING

TARGET CLIENTELE

The program is for adults who want to take courses in Microcomputing in accordance with their learning profiles.

SECONDARY CYCLES ONE AND TWO

All courses are given in Secondary V, with the exception of Introduction to the Micro-Computer and its Peripherals, which is given in Secondary II. However, certain courses will be given in Secondary IV when section 47 of the Basic school regulation comes into force.

GUIDING PRINCIPLES

The Microcomputing program:

- covers the most common computer applications in order to meet the needs of adults who are increasingly called upon to use computers in their everyday lives;
- emphasizes the use of computers to allow the adults to apply and reinforce their learning immediately;
- is designed to allow adults to choose courses that meet their needs as they have defined them on the basis of their previous knowledge;
- enables the adults to acquire skills that will allow them to adapt autonomously to new possibilities in microcomputing;
- is based on the experimental or pragmatic approach;
- uses a project-centred approach.

NOTE

The course codes in the old program have been inactive since July 1, 1996.

Various means may be used in teaching and learning, including:

- learning guides developed by some school boards;
- documentation accompanying various software and tutorials that are part of some software.

Basic computer equipment is indispensable.

The program consists of 13 courses, 8 of which will contribute to a specific requirement for certification when section 47 of the Basic school regulation comes into force.

ORIENTATION SERVICES

TARGET CLIENTELE

Orientation services are designed for all adults, regardless of the learning phase or the instructional service in which they wish to enroll. Orientation services are also intended for adults who, throughout their training process, need to reclarify their learning plan (and consequently their learning profile) or obtain pedagogical support specific to adults.

GUIDING PRINCIPLES

Orientation services currently:

- promote a knowledge and integration of all the components of an adult education centre in order to make it possible for adults to undertake and pursue their studies by taking full advantage of the opportunities available;
- focus on adults, their learning plan, their needs and their situations by making them aware of all the means at their disposal for successfully completing their training process;
- enable adults to carry out their learning plan by designing their learning profile with them.

NOTE

All school boards may offer orientation services. Orientation services are used in conjunction with the other instructional services. Orientation courses are currently offered as part of social integration services, sociovocational integration services, presecondary education services, Secondary Cycle One education services and Secondary Cycle Two education services.

In 1996-97, existing courses will be replaced by new courses that will focus on one of the following themes:

- learning plan
- personal and professional exploration
- personal well-being
- transition from one service to another or towards another option
- learning to learn
- managing one's learning

The theme on motivation (with respect to subsection 4 of section 8 of the Basic school regulation) will be integrated into each new course.

Depending on its theme, a course may be designed for all students enrolled in adult education or could be comprised of a core program with compulsory and optional courses targeted at specific groups.

NOTE (cont'd)

Courses in English will be based on those developed in French and will be adapted to the specific groups. French and English versions will be diffused and implemented in the **fall of 1997**.

The alphanumeric codes in the SAGE course list (No. A12-23-01) remain the same until the final implementation of the courses in the school boards. The course list is expected to be modified as of **July 1, 1997**.

A guide will be produced for the organization of orientation services. Non-compulsory organizational models will also be developed with respect to reception and referral services, enrolment and assistance services, orientation services and support services. The guide and models will be distributed at the same time as the diffusion and implementation of the new courses.

Placement tests are not to be financed through orientation services. The same applies to upgrading courses in French and mathematics (courses preparing students for placement), which must be funded through the instructional services in which they are given.

Courses in orientation services have no grade levels or credits, nor are they subject to the transmission of results.

**PERSONAL AND SOCIAL
DEVELOPMENT****TARGET CLIENTELE**

The program is for adults who wish to take courses in Personal and Social Development in accordance with their learning profiles.

PRESECONDARY

There are currently no courses in Personal and Social Development at the presecondary level.

SECONDARY CYCLES ONE AND TWO

The program is given in Secondary Cycle Two.

GUIDING PRINCIPLES

The guiding principles for the development of the Personal and Social Development program are the following:

- considering adult students as whole persons;
- the need to provide adults with tools for their academic, personal, and social learning process;
- the importance of the connection between adults' academic and occupational objectives and their social, cultural, and personal situation;
- the mechanisms of social and individual development;
- key concepts from the fields of psychology, andragogy, sociology, and health;
- the need for both teachers and adults to pay attention to the constant changes in society.

PHYSICAL SCIENCES**TARGET CLIENTELE**

The program is for adults who want to take courses in Physical Sciences in accordance with their learning profiles.

SECONDARY CYCLES ONE AND TWO

The Physical Sciences program is given in Secondary IV, and it differs from the Secondary V Physics and Chemistry programs particularly with respect to its guiding principles.

GUIDING PRINCIPLES

The Physical Sciences program:

- provides an introduction to scientific concepts as general knowledge rather than preparing adults for further, specialized training in science;
- draws on the theoretical foundations and organizational model of individualized instruction;
- emphasizes an approach based on understanding, analysis, and synthesis, particularly in dealing with the relationships between science, technology, and society. The "science, technology, and society (STS)" approach presents a view of science that takes into account the adults' experience, their environment, and the economic, political, and energy choices they must make as informed citizens.

NOTE

The experiments may be carried out at home or in class, with basic but specialized equipment. Various other means of teaching/learning may also be used, such as learning guides, industrial visits, newspaper and magazine articles, group discussion, and round table discussions.

PHYSICS**TARGET CLIENTELE**

The program is for adults who want to take Physics courses or who need Physics as a prerequisite for college studies, according to their learning profiles.

SECONDARY CYCLES ONE AND TWO

The courses are given in Secondary Cycle Two.

GUIDING PRINCIPLES

The program:

- provides content consistent with that of the program in the youth sector;
- emphasizes the prerequisites for further studies in science;
- is based on the model of individualized instruction.

The Physics program uses the experimental or pragmatic approach, and therefore laboratory experiments have an important place in it.

SOCIAL INTEGRATION SERVICES

TARGET CLIENTELE

Social integration services are intended for adults who have:

- limitations of a social nature or related to learning;
- intellectual, sensory, physical, psychological or emotional impairments.

GUIDING PRINCIPLES

Social integration services aim to:

- make it possible for adults who are experiencing serious behavioural or learning difficulties or who have one or more impairments to acquire the necessary tools to maximize the use of their abilities;
- make it possible for adults to acquire the learning and skills that will facilitate their functioning in their home environment and their immediate social circles.

NOTE

Social integration services:

- may be offered by all school boards wishing to provide them;
- can be offered to homogeneous or heterogeneous groups of adults; however, particular attention will be paid to affinities among adults in the same group;
- require the development and maintenance of procedures ensuring cooperation between the school and the living environment of the adults enrolled. The program cannot fully meet its objectives without the environment's contribution in extending and integrating learning;
- may require specific facilities (e.g. rooms, equipment) in order to facilitate the transfer of learning in certain areas of life proposed in the program content to other learning. Depending on the adults' needs, courses may be given outside the adult education centre;
- require means that are adapted to individuals and specific teaching/learning conditions and that are as close as possible to the adults' life situations;
- in part require, for teaching/learning, principles and practices related to group facilitation; particular emphasis is placed on writing, communication and the various resources of the group of adults;
- include a planning guide and a training program whose content is based on the different areas of life.

The DFGA plans to offer professional development sessions for social integration services as follows: a session for each of the regions of Bas-Saint-Laurent) Gaspésie) Îles-de-la-Madeleine, Saguenay) Lac-Saint-Jean, Abitibi-Témiscamingue and Côte-Nord; and two sessions for the other regions, one in Québec and the other in Montréal.

Courses in social integration services have no grade levels or credits. However, they are divided into two sections for adults with different needs and different ways of learning.

NOTE (cont'd)

The following information concerns the field of abilities related to preparation for the transfer of learning:

- The curriculum of the social integration services program focuses on skills of a specific and general nature.
- Depending on how the program is organized, the new field related to preparation for the transfer of learning focuses on skills of a general nature.
- This field is used at various times in the program and overlaps with other fields.
- As with other aspects of the program, all activities related to this field must be specified in the adult's learning profile in terms of objectives, activities and sequences.
- This field is used to help adults prepare to transfer what they have learned in the classroom to the environment in which they live.
- A distinction is made between preparing for the transfer, which is the aim of this field, and the transfer itself, which is not part of this field.
- Preparation for transfer is the joint responsibility of the adult and the school board and involves exercises done under the teacher's supervision, whereas the transfer itself is the responsibility of the adult, supported by his or her living environment.
- The program is organized such that preparation for transfer consists of formal learning activities, even though some of these activities may take place in the adult's living environment.
- These learning activities are considered to be practical training periods.
- Given that the transfer of learning to the adult's living environment is not done in the presence of the teacher, the school board is responsible for obtaining the cooperation of the external party, in particular to collect information on the results of the transfer. This information will make it possible to ensure that the learning process is duly completed.

In summary, preparation for transfer is part of the learning process, has the same characteristics as any other andragogical activity and must be dealt with with the same rigour and, consequently, must take place in conditions that are both appropriate and necessary for the adult's learning process to be successful.

SOCIAL STUDIES AND CIVICS**TARGET CLIENTELE**

The program is for adults who want to take Social Studies or Civics courses, according to their learning profiles.

GUIDING PRINCIPLES FOR THE TWO SOCIAL STUDIES COURSES (SCH-4022-2 AND SCH-4023-2, SST-4022-2 AND SST-4023-2)

The program:

- comprises four subjects that are interrelated in order to promote a global approach that takes into account geographic impacts on history, politics and the economy, of economics on the other three subjects, and so forth;
- demonstrates the specific character of Québec society and Western societies by highlighting diversity and change. Industrialization, urbanization, technological advances, the diversity of ethnic and linguistic groups, and cultural influences and expression, as presented in the program, emphasize this diversity and change;
- was designed so as to make it possible for adults to acquire the basic competencies that will enable them to develop their critical, analytical and synthetic capacities.

GUIDING PRINCIPLES FOR THE CIVICS PROGRAM

The program enables adults to:

- develop their own views of political issues and the various prevailing ideologies;
- participate actively in democratic life and in building their social and political environment;
- identify the interdependence of political phenomena with other disciplines in social studies.

SOCIOVOCATIONAL INTEGRATION SERVICES

TARGET CLIENTELE

Sociovocational integration services are designed for adults with a learning plan that focuses on employability.

GUIDING PRINCIPLES

Sociovocational integration services:

- are a means of developing employability;
- foster integration into the job market;
- emphasize knowledge and use of resources in the social, political and economic environments;
- aim at developing sociovocational skills and specific occupational skills.

Table I on the following page contains the program's components.

NOTE

Sociovocational integration services:

- are characterized by fixed starting dates for courses and variable school leaving;
- are ideally made up of training groups of a limited number of people, since the program and its approaches are based on group interaction, which is difficult when a group is too large;
- are offered to individuals who, as far as possible, are able to enroll on a full-time basis during the day. Availability during the day is necessary as numerous activities are carried out in the workplace. Some activities may also be offered on a part-time basis;
- require cooperation and partnership with businesses as well as government, regional and community organizations;
- require teachers who are trained in the program's guiding principles and content;
- must be offered with all the equipment required to implement the program. This equipment is made available by the school boards from their resources or through other school or external partners.

The DFGA plans to offer professional development sessions for social integration services as follows: a session for each of the regions of Bas-Saint-Laurent) Gaspésie) Îles-de-la-Madeleine, Saguenay) Lac-Saint-Jean, Abitibi-Témiscamingue and Côte-Nord; and two sessions for the other regions, one in Québec and the other in Montréal.

TABLE I
SOCIOVOCATIONAL INTEGRATION SERVICES BY LEARNING PHASE
PROGRAM OF STUDY*

LEARNING PHASE 1** Orientation Services	LEARNING PHASE 2 Sociovocational learning and integration activities			LEARNING PHASE 3 Stabilizing activities related to job integration
	Developing employability 2.1	Developing sociovocational skills 2.2	Developing specific occupational skills 2.3	
Section 1.1 Initial diagnosis	Section 2.1.1 Social, political and economic environment (stimulating)	Section 2.2.1 Personal development	Section 2.3.1 Occupational qualification related to the practice of an unskilled trade	Section 3.1 Support with placement
Section 1.2 Personal plan for developing employability	Section 2.1.2 The professional self	Section 2.2.2 Communication	Section 2.3.2 Occupational qualification related to the practice of a semi- skilled trade	Section 3.2 Keeping a job
	Section 2.1.3 Where to find a job	Section 2.2.3 Teamwork		
	Section 2.1.4 How to get a job	Section 2.2.4 Cognitive development		
	Section 2.1.5 Social, political and economic environment (reactive)	Section 2.2.5 Work methods		
		Section 2.2.6 Vocational or occupational development		
		Section 2.2.7 Acquiring sociovocational competencies		

* This is a free translation.

** For these services, consult the program for Services d'entrée en formation.

***List of Courses and Documents
Published for Instructional Services
and Subjects***

Table of Contents

Anglais, langue seconde	C - 1.1
Arts	C - 2.1
Biology	C - 3.1
Chemistry	C - 4.1
Cree	C - 5.1
Economics	C - 6.1
English Language Arts	C - 7.1
Foreign Languages	C - 8.1
Français, langue d'enseignement	C - 9.1
Francization Services	C - 10.1
French, Second Language	C - 11.1
General	C - 12.1
Geography	C - 13.1
History	C - 14.1
Inuktitut, Language of Instruction	C - 15.1
Literacy Services	C - 16.1
Mathematics	C - 17.1
Microcomputing	C - 18.1
Orientation Services	C - 19.1
Personal and Social Development	C - 20.1
Physical Education	C - 21.1
Physical Sciences	C - 22.1
Physics	C - 23.1
Postsecondary Education Preparation Services	C - 24.1
Social Integration Services	C - 25.1
Social Studies and Civics	C - 26.1
Sociovocational Integration Services	C - 27.1
Vocational Education Preparation Services	C - 28.1

- The ministry codes of documents published by the Direction de la formation générale des adultes must be used when ordering documents from one's own school board or from the appropriate person in the regional office, depending on the organization of the school board. A ministry document code ending in *A* indicates that the document is in English. Some documents are confidential and are not listed here.
- The section "List of Courses," which is presented in the form of a table, contains all courses considered active at the time of the latest updating.
- To obtain additional information, please consult the SAGE course list (No. A12-23-01).

ANGLAIS, LANGUE SECONDE

OFFICIAL PROGRAM**LIST OF COURSES**

SAGE CODE	TITLE
ANG-P005-2	Anglais, langue seconde présecondaire 01
ANG-P006-2	Anglais, langue seconde présecondaire 02
ANG-1001-6	Anglais, langue seconde
ANG-2001-6	Anglais, langue seconde
ANG-3007-6	Anglais, langue seconde
ANG-4036-6	Anglais, langue seconde
ANG-5054-6	Anglais, langue seconde
ANG-5055-6	Anglais, langue seconde
ANG-5064-6	Anglais, langue seconde

LOCAL PROGRAMS**LIST OF COURSES**

SAGE CODE	TITLE
ANG-P001-1	Anglais, langue seconde, présecondaire : programme local
ANG-P002-2	Anglais, langue seconde, présecondaire : programme local
ANG-P003-3	Anglais, langue seconde, présecondaire : programme local
ANG-P004-4	Anglais, langue seconde, présecondaire : programme local
ANG-4041-1	Anglais, langue seconde, 4 ^e secondaire : programme local
ANG-4042-2	Anglais, langue seconde, 4 ^e secondaire : programme local
ANG-4043-3	Anglais, langue seconde, 4 ^e secondaire : programme local
ANG-4044-4	Anglais, langue seconde, 4 ^e secondaire : programme local
ANG-5071-1	Anglais, langue seconde, 5 ^e secondaire : programme local
ANG-5072-2	Anglais, langue seconde, 5 ^e secondaire : programme local
ANG-5073-3	Anglais, langue seconde, 5 ^e secondaire : programme local
ANG-5074-4	Anglais, langue seconde, 5 ^e secondaire : programme local

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
DFGA	Program: Anglais, langue seconde, Program Courses	38-7823A
DFGA	Guides: Andragogical Guide: English as a Second Language, Andragogical Guide	38-7823-01A
DFGA	Learning Guide: English Second Language, Student's Book ✓✓	38-3015 and 38-3015-1 (two cassettes)
DFGA	Teaching Guide: English Second Language, Teacher's Book ✓✓	38-3016
DFGA	Learning Guide: English Second Language, Student's Book ✓✓	38-3017 and 38-3017-1 (three cassettes)
DFGA	Teaching Guide: English Second Language, Teacher's Book ✓✓	38-3018
DFGA	Learning Guides: English Second Language, Student's Book ✓✓	38-3019 and 38-3019-1 (four cassettes)
DFGA	English Second Language, Student's Book ✓✓	38-3020 and 38-3020-1 (four cassettes)
DFGA	English Second Language, Student's Book ✓✓	38-3021 and 38-3021-1 (four cassettes)
DFGA	English Second Language, Student's Book ✓✓	38-3022 and 38-3022-1 (three cassettes)
DFGA	Audiovisual Materials: Anglais, langue seconde ✓✓	V-1670 (seven videos)
DFGA	Video User's Guide ✓✓	38-3441

- ✓ There is no teaching guide for this course.
- ✓✓ These documents have not been changed since the updating of the program and andragogical guide in June 1995.

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
	Definitions of the Domain: Anglais, langue seconde, Definition of the Domain (ANG-1001-6) Anglais, langue seconde, Definition of the Domain (ANG-2001-6) Anglais, langue seconde, Definition of the Domain (ANG-3007-6) Anglais, langue seconde, Definition of the Domain (ANG-4036-6) Anglais, langue seconde, Definition of the Domain (ANG-5054-6) Anglais, langue seconde, Definition of the Domain (ANG-5055-6) Anglais, langue seconde, Definition of the Domain (ANG-5064-6) Anglais, langue seconde, Définition du domaine d'examen (ANG-1001-6) Anglais, langue seconde, Définition du domaine d'examen (ANG-2001-6) Anglais, langue seconde, Définition du domaine d'examen (ANG-3007-6) Anglais, langue seconde, Définition du domaine d'examen (ANG-4036-6) Anglais, langue seconde, Définition du domaine d'examen (ANG-5054-6) Anglais, langue seconde, Définition du domaine d'examen (ANG-5055-6) Anglais, langue seconde, Définition du domaine d'examen (ANG-5064-6)	38-7690A 38-7691A 38-7692A 38-7693A 38-7694A 38-7695A 38-7696A 38-7690 38-7691 38-7692 38-7693 38-7694 38-7695 38-7696
DFGJ	Information Documents:	
DFGJ	Module de perfectionnement collectif en didactique, anglais, langue seconde	28-2446, 28-2446A
DFGJ	Language Acquisition) Module 1	28-2449
DFGJ	Évaluation) Module 4	28-2450

ARTS

LOCAL PROGRAMS**LIST OF COURSES****FRENCH SECTOR****ENGLISH SECTOR**

SAGE CODE	TITLE	SAGE CODE	TITLE
ART-1001-1	Arts 1 ^{re} secondaire : programme local	ARS-1001-1	The Arts, Secondary I: Local Program
ART-1002-2	Arts 1 ^{re} secondaire : programme local	ARS-1002-2	The Arts, Secondary I: Local Program
ART-1003-3	Arts 1 ^{re} secondaire : programme local	ARS-1003-3	The Arts, Secondary I: Local Program
ART-1004-4	Arts 1 ^{re} secondaire : programme local	ARS-1004-4	The Arts, Secondary I: Local Program
ART-2001-1	Arts 2 ^e secondaire : programme local	ARS-2001-1	The Arts, Secondary II: Local Program
ART-2002-2	Arts 2 ^e secondaire : programme local	ARS-2002-2	The Arts, Secondary II: Local Program
ART-2003-3	Arts 2 ^e secondaire : programme local	ARS-2003-3	The Arts, Secondary II: Local Program
ART-2004-4	Arts 2 ^e secondaire : programme local	ARS-2004-4	The Arts, Secondary II: Local Program
ART-3001-1	Arts 3 ^e secondaire : programme local	ARS-3001-1	The Arts, Secondary III: Local Program
ART-3002-2	Arts 3 ^e secondaire : programme local	ARS-3002-2	The Arts, Secondary III: Local Program
ART-3003-3	Arts 3 ^e secondaire : programme local	ARS-3003-3	The Arts, Secondary III: Local Program
ART-3004-4	Arts 3 ^e secondaire : programme local	ARS-3004-4	The Arts, Secondary III: Local Program
ART-4101-1	Arts 4 ^e secondaire : programme local	ARS-4101-1	The Arts, Secondary IV: Local Program
ART-4102-2	Arts 4 ^e secondaire : programme local	ARS-4102-2	The Arts, Secondary IV: Local Program
ART-4103-3	Arts 4 ^e secondaire : programme local	ARS-4103-3	The Arts, Secondary IV: Local Program
ART-4104-4	Arts 4 ^e secondaire : programme local	ARS-4104-4	The Arts, Secondary IV: Local Program
ART-5111-1	Arts 5 ^e secondaire : programme local	ARS-5111-1	The Arts, Secondary V: Local Program
ART-5112-2	Arts 5 ^e secondaire : programme local	ARS-5112-2	The Arts, Secondary V: Local Program
ART-5113-3	Arts 5 ^e secondaire : programme local	ARS-5113-3	The Arts, Secondary V: Local Program
ART-5114-4	Arts 5 ^e secondaire : programme local	ARS-5114-4	The Arts, Secondary V: Local Program

BIOLOGY

NEW PROGRAM**LIST OF COURSES**

FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
	IN PREPARATION		IN PREPARATION

OLD PROGRAM**LIST OF COURSES**

FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
BIO-4005-1	La périnatalité 1		
BIO-4006-1	La périnatalité 2		
BIO-4007-1	La nutrition 1	BLG-4007-1	Nutrition I
BIO-4008-1	La nutrition 2	BLG-4008-1	Nutrition II
BIO-4009-1	La nutrition III	BLG-4009-1	Nutrition III
BIO-4010-1	L'homme et son milieu I	BLG-4010-1	The Human Environment I
BIO-4011-1	L'homme et son milieu II	BLG-4011-1	The Human Environment II
BIO-4012-1	L'homme et son milieu III		
BIO-4013-1	L'homme et son milieu IV		
BIO-4014-1	L'homme et son milieu V		
BIO-4015-1	Le jardinage biologique I		
BIO-4016-1	Le jardinage biologique II	BLG-4016-1	Biology (2)
BIO-4017-1	Le jardinage biologique III	BLG-4017-1	Organic Gardening (module 3)
BIO-4018-1	Le jardinage biologique IV	BLG-4018-1	Biology: Organic Gardening (module 4)
BIO-4019-1	Le jardinage biologique V	BLG-4019-1	Biology (5)
BIO-4023-1	Le syst. squelett. et muscul. chez l'être humain I	BLG-4023-1	The Human Skeletal and Muscular System I
BIO-4024-1	Le syst. squelett. et muscul. chez l'être humain II	BLG-4024-1	The Human Skeletal and Muscular System II

OLD PROGRAM			
LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
BIO-4025-1 BIO-4026-1 BIO-4027-1	Les poissons I Les poissons II Les poissons III		
BIO-4032-1 BIO-4033-1	L'écologie I L'écologie II	BLG-4031-1 BLG-4032-1 BLG-4033-1	Tissues Ecology (1) Ecology (2)
BIO-5021-1 BIO-5022-1 BIO-5023-1 BIO-5024-1 BIO-5025-1 BIO-5026-1 BIO-5027-1 BIO-5028-1	Le système respiratoire chez l'humain I Le système respiratoire chez l'humain II Le système reproducteur chez l'humain I Le système reproducteur chez l'humain II Le système reproducteur chez l'humain III La cellule I La cellule II La cellule III	BLG-5021-1 BLG-5022-1 BLG-5023-1 BLG-5024-1	Human Respiratory System I Human Respiratory System II Human Reproductive System I Human Reproductive System II
BIO-5031-1 BIO-5032-1 BIO-5033-1 BIO-5034-1 BIO-5035-1 BIO-5036-1 BIO-5037-1 BIO-5046-1 BIO-5047-1 BIO-5048-1	L'homme et son milieu VI ¹ L'homme et son milieu VII L'homme et son milieu VIII L'homme et son milieu IX L'hérédité I L'hérédité II L'hérédité III Les messagers chimiques chez l'humain Le système nerveux chez l'humain Le système nerveux chez l'humain	BLG-5026-1 BLG-5027-1 BLG-5028-1 BLG-5029-1 BLG-5030-1 BLG-5031-1 BLG-5032-1 BLG-5033-1 BLG-5034-1 BLG-5035-1 BLG-5036-1 BLG-5037-1 BLG-5046-1	The Cell I The Cell II The Cell III The Cell IV The Cell V The Human Environment VI ¹ The Human Environment VII The Human Environment VIII The Human Environment IX Heredity I Heredity II Heredity III Human Chemical Messages

¹ This course will no longer be offered as of June 30, 1997. The course content has been incorporated into the new Secondary IV Physical Sciences program.

LOCAL PROGRAMS**LIST OF COURSES**

FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
BIO-4041-1	Biologie, 4 ^e secondaire : programme local	BLG-4041-1	Biology, Secondary IV: Local Program
BIO-4042-2	Biologie, 4 ^e secondaire : programme local	BLG-4042-2	Biology, Secondary IV: Local Program
BIO-4043-3	Biologie, 4 ^e secondaire : programme local	BLG-4043-3	Biology, Secondary IV: Local Program
BIO-4044-4	Biologie, 4 ^e secondaire : programme local	BLG-4044-4	Biology, Secondary IV: Local Program
BIO-5051-1	Biologie, 5 ^e secondaire : programme local	BLG-5051-1	Biology, Secondary V: Local Program
BIO-5052-2	Biologie, 5 ^e secondaire : programme local	BLG-5052-2	Biology, Secondary V: Local Program
BIO-5053-3	Biologie, 5 ^e secondaire : programme local	BLG-5053-3	Biology, Secondary V: Local Program
BIO-5054-4	Biologie, 5 ^e secondaire : programme local	BLG-5054-4	Biology, Secondary V: Local Program

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES

SOURCE	TITLE	DOCUMENT CODE
	IN PREPARATION	

CHEMISTRY

NEW PROGRAM**LIST OF COURSES****FRENCH SECTOR****ENGLISH SECTOR**

SAGE CODE	TITLE	SAGE CODE	TITLE
	IN PREPARATION		IN PREPARATION

OLD PROGRAM**LIST OF COURSES****FRENCH SECTOR****ENGLISH SECTOR**

SAGE CODE	TITLE	SAGE CODE	TITLE
CHI-4009-3	Chimie* 141 ¹	CHE-4009-3	Chemistry* 241 ✓
CHI-5023-3	Chimie* 151 ✓	CHE-5023-3	Chemistry* 251 ✓
CHI-5024-3	Chimie* 152 ✓	CHE-5024-3	Chemistry* 252 ✓
CHI-5025-3	Chimie* 153 ✓	CHE-5025-3	Chemistry* 253 ✓

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES

SOURCE	TITLE	DOCUMENT CODE
	IN PREPARATION	

¹ An asterisk following a course title indicates that, for purposes of accumulation of credits, it is a Secondary V course.

CREE

LIST OF COURSES	
SAGE CODE	TITLE
CRI-1001-6	Crie, langue maternelle 1 ^{re} secondaire
CRI-2001-6	Crie, langue maternelle 2 ^e secondaire
CRI-3001-6	Crie, langue maternelle 3 ^e secondaire
CRI-4005-3	Crie, langue maternelle 4 ^e secondaire
CRI-4006-3	Crie, langue maternelle 4 ^e secondaire
CRI-5005-3	Crie, langue maternelle 5 ^e secondaire
CRI-5006-3	Crie, langue maternelle 5 ^e secondaire

ECONOMICS

LIST OF COURSES

FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
SCE-5017-1	Consommer sans se faire consommer	ECM-5017-1	Consuming without Being Consumed
SCE-5018-1	Échanger avec les autres pays : ça change quoi?	ECM-5018-1	Trade & Other Countries: What Does It Change?
SCE-5019-3	Faire fructifier son argent, est-ce facile?	ECM-5019-3	Is It Easy to Make Your Money Grow?
SCE-5021-1	Une société, ça s'organise	ECM-5020-3	Introduction to Economic Life
SCE-5022-2	Le monde du travail : c'est tout un job	ECM-5021-1	A Society Has to Organize
SCE-5023-2	État : problème ou solution	ECM-5022-2	The Business World and How It Works
		ECM-5023-2	The State: Problem or Solution

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES

SOURCE	TITLE	DOCUMENT CODE
DFGA	Program: Sciences humaines, Recueil de programmes de matière : Vie économique	38-0753 and 38-0753A
DFGA	Administrative Guide: Guide du gestionnaire en sciences humaines	38-2992
DFGA	Learning Guides: Une société, ça s'organise	38-2869
DFGA	Le monde du travail : c'est tout un job/The Business World and How It Works	38-7590 and 38-7590A
DFGA	État : problème ou solution	38-0823
DFGA	Échanger avec les autres pays, ça change quoi?	38-2977
DFGA	Faire fructifier son argent, est-ce facile?/Is It Easy to Make Your Money Grow?	38-7591 and 38-7591A

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
DFGA	Definitions of the Domain:	
DFGA	Consommer sans se faire consommer (SCE-5017-1)	38-7578
DFGA	Faire fructifier son argent, est-ce facile? (SCE-5019-3)	38-7579
DFGA	Le monde du travail : c'est tout un job ((SCE-5022-2)	38-7577
DFGA	Une société, ça s'organise (SCE-5021-1)	38-8821
DFGA	État : problème ou solution (SCE-5023-2)	38-8820
DFGA	Échanger avec les autres pays, ça change quoi? (SCE-5018-1)	38-8819
DFGA	Industrialisation et urbanisation au Québec, 4 ^e sec./Industrialization and Urbanization in Québec, Sec. IV ^{1 11}	38-7760 and 38-7760A
	La démocratie et la culture au Québec, 4 ^e sec./Democracy and Culture in Québec, Sec. IV ✓ ✓✓	38-7761 and 38-7761A

1 New program

11 These definitions of the domain will be available when the program is approved.

ENGLISH LANGUAGE ARTS

NEW PROGRAM**LIST OF COURSES**

SAGE CODE	TITLE
ENG-1061-3 ENG-1062-3	Language in Everyday Life Language and Self-Expression
ENG-2061-3 ENG-2062-3	Language for Creativity Language, Media and Communication
ENG-3061-3 ENG-3062-3	Language to Inform Language for Comment and Persuasion
ENG-4061-3 ENG-4062-3	Language for Enjoyment Language in Work and Society
ENG-5061-3 ENG-5062-3	Language in Drama and Literature Language and Learning

OLD PROGRAM**LIST OF COURSES**

SAGE CODE	TITLE
ENG-P001-6 ENG-P002-3 ENG-P003-3 ENG-P004-3	English* 204 ¹ English* 205 ✓ English* 206 ✓ English* 207 ✓

¹ An asterisk following a course title indicates that this is the most recent version of the program.

LOCAL PROGRAMS**LIST OF COURSES**

SAGE CODE	TITLE
ENG-1021-1	English Language Arts, Sec. I: Local Program
ENG-1022-2	English Language Arts, Sec. I: Local Program
ENG-1023-3	English Language Arts, Sec. I: Local Program
ENG-1024-4	English Language Arts, Sec. I: Local Program
ENG-2021-1	English Language Arts, Sec. II: Local Program
ENG-2022-2	English Language Arts, Sec. II: Local Program
ENG-2023-3	English Language Arts, Sec. II: Local Program
ENG-2024-4	English Language Arts, Sec. II: Local Program
ENG 3021-1	English Language Arts, Sec. III: Local Program
ENG-3022-2	English Language Arts, Sec. III: Local Program
ENG-3023-3	English Language Arts, Sec. III: Local Program
ENG-3024-4	English Language Arts, Sec. III: Local Program
ENG-4051-1	English Language Arts, Sec. IV: Local Program
ENG-4052-2	English Language Arts, Sec. IV: Local Program
ENG-4053-3	English Language Arts, Sec. IV: Local Program
ENG-4054-4	English Language Arts, Sec. IV: Local Program
ENG-5151-1	English Language Arts, Sec. V: Local Program
ENG-5152-2	English Language Arts, Sec. V: Local Program
ENG-5153-3	English Language Arts, Sec. V: Local Program
ENG-5154-4	English Language Arts, Sec. V: Local Program

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
DFGA	Program: Program of Study	38-3926
DFGA	Pedagogical Guide: General Pedagogical Guide	38-3927
DFGA	Reference: Grammar Reference Guide	38-3928
DFGA	Learning Guides: Language in Everyday Life	38-3929
DFGA	Language and Self-Expression	38-3930
DFGA	Language for Creativity	38-3931
DFGA	Language, Media and Communication	38-3932
DFGA	Language for Comment and Persuasion	38-3933
DFGA	Language to Inform, Part 1	38-3934
DFGA	Language to Inform, Part 2	38-3935
DFGA	Language for Enjoyment	38-3936
DFGA	Language in Work and Society	38-3937
DFGA	Language in Drama and Literature	38-3938
DFGA	Language and Learning	38-3939

FOREIGN LANGUAGES

LIST OF COURSES

FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
LAN-4039-6	Espagnol	LNG-4039-6	Spanish
LAN-5064-6	Espagnol 151	LNG-5064-6	Spanish 251

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES

SOURCE	TITLE	DOCUMENT CODE
DFGA	Espagnol, langue seconde	38-2128

FRANÇAIS, LANGUE D'ENSEIGNEMENT
--

NEW PROGRAM
LIST OF COURSES

SAGE CODE	TITLE
FRA-P031-3	Français, langue d'ens. présec., compr. lecture, prod. écrite 1
FRA-P032-3	Français, langue d'ens. présec., compr. lecture, prod. écrite 2
FRA-P033-4	Français, langue d'ens. présec., compr. lecture, prod. écrite 3
FRA-1031-3	Français, langue d'ens., 1 ^{re} sec., compr. lecture, prod. écrite 1
FRA-1032-2	Français, langue d'ens., 1 ^{re} sec., compr. lecture, prod. écrite 2
FRA-1033-1	Français, langue d'ens., 1 ^{re} sec., compr. écoute, prod. orale
FRA-2031-3	Français, langue d'ens., 2 ^e sec., compr. lecture, prod. écrite 1
FRA-2032-2	Français, langue d'ens., 2 ^e sec., compr. lecture, prod. écrite 2
FRA-2033-1	Français, langue d'ens., 2 ^e sec., compr. écoute, prod. orale
FRA-3031-3	Français, langue d'ens., 3 ^e sec., production écrite 1
FRA-3032-2	Français, langue d'ens., 3 ^e sec., compr. lecture, prod. orale A
FRA-3033-2	Français, langue d'ens., 3 ^e sec., compr. lecture, prod. orale B
FRA-3034-1	Français, langue d'ens., 3 ^e sec., compr. lecture, en écoute A
FRA-3035-1	Français, langue d'ens., 3 ^e sec., compr. lecture, en écoute B
FRA-3036-1	Français, langue d'ens., 3 ^e sec., compr. lecture, en écoute C
FRA-3037-3	Français, langue d'ens., 3 ^e sec., production écrite 2
FRA-4061-3	Français, langue d'ens., 4 ^e sec., compr. lect. écoute p. écr. 1
FRA-4062-3	Français, langue d'ens., 4 ^e sec., compr. lect. écoute p. écr. 2
FRA-5141-1	Français, langue d'ens., 5 ^e sec., compr. lecture
FRA-5142-2	Français, langue d'ens., 5 ^e sec., production écrite
FRA-5143-3	Français, langue d'ens., 5 ^e sec., compr. lect-éc. prod. écr. or.
FRA-5144-2	Français, langue d'ens., 5 ^e sec., compr. lecture prod. écrite
FRA-5145-1	Français, langue d'ens., 5 ^e sec., compr. en écoute

CODES FOR THE FIELD TESTING OF THE NEW PROGRAM**LIST OF COURSES**

SAGE CODE	TITLE
FRA-P023-# FRA-P024-#	Français, langue maternelle, présecondaire I Français, langue maternelle, présecondaire II
FRA-1013-3 FRA-1014-5 FRA-1015-2	Français, langue mat., 1 ^{re} sec., compréhension, production Français, langue mat., 1 ^{re} sec., compréhension, production Français, langue mat., 1 ^{re} sec., production de l'oral
FRA-2011-3 FRA-2012-5 FRA-2013-2	Français, langue mat., 2 ^e sec., compréhension, production Français, langue mat., 2 ^e sec., compréhension, production Français, langue mat., 2 ^e sec., production de l'oral
FRA-3005-2 FRA-3006-2 FRA-3007-2 FRA-3008-2 FRA-3009-2 FRA-3010-5	Français, langue mat., 3 ^e sec., compréhension Français, langue mat., 3 ^e sec., compréhension de l'écrit Français, langue mat., 3 ^e sec., compréhension Français, langue mat., 3 ^e sec., compréhension Français, langue mat., 3 ^e sec., compréhension de l'écrit Français, langue mat., 3 ^e sec., production de l'écrit
FRA-4040-5 FRA-4041-5	Français, langue mat., 4 ^e sec., compréhension, production Français, langue mat., 4 ^e sec., compréhension, production
FRA-5121-1 FRA-5122-1 FRA-5123-3 FRA-5124-1 FRA-5125-1 FRA-5126-1	Français, langue mat., 5 ^e sec., compréhension de l'écrit Français, langue mat., 5 ^e sec., compréhension de l'écrit Français, langue mat., 5 ^e sec., production de l'écrit Français, langue mat., 5 ^e sec., production de l'oral Français, langue mat., 5 ^e sec., compréhension de l'écrit Français, langue mat., 5 ^e sec., compréhension de l'oral

OLD PROGRAM**LIST OF COURSES**

SAGE CODE	TITLE
FRA-P010-6	Français 504
FRA-P011-6	Français 505
FRA-P012-6	Français 506
FRA-P013-3	Français 507
FRA-P014-6	Programme d'appoint en français, langue maternelle
FRA-P015-6	Programme d'appoint en français, langue maternelle
FRA-1002-3	Français 511
FRA-1003-3	Français 512
FRA-2002-3	Français 521
FRA-2003-3	Français 522
FRA-3003-3	Français 531
FRA-3004-3	Français 532
FRA-5103-4	Français 551
FRA-5104-4	Français 552
FRA-5105-4	Français 553
FRA-5106-4	Français 554

LOCAL PROGRAMS**LIST OF COURSES**

SAGE CODE	TITLE
FRA-1021-1	Français, langue mat., 1 ^{re} sec. : programme local
FRA-1022-2	Français, langue mat., 1 ^{re} sec. : programme local
FRA-1023-3	Français, langue mat., 1 ^{re} sec. : programme local
FRA-1024-4	Français, langue mat., 1 ^{re} sec. : programme local
FRA-2021-1	Français, langue mat., 2 ^e sec. : programme local
FRA-2022-2	Français, langue mat., 2 ^e sec. : programme local
FRA-2023-3	Français, langue mat., 2 ^e sec. : programme local
FRA-2024-4	Français, langue mat., 2 ^e sec. : programme local

LOCAL PROGRAMS**LIST OF COURSES**

SAGE CODE	TITLE
FRA-3011-1	Français, langue mat., 3 ^e sec. : programme local
FRA-3012-2	Français, langue mat., 3 ^e sec. : programme local
FRA-3013-3	Français, langue mat., 3 ^e sec. : programme local
FRA-3014-4	Français, langue mat., 3 ^e sec. : programme local
FRA-4051-1	Français, langue mat., 4 ^e sec. : programme local
FRA-4052-2	Français, langue mat., 4 ^e sec. : programme local
FRA-4053-3	Français, langue mat., 4 ^e sec. : programme local
FRA-4054-4	Français, langue mat., 4 ^e sec. : programme local
FRA-5131-1	Français, langue mat., 5 ^e sec. : programme local
FRA-5132-2	Français, langue mat., 5 ^e sec. : programme local
FRA-5133-3	Français, langue mat., 5 ^e sec. : programme local
FRA-5134-4	Français, langue mat., 5 ^e sec. : programme local

DOCUMENTS PRODUCED BY THE DFGA (BUT NOT PUBLISHED)

SOURCE	TITLE	TYPE OF DOCUMENT
DFGA DFGA	Field Testing Materials: Lire et écrire – Article documentaire ou chronique – Annexes 1, 2 et 3 (FRA-1013-3) Lire, écouter et écrire des textes à dominante expressive (FRA-1014-5)	Disquette originale – WP 5.1 Vidéogramme GFR 712 «Québec Magazine» Cassette audio (original) GFR 712 : Face A «Michel Gauthier», Face B «France Castel» Disquette originale – WP 5.1

DOCUMENTS PRODUCED BY THE DFGA (BUT NOT PUBLISHED)		
SOURCE	TITLE	TYPE OF DOCUMENT
DFGA DFGA DFGA	Parle parle – Jase jase (dominante expressive) (FRA-1015-2) La quête (conte, légende et récit fantastique) (FRA-2011-3) La nouvelle – Le fait divers – Le compte rendu – La table ronde (FRA-2012-5)	Disquette originale – WP 5.1 Disquette originale – WP 5.1 Vidéogramme GFR 722 «Table ronde – Montréal ce soir avec Simon Durivage» Cassette audio (original) GFR 711 – Face A : «Activités d'écoute» (Jos Maquillon, Jeanne Sauvé n'est plus, Échec du test de français, Un geste de trop, Clinton, président des USA)
DFGA DFGA DFGA	Parle parle – Jase jase (dominante informative) (FRA-2013-2) Journal, magazine et bulletin de nouvelles ou émission d'information (FRA-3005-2) Roman de série — Roman à grand tirage (FRA-3006-2)	Disquette originale – WP 5.1 Disquette originale – WP 5.1 Cassette audio (original) GFR 732 : «Les romans» (Faces A et B)
DFGA	Pub, quand tu nous tiens (FRA-3007-2)	Vidéogramme GFR 733 A – «Le message publicitaire» (Bell Canada) Vidéogramme GFR 733 B – «4 messages publicitaires» Cassette audio GFR 733 A – «Message publicitaire» (Face A)
DFGA DFGA DFGA DFGA	Poèmes et chansons (FRA-3008-2) Extrait d'une correspondance, d'un récit de voyage ou d'une œuvre littéraire (FRA-3009-2) Le pouvoir des mots (FRA-3010-5) Odyssée 741 – L'information au cœur des changements (FRA-4040-5)	Disquette originale – WP 5.1 Cassette Disquette originale – WP 5.1 Vidéogramme GFR 741 «Et la baleine... Jonas» Vidéogramme GFR 741 «À bien y penser»
DFGA	La nouvelle, le roman, le récit et le monologue québécois (FRA-4041-5)	Disquette originale – WP 5.1 Cassette audio (original) GFR 742 : «9 pratiques d'écoute» Disquette originale – WP 5.1
DFGA DFGA DFGA DFGA DFGA DFGA	Le roman et la nouvelle tirés de la littérature francophone (FRA-5121-1) Ce que gens pensent (FRA-5122-1) Penser pour écrire (FRA-5123-3) Parle parle – Jase jase (dominante argumentative) (FRA-5124-1) Textes à dominante poétique – Poème classique ou contemporain (FRA-5125-1) Écoute d'un document à dominante dramatique (FRA-5126-1)	Disquette originale – WP 5.1 Disquette originale – WP 5.1 Disquette originale – WP 5.1

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
DFGA	New program: Programme d'études, français, langue d'enseignement	38-7710
	Definitions of the Domain:	
DFGA	Compréhension en lecture et production écrite (FRA-P031-3)	38-8746
DFGA	Compréhension en lecture et production écrite (FRA-P032-3)	38-8747
DFGA	Compréhension en lecture et production écrite (FRA-P033-4)	38-8748
DFGA	Compréhension en lecture et production écrite (FRA-1031-3)	38-8749
DFGA	Compréhension en lecture et production écrite (FRA-1032-2)	38-8750
DFGA	Compréhension en écoute et production orale (FRA-1033-1)	38-8751
DFGA	Compréhension en lecture et production écrite (FRA-2031-3)	38-8752
DFGA	Compréhension en lecture et production écrite (FRA-2032-2)	38-8753
DFGA	Compréhension en écoute et production orale (FRA-2033-1)	38-8754
DFGA	Production écrite (FRA-3031-3)	38-8755
DFGA	Compréhension en lecture et production orale (FRA-3032-2)	38-8756
DFGA	Compréhension en lecture et production orale (FRA-3033-2)	38-8757
DFGA	Compréhension en lecture et en écoute (FRA-3034-1)	38-8758
DFGA	Compréhension en lecture et en écoute (FRA-3035-1)	38-8759
DFGA	Compréhension en lecture et en écoute (FRA-3036-1)	38-8760
DFGA	Production écrite (FRA-3037-3)	38-8761
DFGA	Compréhension en lecture et en écoute et production écrite (FRA-4061-3)	38-8762
DFGA	Compréhension en lecture et en écoute et production écrite (FRA-4062-3)	38-8763
DFGA	Compréhension en lecture (FRA-5142-2)	38-8764
DFGA	Production écrite (FRA-5142-2)	38-8765
DFGA	Compréhension en lecture et en écoute production écrite et production orale (FRA-5143-3)	38-8766
DFGA	Compréhension en lecture et production écrite (FRA-5144-2)	38-8767
DFGA	Compréhension en écoute (FRA-5145-1)	38-8768

FRANCIZATION SERVICES

LIST OF COURSES

The list of courses is the same as that for the French, Second Language, program; only the alphanumeric codes are different. The Français, langue d'enseignement, program may also be used, as may any other material deemed necessary.

SAGE CODE	TITLE
FRA-P014-6	Programme d'appoint en français, langue maternelle
FRA-P015-6	Programme d'appoint en français, langue maternelle
LAN-1001-4	Français, langue seconde 01
LAN-1002-4	Français, langue seconde 11
LAN-2001-4	Français, langue seconde 21
LAN-3003-4	Français, langue seconde 31
LAN-4048-4	Français, langue seconde 41
LAN-5071-4	Français, langue seconde 51
LAN-5072-4	Français, langue seconde 52
LAN-5073-4	Français, langue seconde 53
LAN-5074-8	Français, langue seconde 54

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES

SOURCE	TITLE	CODE DE DOCUMENT
DFGA	Program: Programme d'études, French, Second Language	38-7625
DFGA	Administrative Guide: Guide d'utilisation	38-3402
DFGA	Guide d'organisation	38-7628

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	CODE DE DOCUMENT
	Guides and Cassettes:	
	Prerequisites for the core program	
DFGA	Guide d'enseignement	38-7680-01
DFGA	Guide d'apprentissage	38-7680-02
DFGA	Cassette. Activités d'écoute (1 à 16). Bain d'écoute (1 à 3)	38-7680-03
DFGA	Cassette. Exercices phonétiques (1 à 21)	38-7680-04
DFGA	Cassette. Exercices phonétiques (22 à 42)	38-7680-05
	Cassette. Exercices phonétiques (43 à 78)	38-7680-06
	Level 1	
DFGA	Guide d'enseignement	38-1000-01
DFGA	Guide d'apprentissage	38-1000-02
DFGA	Cassette	38-1000-03
DFGA	Cassette	38-1000-04
DFGA	Cassette	38-1000-05
DFGA	Cassette	38-1000-06
DFGA	Cassette	38-1000-07
DFGA	Cassette	38-1000-08
DFGA	Cassette	38-1000-09
DFGA	Cassette	38-1000-10
	Level 2	
DFGA	Guide d'enseignement	38-7576-01
DFGA	Guide d'apprentissage	38-7576-02
DFGA	Cassette	38-7576-03
DFGA	Cassette	38-7576-04
DFGA	Cassette	38-7576-05
DFGA	Cassette	38-7576-06
DFGA	Cassette	38-7576-07
DFGA	Cassette	38-7576-08

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	CODE DE DOCUMENT
DFGA	Level 3	
DFGA	Guide d'enseignement	38-7595
DFGA	Guide d'apprentissage	38-7595-03
DFGA	Cassette	38-7595-01
DFGA	Cassette	38-7595-02
	Level 4	
DFGA	Guide d'enseignement	38-7604
DFGA	Guide d'apprentissage	38-7604-03
DFGA	Cassette	38-7604-01
DFGA	Cassette	38-7604-02
	Level 5	
DFGA	Guide d'enseignement	38-3450-09
DFGA	Guide d'apprentissage	38-3450-08
DFGA	Cassette	38-3450-10
DFGA	Cassette	38-3450-11
DFGA	Cassette	38-3450-12
DFGA	Guide d'enseignement. Version de groupe	38-7669
DFGA	Cassette. Le téléphone juridique. Les bélugas du Saint-Laurent	38-7669-02
DFGA	Cassette. Instructions aux étudiants. Version individualisée	38-7669-03
DFGA	Guide d'apprentissage. Version de groupe	38-3436-01
DFGA	Guide d'apprentissage. Version de groupe	38-7698 (being printed)
	Research and Development:	
DFGA	Guide de ressources didactiques pour la classe multiethnique	38-3488
DFGA	Enseigner le français aux alloglottes	38-3161
DFGA	Les hispanophones et leur français	38-3159
DFGA	Les commissions scolaires et la population immigrante, 10 ans de réflexion	38-3160
DFGA	Guide de lecture et d'auto-perfectionnement à l'intention des formateurs et des formatrices d'adultes allophones	38-7629
DFGA	Portrait du formateur et de la formatrice d'adultes	38-3163

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	CODE DE DOCUMENT
DFGA	Definitions of the Domain and Placement Tests:	
DFGA	Test de classement. Version de groupe	38-3436
DFGA	Test de classement. Version individualisée	38-7698-01 (being printed)
DFGA	Français, langue seconde. Test de classement (LAN-1092-6 à LAN-5072-4)	38-3461
DFGA	Français, langue seconde. Définition du domaine d'examen (LAN-1002-4)	38-3450-01
DFGA	Français, langue seconde. Définition du domaine d'examen (LAN-2001-4)	38-3450-02
DFGA	Français, langue seconde. Définition du domaine d'examen (LAN-3003-4)	38-3450-03
DFGA	Français, langue seconde. Définition du domaine d'examen (LAN-4048-4)	38-3450-04
DFGA	Français, langue seconde. Définition du domaine d'examen (LAN-5071-4)	38-3450-05
DFGA	Français, langue seconde. Définition du domaine d'examen (LAN-5072-4)	38-3450-06
DFGA	Français, langue seconde. Définition du domaine d'examen (LAN-5094-#)	38-3450-07

FRENCH, SECOND LANGUAGE

OFFICIAL PROGRAM
LIST OF COURSES

SAGE CODE	TITLE
FRE-1091-6	French, Second Language 801
FRE-1092-6	French, Second Language 811
FRE-2091-6	French, Second Language 821
FRE-3091-6	French, Second Language 831
FRE-4091-6	French, Second Language 841
FRE-5091-6	French, Second Language 851
FRE-5092-6	French, Second Language 852
FRE-5093-6	French, Second Language 853
FRE-5094-#12	French, Second Language 854

LOCAL PROGRAMS
LIST OF COURSES

SAGE CODE	TITLE
FRE-P001-1	French, Second Language, Presecondary: Local Program
FRE-P002-2	French, Second Language, Presecondary: Local Program
FRE-P003-3	French, Second Language, Presecondary: Local Program
FRE-P004-4	French, Second Language, Presecondary: Local Program
FRE-4051-1	French, Second Language, Secondary IV: Local Program
FRE-4052-2	French, Second Language, Secondary IV: Local Program
FRE-4053-3	French, Second Language, Secondary IV: Local Program
FRE-4054-4	French, Second Language, Secondary IV: Local Program
FRE-5081-1	French, Second Language, Secondary V: Local Program
FRE-5082-2	French, Second Language, Secondary V: Local Program
FRE-5083-3	French, Second Language, Secondary V: Local Program
FRE-5084-4	French, Second Language, Secondary V: Local Program

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
DFGA	Program: French, Second Language	38-7625
DFGA	User's Guide: Guide d'utilisation	38-3402
	Guides and Cassettes:	
	Prerequisites for the core program	
DFGA	Guide d'enseignement	38-7680-01
DFGA	Guide d'apprentissage	38-7680-02
DFGA	Cassette. Activités d'écoute (1 à 16). Bain d'écoute (1 à 3)	38-7680-03
DFGA	Cassette. Exercices phonétiques (1 à 21)	38-7680-04
DFGA	Cassette. Exercices phonétiques (22 à 42)	38-7680-05
DFGA	Cassette. Exercices phonétiques (43 à 78)	38-7680-06
	Level 1	
DFGA	Guide d'enseignement	38-1000-01
DFGA	Guide d'apprentissage	38-1000-02
DFGA	Cassette	38-1000-03
DFGA	Cassette	38-1000-04
DFGA	Cassette	38-1000-05
DFGA	Cassette	38-1000-06
DFGA	Cassette	38-1000-07
DFGA	Cassette	38-1000-08
DFGA	Cassette	38-1000-09
DFGA	Cassette	38-1000-10

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
	Level 2	
DFGA	Guide d'enseignement	38-7576-01
DFGA	Guide d'apprentissage	38-7576-02
DFGA	Cassette	38-7576-03
DFGA	Cassette	38-7576-04
DFGA	Cassette	38-7576-05
DFGA	Cassette	38-7576-06
DFGA	Cassette	38-7576-07
DFGA	Cassette	38-7576-08
	Level 3	
DFGA	Guide d'enseignement	38-7595
DFGA	Guide d'apprentissage	38-7595-03
DFGA	Cassette	38-7595-01
DFGA	Cassette	38-7595-02
	Level 4	
DFGA	Guide d'enseignement	38-7604
DFGA	Guide d'apprentissage	38-7604-03
DFGA	Cassette	38-7604-01
DFGA	Cassette	38-7604-02
	Level 5	
DFGA	Guide d'enseignement	38-3450-09
DFGA	Guide d'apprentissage	38-3450-08
DFGA	Cassette	38-3450-10
DFGA	Cassette	38-3450-11
DFGA	Cassette	38-3450-12
DFGA	Guide d'enseignement. Version de groupe	38-7669
DFGA	Cassette. Le téléphone juridique. Les bélugas du Saint-Laurent	38-7669-02
DFGA	Cassette. Instructions aux étudiants. Version individualisée	38-7669-03
DFGA	Guide d'apprentissage. Version de groupe	38-3436-01
DFGA	Guide d'apprentissage. Version individualisée	38-7698 (being printed)

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
DFGA	Definitions of the Domain and Placement Tests:	
DFGA	Test de classement. Version de groupe	38-3436
DFGA	Test de classement. Version individualisée	38-7698-01 (being printed)
DFGA	Français, langue seconde. Test de classement (FRE-1092-6 à FRE-5091-6)	38-3461
DFGA	Français, langue seconde. Définition du domaine d'examen (FRE-1092-6)	38-3450-01
DFGA	Français, langue seconde. Définition du domaine d'examen (FRE-2091-6)	38-3450-02
DFGA	Français, langue seconde. Définition du domaine d'examen (FRE-3091-6)	38-3450-03
DFGA	Français, langue seconde. Définition du domaine d'examen (FRE-4091-6)	38-3450-04
DFGA	Français, langue seconde. Définition du domaine d'examen (FRE-5091-6)	38-3450-05
DFGA	Français, langue seconde. Définition du domaine d'examen (FRE-5092-6)	38-3450-06
DFGA	Français, langue seconde. Définition du domaine d'examen (FRE-5074-8)	38-3450-07

GENERAL**LIST OF COURSES****FRENCH SECTOR****ENGLISH SECTOR**

SAGE CODE	TITLE	SAGE CODE	TITLE
SCT-4017-1	Système international de poids et mesures	TSC-4017-1	Metric System

GEOGRAPHY

LIST OF COURSES

FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
GEO-5019-3	Une perspective géographique du monde	GGR-4008-3	Geography
GEO-5021-3	Le monde de demain	GGR-5019-3	A Geographic Perspective of the World
GEO-5022-3	Étude du milieu	GGR-5021-3	The World of Tomorrow
GEO-5023-3	L'homme et son environnement	GGR-5022-3	Study of the Environment
GEO-5024-3	Étude de la population du Québec et du Canada	GGR-5023-3	People and Their Environment
		GGR-5024-3	Study of the Population of Québec and Canada

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES

SOURCE	TITLE	DOCUMENT CODE
DFGA	Program: Sciences humaines, Recueil de programmes de matière : géographie	38-0751 and 38-0751A
DFGA	Administrative Guide: Guide du gestionnaire en sciences humaines	38-2992
DFGA	Learning Guides: Étude du milieu	38-2874
DFGA	L'homme et son environnement/People and Their Environment	38-2875 and 38-2875A
DFGA	Une perspective géographique du monde	38-2872
DFGA	Le monde de demain	38-2873
DFGA	Étude de la population du Québec et du Canada	38-2329
DFGA	Cahier de cartes/Geography Program Maps	38-2895 and 38-2895A
DFGA	Definitions of the Domain: Étude du milieu (GEO-5022-3)	38-3148
DFGA	L'homme et son environnement (GEO-5023-3)	38-3145
DFGA	Une perspective géographique du monde (GEO-5019-3)	38-2872-01
DFGA	Le monde de demain (GEO-5021-3)	38-3146
DFGA	Étude de la population du Québec et du Canada (GEO-5024-3)	38-8327

HISTORY

NEW PROGRAM**LIST OF COURSES**

FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
HIS-4016-2	His. Qué. Can. : Des premières nations à l'union Haut-Bas Canada ¹	HST-4016-2	Hst Qué Can: From First Nations to Union of Upper Lower Canada ✓
HIS-4017-2	His. Qué. Can. : De la Confédération à nos jours ✓	HST-4017-2	Hst Qué Can: From Confederation to the Present Time ✓

OLD PROGRAM**LIST OF COURSES**

FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
HIS-4012-2 HIS-4013-1 ¹¹	Division du travail et organisations ouvrières Immigration canadienne et québécoise	HST-4012-2 HST-4013-1	Division of Labour and Worker Organizations Immigration in Canada and Québec ✓✓
HIS-5035-2 HIS-5036-2 HIS-5037-2 HIS-5038-2 HIS-5039-2 HIS-5040-2 HIS-5041-2 HIS-5042-2 HIS-5043-3	Les influences mondiales sur le Québec et le Canada Les sociétés autochtones Technologie et mode de vie Les structures politiques L'univers et le monde en formation Les premières sociétés humaines Les sociétés esclavagistes Les sociétés féodales La période moderne	HST-5032-3 HST-5034-6 HST-5035-2 HST-5036-2 HST-5037-2 HST-5038-2 HST-5039-2 HST-5040-2 HST-5041-2 HST-5042-2 HST-5043-3	History of Canada History of Québec and Canada World Influences on Québec and Canada The Amerindian Societies Technology and Way of Life Political Structures Formation of the Universe and the World The First Human Societies Slave-Ownning Societies Feudal Societies Modern Period

¹ This code will be in effect following the approval of the History of Québec and Canada program.

¹¹ This code will cease to be in effect as of December 31, 1996.

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES				
SOURCE	TITLE	DOCUMENT CODE	TITLE	DOCUMENT CODE
DFGA	Program: Sciences humaines, Programme de matière : histoire	38-0750		
DFGA	Administrative Guide: Guide du gestionnaire en sciences humaines	38-2992		
DFGA	Learning Guides: Les sociétés autochtones	38-0361		
DFGA	Technologie et mode de vie	38-2890	History: Technology and Way of Life	38-7585A
DFGA	Division du travail et organisations ouvrières ¹	38-7586	History Program. Division of Labour and Workers' Organizations	38-7586A
DFGA	Les structures politiques	38-7747		
DFGA	Definitions of the Domain: Division du travail et organisations ouvrières (HIS-4012-2)	38-7580	Division of Labour and Workers' Organizations (HST-4012-2)	38-7580A
DFGA	His Qué Can : Des premières nations à l'union du Haut et du Bas Canada (HIS-4016-2)	38-7744	His Qué Can: From First Nations to Union of Upper Lower Canada (HST-4016-2)	38-7744A
DFGA	His Qué Can : De la Confédération à nos jours (HIS-4017-2)	38-7745	His Qué Can: From Confederation to the Present Time (HST-4017-2)	38-7745A
DFGA	Les sociétés autochtones (HIS-5036-2)	39-0909-036-07		
DFGA	Technologie et mode de vie (HIS-5037-2)	39-0909-037-07		
DFGA	Les structures politiques (HIS-5038-2)	38-7748		
DFGA	Les influences mondiales sur le Québec et le Canada (HIS-5035-2)	39-0909-035-07		
DFGA	L'univers et le monde en formation (HIS-5039-2)	39-0909-039-07		
DFGA	Les premières sociétés humaines (HIS-5040-2)	39-0909-040-07		
DFGA	Les sociétés esclavagistes (HIS-5041-2)	39-0909-041-07		
DFGA	Les sociétés féodales (HIS-5042-2)	39-0909-042-07		
DFGA	La période moderne (HIS-5043-3)	39-0909-043-07		

¹ Note: This guide has been made available to school boards for the 1996-97 school year; however, it has not undergone linguistic revision.

**INUKTITUT,
LANGUAGE OF INSTRUCTION**

LIST OF COURSES	
SAGE CODE	TITLE
INU-4008-3	Inuktitut, langue maternelle
INU-4009-3	Inuktitut, langue maternelle
INU-5008-3	Inuktitut, langue maternelle
INU-5009-3	Inuktitut, langue maternelle

LITERACY SERVICES

LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
AAI-B001-0	Alphabétisation de base : act. d'appren. intégr. : accueil	ILA-B001-0	Literacy Basic Skills: Integr. Learn. Act. Reception
AAI-B002-0	Alphabétisation orient. fonction. : activ. d'appren. intégr. : accueil	ILA-B002-0	Literacy Life Skills Orient.: Integr. Learn. Act. Reception
AAI-B003-0	Alphabétisation orient. fonction. : act. d'appren. int. : transition	ILA-B003-0	Literacy Life Skills Orient.: Integr. Learn. Act. the Transition
AAI-B004-0	Alphabétisation orient. fonction. : act. d'appren. int. : accueil	ILA-B004-0	Literacy Life Skills Orient.: Integr. Learn. Act. Reception
AAI-B005-0	Alphabétisation orient. fonction. : act. d'appren. int. : transition	ILA-B005-0	Literacy Life Skills Orient.: Integr. Learn. Act. the Transition
AAI-B006-0	Alphabétisation de base : activ. d'appren. int. : accueil (inuktitut)		
AAI-B007-0	Alphabétisation orient. fonction. : act. d'appren. int. : accueil (inuktitut)		
AAI-B008-0	Alphabétisation orient. fonction. : act. d'appren. transition (inuktitut)		
AAI-B009-0	Alphabétisation orient. fonction. : act. d'appren. int. accueil (inuktitut)		
AAI-B010-0	Alphabétisation orient. fonction. : act. d'appren. int. transition (inuktitut)		
FRA-B001-0	Alphabétisation de base : français 1 ^{re} étape	ENG-B001-0	Literacy Basic Skills: English Step 1
FRA-B002-0	Alphabétisation orient. fonction. : français 2 ^e étape	ENG-B002-0	Literacy Life Skills Orient.: English Step 2
FRA-B003-0	Alphabétisation orient. fonction. : français 3 ^e étape	ENG-B003-0	Literacy Life Skills Orient.: English Step 3
FRA-B004-0	Alphabétisation orient. fonction. : français 4 ^e étape	ENG-B004-0	Literacy Life Skills Orient.: English Step 4
INU-B001-0	Alphabétisation de base : inuktitut 1 ^{re} étape		
INU-B002-0	Alphabétisation orient. fonction. : inuktitut 2 ^e étape		
INU-B003-0	Alphabétisation orient. fonction. : inuktitut 3 ^e étape		
INU-B004-0	Alphabétisation orient. fonction. : inuktitut 4 ^e étape		
MAT-B001-0	Alphabétisation de base : arithmétique 1 ^{re} étape	MTH-B001-0	Literacy Basic Skills: Everyday Arith. Step 1
MAT-B002-0	Alphabétisation orient. fonction. : arithmétique 2 ^e étape	MTH-B002-0	Literacy Life Skills Orient.: Everyday Arith. Step 2
MAT-B003-0	Alphabétisation orient. fonction. : arithmétique 3 ^e étape	MTH-B003-0	Literacy Life Skills Orient.: Everyday Arith. Step 3
MAT-B004-0	Alphabétisation orient. fonction. : arithmétique 4 ^e étape	MTH-B004-0	Literacy Life Skills Orient.: Everyday Arith. Step 4

LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
MAT-B005-0	Alphabétisation de base : arithmétique 1 ^{re} étape (inuktitut)		
MAT-B006-0	Alphabétisation orient. fonction. : arithmétique 2 ^e étape (inuktitut)		
MAT-B007-0	Alphabétisation orient. fonction. : arithmétique 3 ^e étape (inuktitut)		
MAT-B008-0	Alphabétisation orient. fonction. : arithmétique 4 ^e étape (inuktitut)		
DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES			
SOURCE	TITLE	DOCUMENT CODE	
DFGA	Programs: Guide de formation sur mesure en alphabétisation (version révisée 1995) Guide to Customized Literacy Training	38-2943 38-2943A	
DFGA	Adult Education Guides: Le processus d'apprentissage fonctionnel ou le PAF en long et en large	38-3371	
DFGA	Objectifs de français en alphabétisation, les compétences minimales et les compétences préalables	38-3155	
DFGA	Objectifs d'arithmétique en alphabétisation, les compétences minimales et les compétences préalables	38-3156	
DFGA	Rating Scales for Evaluating Learning in Literacy	38-3448A	
DFGA	Cadre d'élaboration de matériel d'apprentissage en alphabétisation	38-3456	
DFGA	Document de référence pour l'alphabétisation des personnes ayant une déficience auditive	38-3198	
DFGA	Document de référence pour l'alphabétisation des personnes ayant une déficience motrice lourde	38-3213	
CAPAV	La formation en alphabétisation selon le Guide, vidéogramme		
DFGA	Catalogue d'outils pédagogiques en alphabétisation	38-0776	
LOGICIELS ACTION	Le logiciel LIRA		
DFGA	Instructional Materials: Grille universelle pour développer les habiletés en écriture	38-3034	
DFGA	Recueil de textes (sujets d'intérêt populaire)	38-3001	
DFGA	Thematic Texts for a Guide to Customized Literacy Training	38-3210A	
DFGA	Recueil de textes, année internationale de l'alphabétisation	38-3003	
DFGA	Recueil de textes, les problèmes d'apprentissage	38-3157	
DFGA	Recueil de textes favorisant l'orientation spatiotemporelle	38-3035	
DFGA	Recueil de textes, Québec mode d'emploi	38-3212	
DFGA	Cahier de l'adulte	38-2943-06	

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES				
SOURCE	TITLE		DOCUMENT CODE	
DFGA	Research and Development: Alpha 90, Alpha 92, Recherches en alphabétisation Les jeunes de 16 à 25 ans en alphabétisation Young Adults Between the Ages of 16 and 25 in Literacy Départs et abandons en alphabétisation Literacy Learners Who Withdraw or Drop Out: Study on People Enrolled in Literacy Activities Population inscrite à des activités d'alphabétisation dans les commissions scolaires du Québec : portrait statistique 1989-1990 Les capacités de lecture des Québécoises et des Québécois : résultats d'une enquête canadienne 1992		28-2453 and 28-2587 28-2644 28-2644A 28-2648 28-2648A 38-3351 38-3353 and 38-3355	
DFGA				
DFGA				
DFGA				
DFGA				
DFGA				
DFGA				
DFGA	Information Document: Programme de soutien à l'alphabétisation populaire autonome (PSAPA) : document d'information		38-8380	
SOURCE	TITLE	DOCUMENT CODE	TITLE	DOCUMENT CODE
DFGA	Définitions du domaine d'examen :		Definitions of the Domain:	
DFGA				
DFGA	Tests de classement français et arithmétique	38-7598	<u>Literacy</u> Training Arithmetic	38-3674A
DFGA	Français	38-7607	<u>Literacy</u> Training, Placement Test, Arithmetic	38-7605A
DFGA	Arithmétique	38-7608		

MATHEMATICS

NEW PROGRAM**LIST OF COURSES**

FRENCH SECTOR		ENGLISH SECTOR		GRADE LEVEL YOUTH SECTOR
SAGE CODE	TITLE	SAGE CODE	TITLE	
MAT-P014-3*	Math. : Mathématiques	MTH-P014-3*	Mathematics	
MAT-P015-1**	Math. : les nombres naturels			
MAT-P016-1**	Math. : les mesures			
MAT-P017-1**	Math. : résolution de problèmes			
MAT-P018-2**	Math. : notions de fractions			
MAT-P019-2**	Math. : nombres décimaux et notions de pourcentage			
MAT-P020-1**	Math. : préparation à l'algèbre			
MAT-P021-1**	Math. : ensembles de nombres et sous-ensembles			
MAT-1005-2	Math. : Opérations sur les nombres entiers	MTH-1005-2	Math.: Operations on Integers	116
MAT-1006-2	Math. : Opérations sur les fractions	MTH-1006-2	Math.: Operations on Fractions	116
MAT-1007-2	Math. : Opérations sur les décimaux et le pourcentage	MTH-1007-2	Math.: Decimals and Percent	116
MAT-2006-2	Math. : Équations et inéquations I	MTH-2006-2	Math.: Equations and Inequalities I (First Degree in 1 variable)	216
MAT-2007-2	Math. : Géométrie I	MTH-2007-2	Math.: Geometry I (Straight Lines, Angles & Pythagorean Theorem)	216
MAT-2008-2	Math. : Statistiques et probabilités I	MTH-2008-2	Math.: Statistics and Probability I	216
MAT-3001-2	Math. : Opérations sur les polynômes	MTH-3001-2	Math.: Operations on Polynomials	314
MAT-3002-2	Math. : Géométrie II	MTH-3002-2	Math.: Geometry II (Perimeter, Area and Volume)	314
MAT-4065-2	Math. : Droite I	MTH-4065-2	Math.: Straight Lines I	416
MAT-4066-1	Math. : Géométrie III	MTH-4066-1	Math.: Geometry III	416
MAT-4067-2	Math. : Équations et inéquations II	MTH-4067-2	Math.: Equations and Inequalities II	416
MAT-4068-1	Math. : Trigonométrie I	MTH-4068-1	Math.: Trigonometry I	416
MAT-4058-1	Math. : Factorisation	MTH-4058-1	Math.: Factoring	436
MAT-4059-1	Math. : Opérations sur les fractions algébriques	MTH-4059-1	Math.: Operations on Algebraic Fractions	436
MAT-4060-1	Math. : Droite II	MTH-4060-1	Math.: Straight Lines II	436
MAT-4061-2	Math. : Logique, ensembles et relations	MTH-4061-2	Math.: Logic, Set Theory and Relations	436

* Although this is a three-credit course, it is equivalent to 50 hours of learning.

** Codes for program field testing.

NEW PROGRAM**LIST OF COURSES**

FRENCH SECTOR		ENGLISH SECTOR		
SAGE CODE	TITLE	SAGE CODE	TITLE	GRADE LEVEL YOUTH SECTOR*
MAT-5083-1	Math. : Optimisation	MTH-5083-1	Math.: Optimization	514
MAT-5084-2	Math. : statistiques et probabilités II	MTH-5084-2	Math.: Statistics and Probability II	514
MAT-5085-1	Math. : Géométrie IV	MTH-5085-1	Math.: Geometry IV	514
MAT-5076-1	Math. : Coniques I	MTH-5076-1	Math.: Conics I	536
MAT-5077-1	Math. : Équations et inéquations III	MTH-5077-1	Math.: Equations and Inequalities III	536
MAT-5078-1	Math. : Fonctions	MTH-5078-1	Math.: Functions	536
MAT-5079-1	Math. : Coniques II	MTH-5079-1	Math.: Conics II	536
MAT-5080-1	Math. : Fonctions exponentielles et logarithmiques	MTH-5080-1	Math.: Exponential and Logarithmic Functions	536
MAT-5081-2	Math. : Trigonométrie II	MTH-5081-2	Math.: Trigonometry II	536
MAT-5082-2	Math. : Géométrie IV et V	MTH-5082-2	Math.: Geometry IV and V	536

OLD PROGRAM**LIST OF COURSES**

FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
MAT-P001-4	Les fractions	MTH-P001-4	Fractions
MAT-P002-3	Les décimales	MTH-P002-3	Decimals
MAT-P003-3	La règle de 3 et le pourcentage	MTH-P003-3	The Rule of 3 and Percentages
MAT-P004-2	Le système international d'unités	MTH-P004-2	The International System of Weights
MAT-P005-2	La géométrie fonctionnelle	MTH-P005-2	Functional Geometry

* This number corresponds to part of the SESAME code for the youth sector. The first number indicates the grade level and the third, the number of credits.

OLD PROGRAM

LIST OF COURSES

FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
MAT-P006-3	La résolution de problèmes	MTH-P006-3	Problem Solving
MAT-P007-3	L'arith. fonctionnelle à l'aide d'une calculatrice	MTH-P007-3	Functional Arith. with the Help of a Calculator
MAT-P008-3	Mathématiques modernes 114	MTH-P008-3	Modern Mathematics 214
MAT-P009-3	Mathématiques modernes 116	MTH-P009-3	Modern Mathematics 216
		MTH-1001-3 ¹	Modern Mathematics 221
		MTH-1002-3 ¹	Modern Mathematics 222
		MTH-2001-3 ¹	Modern Mathematics 223
		MTH-2004-3 ¹	Modern Mathematics 224
		MTH-4052-3 ¹	Mathematics 241
		MTH-4053-3 ¹	Mathematics 242
		MTH-4054-3 ¹	Mathematics 243
		MTH-4057-3 ¹	Modern Mathematics 225
		MTH-4064-3 ¹	Introduction to Descriptive Mathematics 244
MAT-5053-3	Mathématiques modernes* 153 ²	MTH-5052-3	Modern Mathematics* 252 ²
MAT-5054-3	Mathématiques modernes* 154 ²	MTH-5053-3	Modern Mathematics* 253 ²
MAT-5055-3	Mathématiques modernes* 155 ²	MTH-5054-3	Modern Mathematics* 254 ²
		MTH-5055-3	Modern Mathematics* 255 ²

1. These codes will cease to be in effect on December 31, 1996.

2. An asterisk following a course title indicates that this is the most recent version of the program.

LOCAL PROGRAMS

LIST OF COURSES

FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
MAT-1011-1	Mathématiques 1 ^{re} secondaire : programme local	MTH-1011-1	Mathematics Secondary I: Local Program
MAT-1012-2	Mathématiques 1 ^{re} secondaire : programme local	MTH-1012-2	Mathematics Secondary I: Local Program
MAT-1013-3	Mathématiques 1 ^{re} secondaire : programme local	MTH-1013-3	Mathematics Secondary I: Local Program
MAT-1014-4	Mathématiques 1 ^{re} secondaire : programme local	MTH-1014-4	Mathematics Secondary I: Local Program
MAT-2011-1	Mathématiques 2 ^e secondaire : programme local	MTH-2011-1	Mathematics Secondary II: Local Program
MAT-2012-2	Mathématiques 2 ^e secondaire : programme local	MTH-2012-2	Mathematics Secondary II: Local Program
MAT-2013-3	Mathématiques 2 ^e secondaire : programme local	MTH-2013-3	Mathematics Secondary II: Local Program
MAT-2014-4	Mathématiques 2 ^e secondaire : programme local	MTH-2014-4	Mathematics Secondary II: Local Program
MAT-3011-1	Mathématiques 3 ^e secondaire : programme local	MTH-3011-1	Mathematics Secondary III: Local Program
MAT-3012-2	Mathématiques 3 ^e secondaire : programme local	MTH-3012-2	Mathematics Secondary III: Local Program
MAT-3013-3	Mathématiques 3 ^e secondaire : programme local	MTH-3013-3	Mathematics Secondary III: Local Program
MAT-3014-4	Mathématiques 3 ^e secondaire : programme local	MTH-3014-4	Mathematics Secondary III: Local Program
MAT-4071-1	Mathématiques 4 ^e secondaire : programme local	MTH-4071-1	Mathematics Secondary IV: Local Program
MAT-4072-2	Mathématiques 4 ^e secondaire : programme local	MTH-4072-2	Mathematics Secondary IV: Local Program
MAT-4073-3	Mathématiques 4 ^e secondaire : programme local	MTH-4073-3	Mathematics Secondary IV: Local Program
MAT-4074-4	Mathématiques 4 ^e secondaire : programme local	MTH-4074-4	Mathematics Secondary IV: Local Program
MAT-5091-1	Mathématiques 5 ^e secondaire : programme local	MTH-5091-1	Mathematics Secondary V: Local Program
MAT-5092-2	Mathématiques 5 ^e secondaire : programme local	MTH-5092-2	Mathematics Secondary V: Local Program
MAT-5093-3	Mathématiques 5 ^e secondaire : programme local	MTH-5093-3	Mathematics Secondary V: Local Program
MAT-5094-4	Mathématiques 5 ^e secondaire : programme local	MTH-5094-4	Mathematics Secondary V: Local Program

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES				
SOURCE	TITLE			DOCUMENT CODE
DFGA	Program: Programme d'études en mathématiques/Mathematics Program			38-3063 and 38-3063A
DFGA DFGA	Guides: Guide andragogique Guide du gestionnaire/Administrator's Guide			38-7684 38-3063-01 and 38-3063-01A
SOURCE	TITLE	DOCUMENT CODE	TITLE	DOCUMENT CODE
DFGA	Definitions of the Domain: Opérations sur les nombres entiers (MAT-1005-2)	38-3648	Operations on Integers (MTH-1005-2)	38-3648A
DFGA	Opérations sur les fractions (MAT-1006-2)	38-3649	Operations on Fractions (MTH-1006-2)	38-3649A
DFGA	Les nombres décimaux et le pourcentage (MAT-1007-2)	38-3650	Decimals and Percent (MTH-1007-2)	38-3650A
DFGA	Équations et inéquations I (MAT-2006-2)	38-3651	Equations and Inequalities I (MTH-2006-2)	38-3651A
DFGA	Géométrie I (MAT-2007-2)	38-3652	Geometry I (MTH-2007-2)	38-3652A
DFGA	Statistiques et probabilités I (MAT-2008-2)	38-3653	Statistics and Probability I (MTH-2008-2)	38-3653A
DFGA	Opérations sur les polynômes (MAT-3001-2)	38-3654	Operations on Polynomials (MTH-3001-2)	38-3654A
DFGA	Géométrie II (MAT-3002-2)	38-3655	Geometry II (MTH-3002-2)	38-3655A
DFGA	Droite I (MAT-4065-2)	38-3656	Straight Line I (MTH-4065-2)	38-3656A
DFGA	Géométrie III (MAT-4066-1)	38-7626	Geometry III (MTH-4066-1)	38-7626A
DFGA	Équations et inéquations II (MAT-4067-2)	38-3658	Equations and Inequalities II (MTH-4067-2)	38-3658A
DFGA	Trigonométrie I (MAT-4068-1)	38-7627	Trigonometry I (MTH-4068-1)	38-7627A

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
	Definitions of the Domain: (cont.)	
DFGA	Factorisation (MAT-4058-1)	38-3660
DFGA	Opérations sur les fractions algébriques (MAT-4059-1)	38-3661
DFGA	Droite II (MAT-4060-1)	38-3662
DFGA	Logique, ensembles et relations (MAT-4061-1)	38-3757
DFGA	L'optimisation (MAT-5083-1)	38-7650
DFGA	Statistiques et probabilités II (MAT-5084-2)	38-7651
DFGA	Géométrie IV (MAT-5085-1)	38-7652
DFGA	Équations et inéquations III (MAT-5077-1)	38-7673
DFGA	Conique I (MAT-5076-1)	38-7674
DFGA	Fonctions (MAT-5078-1)	38-7675
DFGA	Conique II (MAT-5079-1)	38-7624
DFGA	Trigonométrie II (MAT-5081-2)	38-7685
DFGA	Géométrie V (MAT-5082-2)	38-7686
DFGA	Fonctions exponentielles et logarithmiques (MAT-5080-1)	38-7687

MICROCOMPUTING

NEW PROGRAM**LIST OF COURSES**

FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
INF-2002-1	Initiation au micro-ordinateur et à ses périphériques	CMP-2002-1	Introduction to the Microcomputer and Its Peripherals
INF-5055-3	Exploration des champs de la micro-informatique	CMP-5055-3	Exploring Microcomputing Applications
INF-5056-1	Traitement de texte 1	CMP-5056-1	Word Processing I
INF-5057-1	Traitement de texte 2	CMP-5057-1	Word Processing II
INF-5058-1	Tableur 1	CMP-5058-1	Spreadsheets I
INF-5059-1	Tableur 2	CMP-5059-1	Spreadsheets II
INF-5060-1	Base de données - consultation	CMP-5060-1	Consulting Databases
INF-5061-1	Base de données - création	CMP-5061-2	Creating Databases
INF-5062-2	Graphisme	CMP-5062-2	Computer Graphics
INF-5063-2	Programmation	CMP-5063-2	Computer Programming
INF-5064-2	Exploitation d'un nouveau champ de la micro-informatique	CMP-5064-2	Using a New Microcomputing Application
INF-5065-2	Approfondissement d'un champ de la micro-informatique	CMP-5065-2	Advanced Microcomputing Applications
INF-5066-2	Intégration de plus d'une application de la micro-inform.	CMP-5066-2	Integrating Different Microcomputing Applications

LOCAL PROGRAMS**LIST OF COURSES**

FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
INF-1041-1	Micro-informatique 1 ^{re} secondaire : programme local	CMP-1041-1	Computer Science, Sec. I: Local Program
INF-1042-2	Micro-informatique 1 ^{re} secondaire : programme local	CMP-1042-2	Computer Science, Sec. I: Local Program
INF-1043-3	Micro-informatique 1 ^{re} secondaire : programme local	CMP-1043-3	Computer Science, Sec. I: Local Program
INF-1044-4	Micro-informatique 1 ^{re} secondaire : programme local	CMP-1044-4	Computer Science, Sec. I: Local Program
INF-2041-1	Micro-informatique 2 ^e secondaire : programme local	CMP-2041-1	Computer Science, Sec. II: Local Program
INF-2042-2	Micro-informatique 2 ^e secondaire : programme local	CMP-2042-2	Computer Science, Sec. II: Local Program
INF-2043-3	Micro-informatique 2 ^e secondaire : programme local	CMP-2043-3	Computer Science, Sec. II: Local Program
INF-2044-4	Micro-informatique 2 ^e secondaire : programme local	CMP-2044-4	Computer Science, Sec. II: Local Program

LOCAL PROGRAMS			
LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
INF-3041-1	Micro-informatique 3 ^e secondaire : programme local	CMP-3041-1	Computer Science, Sec. III: Local Program
INF-3042-2	Micro-informatique 3 ^e secondaire : programme local	CMP-3042-2	Computer Science, Sec. III: Local Program
INF-3043-3	Micro-informatique 3 ^e secondaire : programme local	CMP-3043-3	Computer Science, Sec. III: Local Program
INF-3044-4	Micro-informatique 3 ^e secondaire : programme local	CMP-3044-4	Computer Science, Sec. III: Local Program
INF-4041-1	Micro-informatique 4 ^e secondaire : programme local	CMP-4041-1	Computer Science, Sec. IV: Local Program
INF-4042-2	Micro-informatique 4 ^e secondaire : programme local	CMP-4042-2	Computer Science, Sec. IV: Local Program
INF-4043-3	Micro-informatique 4 ^e secondaire : programme local	CMP-4043-3	Computer Science, Sec. IV: Local Program
INF-4044-4	Micro-informatique 4 ^e secondaire : programme local	CMP-4044-4	Computer Science, Sec. IV: Local Program
INF-5051-1	Micro-informatique 5 ^e secondaire : programme local	CMP-5051-1	Computer Science, Sec. V: Local Program
INF-5052-2	Micro-informatique 5 ^e secondaire : programme local	CMP-5052-2	Computer Science, Sec. V: Local Program
INF-5053-3	Micro-informatique 5 ^e secondaire : programme local	CMP-5053-3	Computer Science, Sec. V: Local Program
INF-5054-4	Micro-informatique 5 ^e secondaire : programme local	CMP-5054-4	Computer Science, Sec. V: Local Program

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
DFGA	Programme d'études de la micro-informatique/Microcomputing Program	38-8384 and 38-8384A

ORIENTATION SERVICES

LIST OF COURSES

FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
SEF-Z001-0	Connaissance de la vie du centre	IN PREPARATION	
SEF-Z002-0	Participation des ressources externes		
SEF-Z003-0	Projet professionnel		
SEF-Z004-0	Remise en forme vocationnelle		
SEF-Z005-0	Culture du monde du travail		
SEF-Z006-0	Projet de vie		
SEF-Z008-0	Responsabilisation et prise en charge		
SEF-Z010-0	Méthodes d'étude et d'apprentissages		
SEF-Z011-0	Projet de formation et compétences personnelles		
SEF-Z012-0	Mise en forme intellectuelle		
SEF-Z013-0	Intégration au centre de formation		
SEF-Z014-0	Gestion de l'apprentissage individualisé		
SEF-Z015-0	Planification de son projet de formation		
SEF-Z016-0	Stratégies d'étude et de passation d'examen		

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES

SOURCE	TITLE		DOCUMENT CODE	
DFGA DFD (SOFAD) DFD (SOFAD)	Learning Guides: Initiation au système d'apprentissage individualisé Initiation au système d'apprentissage individualisé An Introduction to Individualized Learning		38-3083 32-00-01 33-00-01	
SOURCE	TITLE	DOCUMENT CODE	TITLE	DOCUMENT CODE
DFGA	Définition du domaine d'examen : Initiation au système d'apprentissage individualisé	38-7620	Definition of the Domain: An Introduction to Individualized Learning	38-7620A

PERSONAL AND SOCIAL DEVELOPMENT
--

LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
PER-5042-1 PER-5043-1 PER-5044-2 PER-5045-1 PER-5046-3	Volet 1 : Relations interpersonnelles Connaissance de soi I Communication Travail en groupe Connaissance de soi II Relation parent-enfant	PRS-5042-1 PRS-5043-1 PRS 5044-2 PRS 5045-1 PRS-5046-3	Section 1: Interpersonal Relations Self-Knowledge I Communication Working in Groups Self-Knowledge II Parent-Child Relationship
PER-5048-2 PER-5049-2 PER-5051-2	Volet 2 : Vie en société Budget et consommation Droits et responsabilités au travail Droits et responsabilités comme citoyens et citoyennes	PRS-5048-2 PRS-5049-2 PRS-5051-2	Section 2: Living in Society Budgeting and Consumer Issues Rights and Responsibilities in the Workplace Rights and Responsibilities as a Citizen
PER-5053-2 PER-5054-2 PER-5055-3 PER-5056-2	Volet 3 : Santé et sexualité Vivre en santé Vivre en forme Bien-être et sexualité Bien-être psychologique	PRS-5053-2 PRS-5054-2 PRS-5055-3 PRS-5056-2	Section 3: Health and Sexuality Keeping Healthy Keeping Fit Sexuality and Well-Being Psychological Well-Being
PER-5067-3 PER-5069-3	Volet 4 : Perspectives d'emploi et marché du travail Bilan et choix professionnels À la recherche d'un emploi	PRS-5067-3 PRS-5069-3	Section 4: Job Prospects and the Labour Market Career Choices Job Search Strategies
PER-5071-2	Volet 5 : Organisation de ses apprentissages scolaires Processus de lecture et de recherche d'information	PRS-5071-2	Section 5: Organization of Learning Reading and Research Techniques
MRE-5042-2 MRE-5043-2 MRE-5044-2 MRE-5045-2	Volet 6 : Clarification de ses options personnelles fondamentales Le sens de ma vie et la résurrection Mon expérience religieuse et l'Église catholique Jésus, qui es-tu? Valeurs personnelles et équilibre de vie	MRI-5045-2	Section 6: Clarification of Basic Personal Choices Personal Values for a Balanced Life

LOCAL PROGRAMS

LIST OF COURSES

FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
PER-P004-1	Développement pers. et social Présecondaire : programme local	PRS-P004-1	Pers. and Social Development Presecondary: Local Program
PER-P005-2	Développement pers. et social Présecondaire : programme local	PRS-P005-2	Pers. and Social Development Presecondary: Local Program
PER-P006-3	Développement pers. et social Présecondaire : programme local	PRS-P006-3	Pers. and Social Development Presecondary: Local Program
PER-P007-4	Développement pers. et social Présecondaire : programme local	PRS-P007-4	Pers. and Social Development Presecondary: Local Program
PER-1001-1	Développement pers. et social 1 ^{re} secondaire : programme local	PRS-1001-1	Pers. and Social Development Sec. I: Local Program
PER-1002-2	Développement pers. et social 1 ^{re} secondaire : programme local	PRS-1002-2	Pers. and Social Development Sec. I: Local Program
PER-1003-3	Développement pers. et social 1 ^{re} secondaire : programme local	PRS-1003-3	Pers. and Social Development Sec. I: Local Program
PER-1004-4	Développement pers. et social 1 ^{re} secondaire : programme local	PRS-1004-4	Pers. and Social Development Sec. I: Local Program
PER-2001-1	Développement pers. et social 2 ^e secondaire : programme local	PRS-2001-1	Pers. and Social Development Sec. II: Local Program
PER-2002-2	Développement pers. et social 2 ^e secondaire : programme local	PRS-2002-2	Pers. and Social Development Sec. II: Local Program
PER-2003-3	Développement pers. et social 2 ^e secondaire : programme local	PRS-2003-3	Pers. and Social Development Sec. II: Local Program
PER-2004-4	Développement pers. et social 2 ^e secondaire : programme local	PRS-2004-4	Pers. and Social Development Sec. II: Local Program
PER-3011-1	Développement pers. et social 3 ^e secondaire : programme local	PRS-3011-1	Pers. and Social Development Sec. III: Local Program
PER-3012-2	Développement pers. et social 3 ^e secondaire : programme local	PRS-3012-2	Pers. and Social Development Sec. III: Local Program
PER-3013-3	Développement pers. et social 3 ^e secondaire : programme local	PRS-3013-3	Pers. and Social Development Sec. III: Local Program
PER-3014-4	Développement pers. et social 3 ^e secondaire : programme local	PRS-3014-4	Pers. and Social Development Sec. III: Local Program
PER-4063-1	Développement pers. et social 4 ^e secondaire : programme local	PRS-4063-1	Pers. and Social Development Sec. IV: Local Program
PER-4064-2	Développement pers. et social 4 ^e secondaire : programme local	PRS-4064-2	Pers. and Social Development Sec. IV: Local Program
PER-4065-3	Développement pers. et social 4 ^e secondaire : programme local	PRS-4065-3	Pers. and Social Development Sec. IV: Local Program
PER-4066-4	Développement pers. et social 4 ^e secondaire : programme local	PRS-4066-4	Pers. and Social Development Sec. IV: Local Program
PER-5111-1	Développement pers. et social 5 ^e secondaire : programme local	PRS-5111-1	Pers. and Social Development Sec. V: Local Program
PER-5112-2	Développement pers. et social 5 ^e secondaire : programme local	PRS-5112-2	Pers. and Social Development Sec. V: Local Program
PER-5113-3	Développement pers. et social 5 ^e secondaire : programme local	PRS-5113-3	Pers. and Social Development Sec. V: Local Program
PER-5114-4	Développement pers. et social 5 ^e secondaire : programme local	PRS-5114-4	Pers. and Social Development Sec. V: Local Program

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES				
SOURCE	TITLE	DOCUMENT CODE	TITLE	DOCUMENT CODE
DFGA	Programme : Programme de développement personnel et social	38-2975	Program: PSD Curriculum, Sections I - IV	38-2975A
DFGA	DPS volet 1, cours 5 : Relation parent-enfant	38-7825	PSD Curriculum, Sections I - IV: Revised Version	38-7825A
	Guides d'apprentissage :		Learning Guides:	
	Volet 1		Section 1	
DFGA	Connaissance de soi I	38-2528	Self-Knowledge I	38-2528A
DFGA	Connaissance de soi II	38-2990	Self-Knowledge II	38-2990A
DFGA	Communication	38-2529	Communication	38-2529A
DFGA	Travail en groupe	38-2989		
DFGA	Relation parent-enfant	38-7824	Parent-Child Relationship	38-7824A
	Volet 2		Section 2	
DFGA	Budget et consommation	38-2530	Budgeting and Consumer Issues	38-2530A
DFGA	Droits et responsabilités au travail	38-3076	Rights and Responsibilities in the Workplace	38-3076A
	Volet 3			
DFGA	Vivre en santé	38-3031		
DFGA	Vivre en forme	38-2994		
DFGA	Bien-être psychologique	38-3030		
	Volet 4		Section 4	
DFGA	Bilan et choix professionnels	38-2987		
SOFAD	Bilan et choix professionnels	3202-01		
(DFD)	À la recherche d'un emploi	38-2985	Job Search Strategies	38-2985A
DFGA				
	Volet 5			
DFGA	Processus de lecture et de recherche d'information	38-2986		
	Volet 6			
DFGA	Le sens de ma vie et la résurrection	38-3084		
DGFA	Mon expérience religieuse et l'Église catholique	38-2995		
DFGA	Jésus, qui es-tu?	38-3086		

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES				
SOURCE	TITLE	DOCUMENT CODE	TITLE	DOCUMENT CODE
DFGA	Définitions du domaine d'examen :		Definitions of the Domain:	
DFGA	Connaissance de soi I	38-3787	Self-Knowledge I	38-3452-01A
DFGA	Travail en groupe	38-3788	Working in Groups	38-3452-02A
DFGA	Bilan en choix professionnels	38-3452-01		
DFGA	Vivre en forme	38-7594	Keeping Fit	38-7594A
DFGA	Communication	38-7609	Communication	38-7609A
DFGA	Connaissance de soi II	38-7610	Self-Knowledge II	38-7610A
DFGA	Budget et consommation	38-7612	Budgeting and Consumer Issues	38-7612A
DFGA	Droits et responsabilités au travail	38-7613	Rights and Responsibilities in the Workplace	38-7613A
	Droits et responsabilités comme citoyen, citoyenne	38-7615	Rights and Responsibilities as a Citizen	38-7615A
DFGA	Vivre en santé	38-7616	Keeping Healthy	38-7616A
DFGA	Bien-être et sexualité	38-7617	Sexuality and Well-Being	38-7617A
DFGA	Bien-être psychologique	38-7618	Psychological Well-Being	38-7618A
DFGA	À la recherche d'un emploi	38-7619	Job Search Strategies	38-7619A
	Processus de lecture et de recherche d'information	38-7621	Reading and Research Techniques	38-7621A
DFGA	Relation parent-enfant	38-7611	Parent-Child Relationship	38-7611A
DFGA	Le sens de ma vie et de la résurrection	38-7622		
DFGA	Mon expérience religieuse et l'église catholique	38-7623		
DFGA	Information Document:			
	Recueil des fiches descriptives du matériel et des activités complémentaires aux cours de développement personnel et social	38-3458		

PHYSICAL EDUCATION

LIST OF COURSES

FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
APH-4032-2	Éducation à l'activité physique (module I)	PHA-4032-2	Physical Education Activities (Module I)
APH-4033-1	Éducation à l'activité physique (module II)	PHA-4033-1	Physical Education Activities (Module II)
APH-4034-1	Éducation à l'activité physique (module III)	PHA-4034-1	Physical Education Activities (Module III)
APH-4035-1	Éducation à l'activité physique (module IV)	PHA-4035-1	Physical Education Activities (Module IV)

LOCAL PROGRAMS**LIST OF COURSES**

FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
APH-1001-1	Éducation physique, 1 ^{re} sec. : programme local	PHA-1001-1	Physical Education, Sec. I: Local Program
APH-1002-2	Éducation physique, 1 ^{re} sec. : programme local	PHA-1002-2	Physical Education, Sec. I: Local Program
APH-2001-1	Éducation physique, 2 ^e sec. : programme local	PHA-2001-1	Physical Education, Sec. II: Local Program
APH-2002-2	Éducation physique, 2 ^e sec. : programme local	PHA-2002-2	Physical Education, Sec. II: Local Program
APH-3001-1	Éducation physique, 3 ^e sec. : programme local	PHA-3001-1	Physical Education, Sec. III: Local Program
APH-3002-2	Éducation physique, 3 ^e sec. : programme local	PHA-3002-2	Physical Education, Sec. III: Local Program
APH-4041-1	Éducation physique, 4 ^e sec. : programme local	PHA-4041-1	Physical Education, Sec. IV: Local Program
APH-4042-2	Éducation physique, 4 ^e sec. : programme local	PHA-4042-2	Physical Education, Sec. IV: Local Program
APH-5041-1	Éducation physique, 5 ^e sec. : programme local	PHA-5041-1	Physical Education, Sec. V: Local Program
APH-5042-2	Éducation physique, 5 ^e sec. : programme local	PHA-5042-2	Physical Education, Sec. V: Local Program

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
DFGA	<i>Le mode de vie</i> . Guide de l'adulte et du formateur	38-7750
DFGA	Module 1, cahier d'apprentissage	38-7751
DFGA	Module 1, cahier théorique	38-7752
DFGA	Module 2, cahier d'apprentissage	38-7753
DFGA	Module 2, cahier théorique	38-7754
DFGA	Module 3, cahier d'apprentissage	38-7755
DFGA	Module 3, cahier théorique	38-7756
DFGA	Module 4, cahier d'apprentissage	38-7757
DFGA	Module 4, cahier théorique	38-7758

PHYSICAL SCIENCES

NEW PROGRAM**LIST OF COURSES**

FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
SCP-4010-2	Sc. Phys. : le nucléaire	PSC-4010-2	Phys. Sc.: Nuclear Technology
SCP-4011-2	Sc. Phys. : l'électricité	PSC-4011-2	Phys. Sc.: Electricity
SCP-4012-2 ¹	Sc. Phys. : les phénomènes ioniques	PSC-4012-2 ✓	Phys. Sc.: Ionic Phenomena

OLD PROGRAM**LIST OF COURSES**

FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
SCP-4013-3	Sciences 141	PSC-4013-3	Sciences 241
SCP-4014-1	Étude et construction de graphiques		
SCP-4015-1	Techniques de laboratoire		

LOCAL PROGRAMS**LIST OF COURSES**

FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
SCP-4021-1	Sciences physiques, 4 ^e secondaire : programme local	PSC-4021-1	Physical Sciences, Secondary IV: Local Program
SCP-4022-2	Sciences physiques, 4 ^e secondaire : programme local	PSC-4022-2	Physical Sciences, Secondary IV: Local Program
SCP-4023-3	Sciences physiques, 4 ^e secondaire : programme local	PSC-4023-3	Physical Sciences, Secondary IV: Local Program
SCP-4024-4	Sciences physiques, 4 ^e secondaire : programme local	PSC-4024-4	Physical Sciences, Secondary IV: Local Program

¹ This course allows students from the youth sector to go from 416 to 436 in Physical Sciences.

LOCAL PROGRAMS			
LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
SCP-5011-1	Sciences physiques, 5 ^e secondaire : programme local	PSC-5011-1	Physical Sciences, Secondary V: Local Program
SCP-5012-2	Sciences physiques, 5 ^e secondaire : programme local	PSC-5012-2	Physical Sciences, Secondary V: Local Program
SCP-5013-3	Sciences physiques, 5 ^e secondaire : programme local	PSC-5013-3	Physical Sciences, Secondary V: Local Program
SCP-5014-4	Sciences physiques, 5 ^e secondaire : programme local	PSC-5014-4	Physical Sciences, Secondary V: Local Program

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
DFGA	Program: Programme d'études. Sciences physiques. 4 ^e secondaire	38-8312

PHYSICS

NEW PROGRAM**LIST OF COURSES**

FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
	IN PREPARATION		IN PREPARATION

OLD PROGRAM**LIST OF COURSES**

FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
PHY-4010-3	Physique 141	PHS-4010-3	Physics 241
PHY-4011-3	Physique 142	PHS-4011-3	Physics 242
PHY-5018-3	Physique 151	PHS-5018-3	Physics 251
PHY-5019-3	Physique 152	PHS-5019-3	Physics 252
PHY-5021-3	Physique 154	PHS-5021-3	Physics 254
PHY-5034-3	Physique 143 : optique	PHS-5034-3	Physics 243: Optics

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES

SOURCE	TITLE	DOCUMENT CODE
	IN PREPARATION	

**POSTSECONDARY EDUCATION
PREPARATION SERVICES**

LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
CHI-4009-3	Chimie Chimie* 141	CHE-4009-3	Chemistry Chemistry* 241
CHI-5023-3	Chimie* 151	CHE-5023-3	Chemistry* 251
CHI-5024-3	Chimie* 152	CHE-5024-3	Chemistry* 252
CHI-5025-3	Chimie* 153	CHE-5025-3	Chemistry* 253
HIS-4016-2	Histoire (new program) His. Qué. Can. : Des premières nations à l'union Haut Bas Can ¹ His. Qué. Can. : De la confédération à nos jours ✓	HST-4016-2	History (new program) Hst Qué Can: From First Nations to Union of Upper Lower Canada ✓
HIS-4017-2		HST-4017-2	Hst Qué Can: From Confederation to the Present Time ✓
HIS-5036-2	Histoire (old program) Les sociétés autochtones	HST-5034-6	History (old program) History of Québec and Canada
HIS-5038-2	Les structures politiques	HST-5036-2	The Amerindian Societies
	Language of Instruction	HST-5038-2	Political Structures
		ENG-1061-3	English Language Arts: SEAL Program Language in Everyday Life
		ENG-1062-3	Language and Self-Expression
		ENG-2061-3	Language for Creativity
		ENG-2062-3	Language, Media and Communication
		ENG-3061-3	Language to Inform
		ENG-3062-3	Language for Comment and Persuasion
		ENG-4061-3	Language for Enjoyment
		ENG-4062-3	Language in Work and Society
		ENG-5061-3	Language in Drama and Literature
		ENG-5062-3	Language and Learning

¹ Waiting for ministry approval for the program.

LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
FRA-1031-3 FRA-1032-2 FRA-1033-1	Français, langue d'enseignement (new program) Français, langue d'ens. 1 ^{re} sec. compr. lecture, prod. écrite 1 Français, langue d'ens. 1 ^{re} sec. compr. lecture, prod. écrite 2 Français, langue d'ens. 1 ^{re} sec. compr. écoute, prod. orale		
FRA-2031-3 FRA-2032-2 FRA-2033-1	Français, langue d'ens. 2 ^e sec. compr. lecture, prod. écrite 1 Français, langue d'ens. 2 ^e sec. compr. lecture, prod. écrite 2 Français, langue d'ens. 2 ^e sec. compr. écoute, prod. orale		
FRA-3032-2 FRA-3033-2 FRA-3034-1 FRA-3035-1 FRA-3036-1 FRA-3037-3	Français, langue d'ens. 3 ^e sec. compr. lecture, prod. orale A Français, langue d'ens. 3 ^e sec. compr. lecture, prod. orale B Français, langue d'ens. 3 ^e sec. compr. lecture, en écoute A Français, langue d'ens. 3 ^e sec. compr. lecture, en écoute B Français, langue d'ens. 3 ^e sec. compr. lecture, en écoute C Français, langue d'ens. 3 ^e sec. production écrite 2		
FRA-4061-3 FRA-4062-3	Français, langue d'ens. 4 ^e sec. compr. lect. écoute p. écr. 1 Français, langue d'ens. 4 ^e sec. compr. lect. écoute p. écr. 2		
FRA-5141-1 FRA-5142-2 FRA-5143-3 FRA-5144-2 FRA-5145-1	Français, langue d'ens. 5 ^e sec. compr. lecture Français, langue d'ens. 5 ^e sec. production écrite Français, langue d'ens. 5 ^e sec. compr. lect-éc. prod. écr. or. Français, langue d'ens. 5 ^e sec. compr. lecture prod. écrite Français, langue d'ens. 5 ^e sec. compr. en écoute		
FRA-1013-3 FRA-1014-5 FRA-1015-2	Français, langue d'enseignement (codes for program testing) Français, langue mat. 1 ^{re} sec. compréhension, production Français, langue mat. 1 ^{re} sec. compréhension, production Français, langue mat. 1 ^{re} sec. production de l'oral		
FRA-2011-3 FRA-2012-5 FRA-2013-2	Français, langue mat. 2 ^e sec. compréhension, production Français, langue mat. 2 ^e sec. compréhension, production Français, langue mat. 2 ^e sec. production de l'oral		

LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
FRA-3005-2	Français, langue mat. 3 ^e sec. compréhension		
FRA-3006-2	Français, langue mat. 3 ^e sec. compréhension de l'écrit		
FRA-3007-2	Français, langue mat. 3 ^e sec. compréhension		
FRA-3008-2	Français, langue mat. 3 ^e sec. compréhension		
FRA-3009-2	Français, langue mat. 3 ^e sec. compréhension de l'écrit		
FRA-3010-5	Français, langue mat. 3 ^e sec. production de l'écrit		
FRA-4040-5	Français, langue mat. 4 ^e sec. compréhension, production		
FRA-4041-5	Français, langue mat. 4 ^e sec. compréhension, production		
FRA-5121-1	Français, langue mat. 5 ^e sec. compréhension de l'écrit		
FRA-5122-1	Français, langue mat. 5 ^e sec. compréhension de l'écrit		
FRA-5123-3	Français, langue mat. 5 ^e sec. production de l'écrit		
FRA-5124-1	Français, langue mat. 5 ^e sec. production de l'oral		
FRA-5125-1	Français, langue mat. 5 ^e sec. compréhension de l'écrit		
FRA-5126-1	Français, langue mat. 5 ^e sec. compréhension de l'oral		
	Français, langue d'enseignement (old program)		
FRA-1002-3	Français 511		
FRA-1003-3	Français 512		
FRA-2002-3	Français 521		
FRA-2003-3	Français 522		
FRA-3003-3	Français 531		
FRA-3004-3	Français 532		
FRA-5103-4	Français 551		
FRA-5104-4	Français 552		
FRA-5105-4	Français 553		
FRA-5106-4	Français 554		
	Second Language		
	Anglais, langue seconde		
ANG-1001-6	Anglais, langue seconde		
ANG-2001-6	Anglais, langue seconde		
			Second Language

LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
ANG-3007-6	Anglais, langue seconde		
ANG-4036-6	Anglais, langue seconde		
ANG-5054-6	Anglais, langue seconde		
			French, Second Language
		FRE-1091-6	French, Second Language 801
		FRE-1092-6	French, Second Language 811
		FRE-2091-6	French, Second Language 821
		FRE-3091-6	French, Second Language 831
		FRE-4091-6	French, Second Language 841
		FRE-5091-6	French, Second Language 851
	Mathématiques (new program)		Mathematics (new program)
MAT-1005-2	Math. : Opérations sur les nombres entiers	MTH-1005-2	Math.: Operations on Integers
MAT-1006-2	Math. : Opérations sur les fractions	MTH-1006-2	Math.: Operations on Fractions
MAT-1007-2	Math. : Opérations sur les nombres décimaux et pourcentage	MTH-1007-2	Math.: Decimals and Percent
MAT-2006-2	Math. : Équations et inéquations I	MTH-2006-2	Math.: Equations and Inequalities I (First Degree in One Variable)
MAT-2007-2	Math. : Géométrie I	MTH-2007-2	Math.: Geometry I (Straight Lines, Angles & Pythagorean Theorem)
MAT-2008-2	Math. : Statistiques et probabilités I	MTH-2008-2	Math.: Statistics and Probability I
MAT-3001-2	Math. : Opérations sur les polynômes	MTH-3001-2	Math.: Operations on Polynomials
MAT-3002-2	Math. : Géométrie II	MTH-3002-2	Math.: Geometry II (Perimeter, Area and Volume)
MAT-4058-1	Math. : Factorisation	MTH-4058-1	Math.: Factoring
MAT-4059-1	Math. : Opérations sur les opérations algébriques	MTH-4059-1	Math.: Operations on Algebraic Fractions
MAT-4060-1	Math. : Droite II	MTH-4060-1	Math.: Straight Lines II
MAT-4061-2	Math. : Logique, ensembles et relations	MTH-4061-2	Math.: Logic, Set Theory and Relations
MAT-4065-2	Math. : Droite I	MTH-4065-2	Math.: Straight Lines I
MAT-4066-1	Math. : Géométrie III	MTH-4066-1	Math.: Geometry III
MAT-4067-2	Math. : Équations et inéquations II	MTH-4067-2	Math.: Equations and Inequalities II
MAT-4068-1	Math. : Trigonométrie I	MTH-4068-1	Math.: Trigonometry I

LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
MAT-5076-1	Math. : Conique I	MTH-5076-1	Math.: Conics I
MAT-5077-1	Math. : Équations et inéquations III	MTH-5077-1	Math.: Equations and Inequalities III
MAT-5078-1	Math. : Fonctions	MTH-5078-1	Math.: Functions
MAT-5079-1	Math. : Conique II	MTH-5079-1	Math.: Conics II
MAT-5080-1	Math. : Fonctions exponentielles et logarithmiques	MTH-5080-1	Math.: Exponential and Logarithmic Functions
MAT-5081-2	Math. : Trigonométrie II	MTH-5081-2	Math.: Trigonometry II
MAT-5082-2	Math. : Géométrie IV et V	MTH-5082-2	Math.: Geometry IV and V
MAT-5083-1	Math. : Optimisation	MTH-5083-1	Math.: Optimization
MAT-5084-2	Math. : Statistiques et probabilités II	MTH-5084-2	Math.: Statistics and Probability II
MAT-5085-1	Math. : Géométrie IV	MTH-5085-1	Math.: Geometry IV
	Mathématiques (old program)		Mathematics (old program)
		MTH-1001-3 ¹	Modern Mathematics 221
		MTH-1002-3 ✓	Modern Mathematics 222
		MTH-2001-3 ✓	Modern Mathematics 223
		MTH-2004-3 ✓	Modern Mathematics 224
		MTH-4052-3 ✓	Mathematics 241
		MTH-4053-3 ✓	Mathematics 242
		MTH-4054-3 ✓	Mathematics 243
		MTH-4057-3 ✓	Modern Mathematics 225
		MTH-4064-3 ✓	Introduction to Descriptive Mathematics 244
		MTH-5051-3	Modern Mathematics* 251
		MTH-5052-3	Modern Mathematics* 252
		MTH-5053-3	Modern Mathematics* 253
		MTH-5054-3	Modern Mathematics* 254
		MTH-5055-3	Modern Mathematics* 255
	Physique		Physics
PHY-4010-3	Physique 141	PHS-4010-3	Physics* 241
PHY-4011-3	Physique 142	PHS-4011-3	Physics* 242

¹ This code will cease to be in effect on December 31, 1996.

LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
PHY-5018-3	Physique* 151	PHS-5018-3	Physics* 251
PHY-5019-3	Physique* 152	PHS-5019-3	Physics* 252
PHY-5021-3	Physique* 154	PHS-5021-3	Physics* 254
PHY-5034-3	Physique 143	PHS-5034-3	Physics* 243
SCH-4022-2 ¹	Sciences humaines et vie politique Sc. hum. : Industrialisation et urbanisation au Qué. 4 ^e sec.	SST-4022-2 ✓	Social Studies and Civics Soc. Stud.: Industrialization and Urbanization in Québec
SCH-4023-2 ✓	Sc. hum. : La démocratie et la culture au Québec, 4 ^e sec.	SST-4023-2 ✓	Soc. Stud.: Democracy and Culture in Québec
SCP-4010-2	Sciences physiques (new program) Sc. Phys. : le nucléaire	PSC-4010-2	Physical Sciences (new program) Phys. Sc.: Nuclear Technology
SCP-4011-2	Sc. Phys. : l'électricité	PSC-4011-2	Phys. Sc.: Electricity
SCP-4012-2	Sc. Phys. : les phénomènes ioniques	PSC-4012-2	Phys. Sc.: Ionic Phenomena
SCP-4013-3	Sciences physiques (old program) Sciences 141	PSC-4013-3	Physical Sciences (old program) Sciences 241

¹ Waiting for ministry approval for the program.

SOCIAL INTEGRATION SERVICES

NEW PROGRAM**LIST OF COURSES**

FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
FIN-Z001-0	Habiletés cognitives de base 1	SIE-Z001-0	Basic Cognitive Skills 1
FIN-Z002-0	Habiletés cognitives de base 2	SIE-Z002-0	Basic Cognitive Skills 2
FIN-Z003-0	Habiletés de communication 1	SIE-Z003-0	Communicative Skills 1
FIN-Z004-0	Habiletés de communication 2	SIE-Z004-0	Communicative Skills 2
FIN-Z005-0	Habiletés personnelles et sociales 1	SIE-Z005-0	Personal and Social Skills 1
FIN-Z006-0	Habiletés personnelles et sociales 2	SIE-Z006-0	Personal and Social Skills 2
FIN-Z007-0	Habiletés mathématiques de base 1	SIE-Z007-0	Basic Math Skills 1
FIN-Z008-0	Habiletés mathématiques de base 2	SIE-Z008-0	Basic Math Skills 2
FIN-Z009-0	Psychomotricité 1	SIE-Z009-0	Psychomotor Skills 1
FIN-Z010-0	Psychomotricité 2	SIE-Z010-0	Psychomotor Skills 2
FIN-Z011-0	Gestion du quotidien 1	SIE-Z011-0	Day-to-Day Management 1
FIN-Z012-0	Gestion du quotidien 2	SIE-Z012-0	Day-to-Day Management 2
FIN-Z013-0	Habiletés domestiques 1	SIE-Z013-0	Household Skills 1
FIN-Z014-0	Habiletés domestiques 2	SIE-Z014-0	Household Skills 2
FIN-Z015-0	Habiletés familiales 1	SIE-Z015-0	Family Skills 1
FIN-Z016-0	Habiletés familiales 2	SIE-Z016-0	Family Skills 2
FIN-Z017-0	Habiletés de travail 1	SIE-Z017-0	Work Skills 1
FIN-Z018-0	Habiletés de travail 2	SIE-Z018-0	Work Skills 2
FIN-Z019-0	Sexualité 1	SIE-Z019-0	Sex Education 1
FIN-Z020-0	Sexualité 2	SIE-Z020-0	Sex Education 2
FIN-Z021-0	Soins personnels 1	SIE-Z021-0	Personal Care 1
FIN-Z022-0	Soins personnels 2	SIE-Z022-0	Personal Care 2
FIN-Z023-0	Utilisation de ressources communautaires 1	SIE-Z023-0	Using Community Resources 1
FIN-Z024-0	Utilisation de ressources communautaires 2	SIE-Z024-0	Using Community Resources 2
FIN-Z025-0	Généralisation des apprentissages 1	SIE-Z025-0	Generalization of Learning 1
FIN-Z026-0	Généralisation des apprentissages 2	SIE-Z026-0	Generalization of Learning 2

OLD PROGRAM**LIST OF COURSES**

FRENCH SECTOR ✓		ENGLISH SECTOR ✓✓	
SAGE CODE	TITLE	SAGE CODE	TITLE
FIN-Z027-0	Sensibilisation au marché du travail	SIE-Z027-0	Introduction to the Job Market
FIN-Z028-0	Croissance personnelle	SIE-Z028-0	Personal Growth
FIN-Z029-0	Sexualité	SIE-Z030-0	Sexuality
FIN-Z030-0	Psychomotricité	SIE-Z029-0	Psychomotor Activity
FIN-Z031-0	Langage et communication	SIE-Z031-0	Language and Communication
FIN-Z032-0	Utilisation des ressources communautaires	SIE-Z032-0	Using Community Resources
FIN-Z033-0	Vie résidentielle	SIE-Z033-0	Home Life
FIN-Z034-0	Hygiène, soins corporels et bien-être physique	SIE-Z034-0	Hygiene, Personal Care and Physical Well-Being
FIN-Z035-0	Alimentation	SIE-Z035-0	Food and Nutrition
FIN-Z036-0	Initiation à la consommation et à l'autonomie financière	SIE-Z036-0	Introduction to Consumer Education and Financial Independence
FIN-Z037-0	Élaboration du plan de formation	SIE-Z037-0	Development of an Educational Plan
FIN-Z038-0	Intégration au marché du travail	SIE-Z038-0	Integration into the Job Market
FIN-Z039-0	Travail en groupe	SIE-Z039-0	Working in Groups
FIN-Z040-0	Projets particuliers	SIE-Z040-0	Special Projects

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES

SOURCE	TITLE	DOCUMENT CODE
	IN PREPARATION	

✓ Former courses from the Programme d'insertion à la vie communautaire des adultes ayant une déficience intellectuelle moyenne (PIVC).

✓✓ Former courses from the Integration into Community Life Program for Moderately Intellectually Impaired Adults.

SOCIAL STUDIES AND CIVICS

NEW PROGRAM**LIST OF COURSES**

FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
SCH-4022-2 ¹	Sc. hum. : Industrialisation et urbanisation au Québec, 4 ^e sec.	SST-4022-2 ✓	Soc. Stud.: Industrialization and Urbanization in Québec
SCH-4023-2 ✓	Sc. hum. : La démocratie et la culture au Québec, 4 ^e sec.	SST-4023-2 ✓	Soc. Stud.: Democracy and Culture in Québec

OLD PROGRAM**LIST OF COURSES**

FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
SCH-5033-2	Un état bicéphale : l'État québécois, l'État canadien	SST-5011-3	Civics
SCH-5034-3	Qui décide quoi? De l'état à l'électorat	SST-5033-2	Canada and Québec: A Two-Headed State
SCH-5035-3	Le pouvoir invisible : de la politique à la dynamique	SST-5034-3	Who Decides What? From the State to the Electorate
SCH-5036-2	Le quatrième pouvoir médias et information	SST-5035-3	Invisible Power: The Hidden Dimension of Politics
SCH-5038-3	Mondovision : l'état des relations internationales	SST-5036-2	The Fourth Estate: The Mass Media
SCH-5039-2	Au-delà des états : les enjeux politiques mondiaux	SST-5038-3	Global Vision: The State of International Relations
		SST-5039-2	Beyond Borders: Issues in Global Politics
		SST-5043-3	Political Life of Québec

¹ Waiting for ministry approval for the program.

LOCAL PROGRAMS

LIST OF COURSES

FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
SCH-1001-1	Sciences humaines 1 ^{re} secondaire : programme local	SST-1001-1	Social Studies, Secondary I: Local Program
SCH-1002-2	Sciences humaines 1 ^{re} secondaire : programme local	SST-1002-2	Social Studies, Secondary I: Local Program
SCH-1003-3	Sciences humaines 1 ^{re} secondaire : programme local	SST-1003-3	Social Studies, Secondary I: Local Program
SCH-1004-4	Sciences humaines 1 ^{re} secondaire : programme local	SST-1004-4	Social Studies, Secondary I: Local Program
SCH-2001-1	Sciences humaines 2 ^e secondaire : programme local	SST-2001-1	Social Studies, Secondary II: Local Program
SCH-2002-2	Sciences humaines 2 ^e secondaire : programme local	SST-2002-2	Social Studies, Secondary II: Local Program
SCH-2003-3	Sciences humaines 2 ^e secondaire : programme local	SST-2003-3	Social Studies, Secondary II: Local Program
SCH-2004-4	Sciences humaines 2 ^e secondaire : programme local	SST-2004-4	Social Studies, Secondary II: Local Program
SCH-3021-1	Sciences humaines 3 ^e secondaire : programme local	SST-3021-1	Social Studies, Secondary III: Local Program
SCH-3022-2	Sciences humaines 3 ^e secondaire : programme local	SST-3022-2	Social Studies, Secondary III: Local Program
SCH-3023-3	Sciences humaines 3 ^e secondaire : programme local	SST-3023-3	Social Studies, Secondary III: Local Program
SCH-3024-4	Sciences humaines 3 ^e secondaire : programme local	SST-3024-4	Social Studies, Secondary III: Local Program
SCH-4031-1	Sciences humaines 4 ^e secondaire : programme local	SST-4031-1	Social Studies, Secondary IV: Local Program
SCH-4032-2	Sciences humaines 4 ^e secondaire : programme local	SST-4032-2	Social Studies, Secondary IV: Local Program
SCH-4033-3	Sciences humaines 4 ^e secondaire : programme local	SST-4033-3	Social Studies, Secondary IV: Local Program
SCH-4034-4	Sciences humaines 4 ^e secondaire : programme local	SST-4034-4	Social Studies, Secondary IV: Local Program
SCH-5051-1	Sciences humaines 5 ^e secondaire : programme local	SST-5051-1	Social Studies, Secondary V: Local Program
SCH-5052-2	Sciences humaines 5 ^e secondaire : programme local	SST-5052-2	Social Studies, Secondary V: Local Program
SCH-5053-3	Sciences humaines 5 ^e secondaire : programme local	SST-5053-3	Social Studies, Secondary V: Local Program
SCH-5054-4	Sciences humaines 5 ^e secondaire : programme local	SST-5054-4	Social Studies, Secondary V: Local Program

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
DFGA	Program: Sciences humaines, recueil de programme de matière	38-0752
DFGA	Guide: Guide du gestionnaire en sciences humaines	38-2992
DFGA	Learning Guides: Un état bicéphale : l'État québécois, l'État canadien	38-2823
DFGA	Qui décide quoi? De l'État à l'électorat	38-2867
DFGA	Le pouvoir invisible : de la politique à la dynamique	38-2891
DFGA	Vie politique. Le quatrième pouvoir : mass-médias et information	38-7581
DFGA	Mondovision : l'état des relations internationales	38-7587
	Definitions of the Domain:	
	Vie politique	
DFGA	Qui décide quoi? De l'État à l'électorat (SCH-5034-3)	38-2867
DFGA	Le pouvoir invisible : de la politique à la dynamique (SCH-5035-3)	38-2891
DFGA	Un état bicéphale : l'état québécois, l'état canadien (SCH-5033-2)	38-3148-03
DFGA	Mondovision : l'état des relations internationales (SCH-5038-3)	38-3148-05
DFGA	Le quatrième pouvoir : médias et information ((SCH-5036-2)	38-7581

SOCIOVOCATIONAL INTEGRATION SERVICES

LIST OF NEW COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
ISP-P001-1	Culture du marché du travail	SVI-P001-1	The Culture of Work
ISP-P002-1	Métiers et professions	SVI-P002-1	Trades and Occupations
ISP-P003-1	Réalités du monde du travail	SVI-P003-1	Realities in the World of Work
ISP-P004-2	Bilan et fonctions de travail	SVI-P004-2	Functions of Work
ISP-P005-1	Lieux de recherche d'emploi	SVI-P005-1	Where to Look for Work
ISP-P006-1	Méthodes d'insertion	SVI-P006-1	How to Enter the Job Market
ISP-P007-2	Connaissance et affirmation de soi	SVI-P007-2	Self-Knowledge and Assertiveness
ISP-P008-1	Habiletés cognitives	SVI-P008-1	Cognitive Skills
ISP-P009-1	Sens du travail bien fait	SVI-P009-1	Sense of Accomplishment
ISP-P010-1	Le travail répétitif	SVI-P010-1	Repetitive Tasks
ISP-P011-3	Stage de qualification professionnelle I	SVI-P011-3	Practicum: Vocational Qualification I
ISP-P012-3	Stage de qualification professionnelle II	SVI-P012-3	Practicum: Vocational Qualification II
ISP-P013-3	Stage de qualification professionnelle III	SVI-P013-3	Practicum: Vocational Qualification III
ISP-P014-3	Stage de qualification professionnelle IV	SVI-P014-3	Practicum: Vocational Qualification IV
ISP-P015-3	Stage de qualification professionnelle V	SVI-P015-3	Practicum: Vocational Qualification V
ISP-P016-3	Stage de qualification professionnelle VI	SVI-P016-3	Practicum: Vocational Qualification VI
ISP-1001-1	Collecte d'information scolaire et professionnelle	SVI-1001-1	Collecting Educational and Vocational Information
ISP-1002-3	Stage d'exploration de l'environnement	SVI-1002-3	Practicum: Exploring the Environment
ISP-1003-1	Initiation au marché du travail	SVI-1003-1	Introduction to the World of Work
ISP-1004-1	Processus de recherche d'information	SVI-1004-1	Information Research Techniques
ISP-1005-2	Bilan et choix professionnel	SVI-1005-2	Career Choice Education
ISP-1006-1	Stage de validation au choix professionnel	SVI-1006-1	Practicum: Validating Career Choice
ISP-1007-1	Stage d'exploration des lieux de recherche d'emploi	SVI-1007-1	Practicum: Where to Look for Work
ISP-1008-1	Méthode de recherche d'emploi	SVI-1008-1	How to Look for Work
ISP-1009-1	Mise en marché de soi	SVI-1009-1	How to Market Your Skills

LIST OF NEW CODES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
ISP-1010-2	Stage d'utilisation des méthodes d'insertion	SVI-1010-2	Practicum: How to Adapt to the Job Market
ISP-1011-2	Activité non traditionnelle	SVI-1011-2	Non-Traditional Activities
ISP-1012-2	Connaissance des ressources professionnelles au travail	SVI-1012-2	Professional Resources at Work
ISP-1013-1	Le droit au travail	SVI-1013-1	Rights at Work
ISP-1014-1	Plan d'action	SVI-1014-1	Plan of Action
ISP-1015-1	Autonomie et initiative	SVI-1015-1	Independence and Initiative
ISP-1016-1	Adaptabilité aux changements	SVI-1016-1	Adapting to Change
ISP-1017-1	Ténacité	SVI-1017-1	Persistence
ISP-1018-1	Confiance en soi	SVI-1018-1	Self-Confidence
ISP-1019-1	Sens des responsabilités	SVI-1019-1	Gaining a Sense of Responsibility
ISP-1020-1	Communication orale au travail	SVI-1020-1	Oral Communication Skills at Work
ISP-1021-1	Communication écrite au travail	SVI-1021-1	Written Communication Skills at Work
ISP-1022-1	Travail en équipe	SVI-1022-1	Working in Teams
ISP-1023-1	Stratégie de résolution de problèmes	SVI-1023-1	Problem-Solving Strategies
ISP-1024-1	Adaptation au travail	SVI-1024-1	Adapting to Work
ISP-1025-1	Gestion de soi au quotidien	SVI-1025-1	Work Management Skills
ISP-1026-1	Motivation personnelle	SVI-1026-1	Personal Motivation
ISP-1027-1	Orientation stratégique	SVI-1027-1	Strategic Orientation
ISP-1028-1	Culture organisationnelle	SVI-1028-1	Culture of the Organization
ISP-1029-1	Stage d'acquisition des compétences socioprofessionnelles	SVI-1029-1	Practicum: Acquiring Socio-Vocational Skills
ISP-1030-4	Défi d'emploi	SVI-1030-4	Meeting the Job Challenge
ISP-1031-2	Stage au soutien au placement	SVI-1031-2	Practicum: Meeting the Job Challenge
ISP-1032-2	Maintien à l'emploi	SVI-1032-2	Keeping a Job
ISP-2001-1	Processus cognitif	SVI-2001-1	Cognitive Processes
ISP-3001-3	Stage de qualification professionnelle I	SVI-3001-3	Practicum: Vocational Qualification I
ISP-3002-3	Stage de qualification professionnelle II	SVI-3002-3	Practicum: Vocational Qualification II
ISP-3003-3	Stage de qualification professionnelle III	SVI-3003-3	Practicum: Vocational Qualification III
ISP-3004-3	Stage de qualification professionnelle IV	SVI-3004-3	Practicum: Vocational Qualification IV
ISP-3005-3	Stage de qualification professionnelle V	SVI-3005-3	Practicum: Vocational Qualification V
ISP-3006-3	Stage de qualification professionnelle VI	SVI-3006-3	Practicum: Vocational Qualification VI

LIST OF OLD CODES ¹			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
ADM-0459-1	Sensibilisation à l'entrepreneurship		
HIS-4012-2	Division du travail et organisations ouvrières		
PER-4030-1	Réalités du monde du travail		
PER-4032-1	Travail en groupe		
PER-4033-2	Aptitudes physiques au travail		
PER-4051-3	Droits et place des femmes au travail		
PER-4053-1	Méthodes de travail		
PER-4058-2	Instrumentation particulière		
PER-4059-7	Collecte d'information scolaire et professionnelle		
PER-4061-1	Découverte de modèles		
PER-5035-1	Communication au travail		
PER-5036-2	Responsabilités au travail		
PER-5037-2	Connaissance des ressources professionnelles au travail		
PER-5038-2	Travail et environnement		
PER-5105-2	Activité non traditionnelle et condition féminine		
PER-5106-2	Connaissance et affirmation de soi		
PER-5107-1	Choix professionnel		
PER-5108-1	Plan d'action		
SCE-5022-2	Le monde du travail : c'est tout un job		
SCH-3010-2	Développement du potentiel intellectuel I		
SCH-3025-1	Intégration socioprofessionnelle : travail en équipe		
SCH-3026-1	Intégration socioprofessionnelle : autonomie et initiative		
SCH-3027-1	Intégration socioprofessionnelle : ténacité		
SCH-3028-1	Intégration socioprofessionnelle : confiance en soi		
SCH-3029-1	Intégration socioprofessionnelle : sens des responsabilités		
SCH-3030-1	Intégration socioprofessionnelle : sens du travail bien fait		
SCH-3031-1	Intégration socioprofessionnelle : travail répétitif		
SCH-3032-1	Intégration socioprofessionnelle : mise en marché de soi		
SCH-3033-1	Intégration socioprofessionnelle : connaissance des lieux de recherche d'emploi		

¹ These codes will cease to be in effect on June 30, 1997. An *Info/sanction* will be issued to this end.

LIST OF OLD CODES ¹			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
SCH-3034-1	Flexibilité et adaptabilité aux changements		
SCH-3035-1	Intégration socioprofessionnelle : adaptation au travail		
SCH-3036-2	Maintien en emploi		
SCH-3037-1	Initiation au marché du travail		
SCH-3038-3	Stage de connaissance de l'environnement		
SCH-3039-2	Stage d'insertion professionnelle I		
SCH-3040-1	Culture du marché du travail		
SCH-5055-2	Bilan et choix professionnel		
SCH-5056-1	À la recherche des ressources et des services d'aide		
SCH-5057-1	Méthode de recherche d'emploi		
SCH-5058-4	Défi-emploi		

LOCAL PROGRAMS			
LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
ISP-P021-1	ISP - Habiletés cognitives : programme local	SVI-P021-1	SVI - Cognitive Skills: Local Program
ISP-1041-1	ISP - Droit au travail : programme local	SVI-1041-1	SVI - Rights at Work: Local Program
ISP-1042-1	ISP - Communication orale au travail : programme local	SVI-1042-1	SVI - Oral Communication Skills at Work: Local Program
ISP-1043-1	ISP - Communication écrite au travail : programme local	SVI-1043-1	SVI - Written Communication Skills at Work: Local Program
ISP-1044-1	ISP - Stratégie de résolution de problèmes : programme local	SVI-1044-1	SVI - Problem Solving Strategies: Local Program
ISP-1045-2	ISP - Stage de soutien au placement : programme local	SVI-1045-2	SVI - Practicum : Meeting the Job Challenge: Local Program
ISP-2011-1	ISP - Processus cognitif : programme local	SVI-2011-1	SVI - Cognitive Processes: Local Program

¹ These codes will cease to be in effect on June 30, 1997. An *Info/sanction* will be issued to this end.

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES		
SOURCE	TITLE	DOCUMENT CODE
DFGA	Programs:	
DFGA	Formation préparatoire à l'emploi/Preemployment Training Program	38-3025 and 38-3025A
DFGA	Initiation aux métiers non traditionnels/Introduction to Non-Traditional Occupations for Women	38-7817 and 38-7817A
DFGA	Programmes de développement personnel et social	38-2975
	Guides:	
DFGA	Guide d'organisation/Planning Guide	38-3024 and 38-3024A
DFGA	Guide andragogique : Formation préparatoire à l'emploi	38-3033
DFGA	Guide andragogique pour les programmes <i>Acquisition du DES</i> et <i>Mise à niveau</i>	38-3079
DFGA	Guide andragogique : Initiation aux métiers non-traditionnels	38-3045
DFGA	Guide d'accompagnement : Relation d'aide	38-3027
DFGA	Histoire) Division du travail et organisations ouvrières	38-7586
DFGA	Vie économique) Le monde du travail, c'est tout un job	38-7590
DFGA	Sessions de sensibilisation à l'entrepreneurship	17-9900-04
DFGA	Sensibilisation à l'entrepreneurship; trousse pédagogique. Guide de l'animateur et de l'animatrice	17-9924-1
DFGA	Sensibilisation à l'entrepreneurship; trousse pédagogique. Journal de bord de la participante et du participant	17-9924-2
DFGA	Sensibilisation à l'entrepreneurship (15 heures); guide administratif pour l'implantation dans les commissions scolaires	17-9924-3
DFGA	Sensibilisation à l'entrepreneurship. Plus d'un demi-million de québécoises et québécois l'ont fait. Pourquoi pas vous?	17-9924-5
	15 heures pour explorer votre potentiel entrepreneurial	
	Support Activities:	
DFGA	Mise à niveau et Diplôme d'études secondaires/Upgrading and Acquisition of the Secondary School Diploma	38-3026 and 38-3026A
	Exercise Book:	
DFGA	Relation d'aide	38-3028 (not expected to be produced in English)

DOCUMENTS PUBLISHED BY THE DFGA OR OTHER SOURCES				
SOURCE	TITLE	DOCUMENT CODE	TITLE	DOCUMENT CODE
DFGA	Définitions du domaine d'examen : Formation préparatoire à l'emploi		Definitions of the Domain: Preemployment Training:	
DFGA	Réalités du monde du travail (PER-4030-1)	38-8194	Adults at Work (PRS-4030-1)	38-8194A
DFGA	Communication au travail (PER-5035-1)	38-8195	Communication at Work (PRS-5035-1)	38-8195A
DFGA	Responsabilités au travail (PER-5036-2)	38-8196	Responsibilities at Work (PRS-5036-2)	38-8196A
DFGA	Travail en groupe (PER-4032-1)	38-8197	Teamwork (PRS-4032-1)	38-8197A
DFGA	Connaissance des ressources profession- nelles (PER-5037-2)	38-8198	Professional Services and Resources (PRS-5037-2)	38-8198A
DFGA	Travail et environnement (PER-5038-2)	38-8199	The World of Work (PRS-5038-2)	38-8199A
DFGA	Stage d'intégration professionnelle (PER-5101-5)	38-8200	Practicum in a Workplace (PRS-5101-5)	38-8200A
DFGA	Definitions of the Domain: (cont.)			
DFGA	Transition-Travail			
DFGA	Méthodes de travail (PER-4053-1)			38-8074
DFGA	Droits et place des femmes au travail (PER-4051-3)			38-8075
DFGA	Initiation aux métiers non traditionnels			
DFGA	Activité non traditionnelle et condition féminine (PER-5105-2)			38-8288
DFGA	Connaissance et affirmation de soi (PER-5106-2)			38-8289
DFGA	Cueillette d'information scolaire et professionnelle (PER-4059-7)			38-8290
DFGA	Atelier d'exploration des métiers non traditionnels (PER-4060-8)			38-8291
DFGA	Découverte de modèles (PER-4061-1)			38-8292
DFGA	Stage d'exploration (PER-4062-2)			38-8293
DFGA	Choix professionnel (PER-5107-1)			38-8294
DFGA	Plan d'action (PER-5108-1)			38-8295

VOCATIONAL EDUCATION PREPARATION SERVICES
--

LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
CRI-1001-6	Cree, Language of Instruction Crie, langue maternelle, 1 ^{re} secondaire		
CRI-2001-6	Crie, langue maternelle, 2 ^e secondaire		
CRI-3001-6	Crie, langue maternelle, 3 ^e secondaire		
CRI-4005-3	Crie, langue maternelle, 4 ^e secondaire		
CRI-4006-3	Crie, langue maternelle, 4 ^e secondaire		
		ENG-1061-3	English Language Arts: SEAL Program Language in Everyday Life
		ENG-1062-3	Language and Self-Expression
		ENG-2061-3	Language for Creativity
		ENG-2062-3	Language, Media and Communication
		ENG-3061-3	Language to Inform
		ENG-3062-3	Language for Comment and Persuasion
		ENG-4061-3	Language for Enjoyment
		ENG-4062-3	Language in Work and Society
	French, Language of Instruction (new program)		
FRA-1031-3	Français, langue d'ens. 1 ^{re} sec. compr. lecture, prod. écrite 1		
FRA-1032-2	Français, langue d'ens. 1 ^{re} sec. compr. lecture, prod. écrite 2		
FRA-1033-1	Français, langue d'ens. 1 ^{re} sec. compr. écoute, prod. orale		
FRA-2031-3	Français, langue d'ens. 2 ^e sec. compr. lecture, prod. écrite 1		
FRA-2032-2	Français, langue d'ens. 2 ^e sec. compr. lecture, prod. écrite 2		
FRA-2033-1	Français, langue d'ens. 2 ^e sec. compr. écoute, prod. orale		

LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
FRA-3032-2	Français, langue d'ens. 3 ^e sec. compr. lecture, prod. orale A		
FRA-3033-2	Français, langue d'ens. 3 ^e sec. compr. lecture, prod. orale B		
FRA-3034-1	Français, langue d'ens. 3 ^e sec. compr. lecture, en écoute A		
FRA-3035-1	Français, langue d'ens. 3 ^e sec. compr. lecture, en écoute B		
FRA-3036-1	Français, langue d'ens. 3 ^e sec. compr. lecture, en écoute C		
FRA-3037-3	Français, langue d'ens. 3 ^e sec. production écrite 2		
FRA-4061-3	Français, langue d'ens. 4 ^e sec. compr. lect. écoute p. écr. 1		
FRA-4062-3	Français, langue d'ens. 4 ^e sec. compr. lect. écoute p. écr. 2		
FRA-5141-1	Français, langue d'ens. 5 ^e sec. compr. lecture		
FRA-5142-2	Français, langue d'ens. 5 ^e sec. production écrite		
FRA-5143-3	Français, langue d'ens. 5 ^e sec. compr. lect. éc. prod. écr. or.		
	French, Language of Instruction (codes for program testing)		
FRA-1013-3	Français, langue mat. 1 ^{re} sec. compréhension, production		
FRA-1014-5	Français, langue mat. 1 ^{re} sec. compréhension, production		
FRA-1015-2	Français, langue mat. 1 ^{re} sec. production de l'oral		
FRA-2011-3	Français, langue mat. 2 ^e sec. compréhension, production		
FRA-2012-5	Français, langue mat. 2 ^e sec. compréhension, production		
FRA-2013-2	Français, langue mat. 2 ^e sec. production de l'oral		
FRA-3005-2	Français, langue mat. 3 ^e sec. compréhension		
FRA-3006-2	Français, langue mat. 3 ^e sec. compréhension de l'écrit		
FRA-3007-2	Français, langue mat. 3 ^e sec. compréhension		
FRA-3008-2	Français, langue mat. 3 ^e sec. compréhension		
FRA-3009-2	Français, langue mat. 3 ^e sec. compréhension de l'écrit		
FRA-3010-5	Français, langue mat. 3 ^e sec. production de l'écrit		
FRA-4040-5	Français, langue mat. 4 ^e sec. compréhension, production		
FRA-4041-5	Français, langue mat. 4 ^e sec. compréhension, production		
FRA-5121-1	Français, langue mat. 5 ^e sec. compréhension de l'écrit		
FRA-5122-1	Français, langue mat. 5 ^e sec. compréhension de l'écrit		
FRA-5123-3	Français, langue mat. 5 ^e sec. production de l'écrit		
FRA-5124-1	Français, langue mat. 5 ^e sec. production de l'oral		

LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
FRA-1002-3 FRA-1003-3	French, Language of Instruction (old program) Français 511 Français 512		
FRA-2002-3 FRA-2003-3	Français 521 Français 522		
FRA-3003-3 FRA-3004-3	Français 531 Français 532		
FRA-5103-4 FRA-5104-4 FRA-5105-4 FRA-5106-4	Français 551 Français 552 Français 553 Français 554		
INU-4008-3 INU-4009-3	Inuktitut Inuktitut, langue maternelle Inuktitut, langue maternelle		
ANG-1001-6 ANG-2001-6 ANG-3007-6 ANG-4036-6	Second Language Anglais, langue seconde Anglais, langue seconde Anglais, langue seconde Anglais, langue seconde Anglais, langue seconde		
		FRE-1091-6 FRE-1092-6 FRE-2091-6 FRE-3091-6 FRE-4091-6	French, Second Language French, Second Language 801 French, Second Language 811 French, Second Language 821 French, Second Language 831 French, Second Language 841

LIST OF COURSES			
FRENCH SECTOR		ENGLISH SECTOR	
SAGE CODE	TITLE	SAGE CODE	TITLE
MAT-1005-2	Mathématiques	MTH-1005-2	Mathematics (new program)
MAT-1006-2	Math. : Opérations sur les nombres entiers	MTH-1006-2	Math.: Operations on Integers
MAT-1007-2	Math. : Opérations sur les fractions	MTH-1007-2	Math.: Operations on Fractions
	Math. : Opérations sur les nombres décimaux et pourcentage		Math.: Decimals and Percent
MAT-2006-2	Math. : Équations et inéquations I	MTH-2006-2	Math.: Equations and Inequalities I (First Degree in One Variable)
MAT-2007-2	Math. : Géométrie I	MTH-2007-2	Math.: Geometry I (Straight Lines, Angles & Pythagorean Theorem)
MAT-2008-2	Math. : Statistiques et probabilités I	MTH-2008-2	Math.: Statistics and Probability I
MAT-3001-2	Math. : Opérations sur les polynômes	MTH-3001-2	Math.: Operations on Polynomials
MAT-3002-2	Math. : Géométrie II	MTH-3002-2	Math.: Geometry II (Perimeter, Area and Volume)
MAT-4058-1	Math. : Factorisation	MTH-4058-1	Math.: Factoring
MAT-4059-1	Math. : Opérations sur les opérations algébriques	MTH-4059-1	Math.: Operations on Algebraic Fractions
MAT-4060-1	Math. : Droite II	MTH-4060-1	Math.: Straight Lines II
MAT-4061-2	Math. : Logique, ensembles et relations	MTH-4061-2	Math.: Logic, Set Theory and Relations
MAT-4065-2	Math. : Droite I	MTH-4065-2	Math.: Straight Lines I
MAT-4066-1	Math. : Géométrie III	MTH-4066-1	Math.: Geometry III
MAT-4067-2	Math. : Équations et inéquations II	MTH-4067-2	Math.: Equations and Inequalities II
MAT-4068-1	Math. : Trigonométrie I	MTH-4068-1	Math.: Trigonometry I
			Mathematics (old program)
		MTH-1001-3 ¹	Modern Mathematics 221
		MTH-1002-3 ✓	Modern Mathematics 222
		MTH-2001-3 ✓	Modern Mathematics 223
		MTH-2004-3 ✓	Modern Mathematics 224
		MTH-4052-3 ✓	Mathematics 241
		MTH-4053-3 ✓	Mathematics 242
		MTH-4054-3 ✓	Mathematics 243
		MTH-4057-3 ✓	Modern Mathematics 225
		MTH-4064-3 ✓	Introduction to Descriptive Mathematics 244

¹ This code will cease to be in effect on December 31, 1996.

Appendix D

**Partial List of Administrative Documents
Published by the MEQ**

Québec. *Basic school regulation respecting educational services for adults in general education*, Excerpt from the Gazette officielle du Québec, Order in Council 732-94, 18 May 1994 (1994), p. 2064.

_____. *College Education Regulations, General and Vocational Colleges Act* (R.S.Q., chapter 29) (amended September 1995).

_____. *Education Act* (R.S.Q., chapter I-13.3), 1996.

Québec. Ministère de l'Éducation. *Circulaire administrative*, Direction de la coordination des réseaux (sporadic publication).

_____. *Administrative Manual for the Certification of Studies in General Education for Adults* (Québec: Direction générale des services éducatifs, Direction de la sanction des études, 1995-96) Code 16-7808-95A.

_____. *Guide de la déclaration d'effectif scolaire des adultes en formation générale (SIFCA)* (Québec: Direction des ressources informationnelles, Direction de la gestion des systèmes d'études) Code 46-3431-1.

_____. *Guide d'utilisation du système de sanction des études en formation générale (SAGE)* (Québec: Direction générale des services éducatifs, Direction de la sanction des études) Code 16-7829.

_____. *Info/sanction adultes* (Québec: Direction générale des services éducatifs, Direction de la sanction des études) (sporadic publication).

_____. *General Education for Adults, 1996-1997 Directives* (Québec: Direction de la formation générale des adultes, 1996) Code 38-7556A.

_____. *Plan triennal : diffusion des instruments aux fins de l'évaluation des acquis* (Québec: Direction de la formation générale des adultes, 1995. The English version, *Three-Year Plan: Distribution of Instruments for the Evaluation of Learning*, is as yet unpublished.

_____. *Règles budgétaires pour l'année scolaire 1996-1997* (Québec: Direction générale du financement et des équipements, 1996) Code 73-0199.

Appendix E

List of Adult Education Resource Persons at the Regional Offices of the MEQ

NO.	REGIONAL OFFICE	NAME / TITLE	ADDRESS	TELEPHONE	FAX
01 11	Bas Saint-Laurent Gaspésie—Îles-de-la-Madeleine	Normand Pelletier	Ministère de l'Éducation 376, avenue de la Cathédrale Rimouski (Québec) G5L 5K9	(418) 727-3600	(418) 727-3557
02 10	Saguenay—Lac Saint-Jean Nord-du-Québec	André Dion	Ministère de l'Éducation 2 ^e étage - Bureau 202 3750, boulevard du Royaume Jonquière (Québec) G7X 0A5	(418) 695-7982	(418) 695-7990
03 12	Québec Chaudière-Appalaches	Jacques Couture	Ministère de l'Éducation 1020, route de l'Église, 3 ^e étage Sainte-Foy (Québec) G1V 3V9	(418) 643-1858	(418) 643-0972
04	Mauricie—Bois-Francs	Gérald O'Shaughnessy	Ministère de l'Éducation 100, rue Laviolette, 2 ^e étage Trois-Rivières (Québec) G9A 5S9	(819) 371-6711	(819) 371-6075
05	Estrie	René A. Pouliot	Ministère de l'Éducation 200, rue Belvédère Nord, Bureau 3.05 Sherbrooke (Québec) J1H 4A9	(819) 820-3903	(819) 820-3947
06	Montréal-Centre	Jacinthe Therrien	Ministère de l'Éducation 600, rue Fullum, 6 ^e étage Montréal (Québec) H2K 4L1	(514) 873-4630	(514) 873-0620

NO.	REGIONAL OFFICE	NAME / TITLE	ADDRESS	TELEPHONE	FAX
07	Outaouais	Michael Cooper	Ministère de l'Éducation 170, rue de l'Hôtel-de-Ville, 4 ^e étage Hull (Québec) J8X 4C2	(819) 772-3584	(819) 772-3955
08	Abitibi-Témiscamingue	René Paquet	Ministère de l'Éducation 180, boulevard Rideau, Bureau 2.02 Rouyn-Noranda (Québec) J9X 1N9	(819) 797-1766	(819) 797-5074
09	Côte-Nord	Carmen Lajoie	Ministère de l'Éducation 106, rue Napoléon, 2 ^e étage Sept-Îles (Québec) G4R 3L7	(418) 968-6420	(418) 962-1504
13 14 15	Laval Lanaudière Laurentides	Colette Gélinas	Ministère de l'Éducation 300, rue Sicard, 2 ^e étage, Bureau 200 Sainte-Thérèse-de-Blainville (Québec) J7E 3X5	(514) 430-3611	(514) 430-4005
16	Montréal	Miville Gagné	Ministère de l'Éducation 201, Place Charles-Lemoyne, 6 ^e étage Longueuil (Québec) J4K 2T5	(514) 928-7438	(514) 928-7451
	Services à la communauté anglophone	Barbara Goode	Ministère de l'Éducation 600, rue Fullum, 9 ^e étage Montréal (Québec) H2K 4L1	(514) 873-6025	(514) 864-4181

Appendix F

**Notice of Update of the
*Information Document on the Provisions
of the Basic school regulation respecting
educational services for adults in general education***

**NOTICE OF UPDATE OF THE
INFORMATION DOCUMENT ON THE PROVISIONS
OF THE BASIC SCHOOL REGULATION RESPECTING
EDUCATIONAL SERVICES FOR ADULTS IN GENERAL EDUCATION**

NOTICE No.

DATE:

Instructions:

1. Ensure that all the new pages indicated below are included. If pages are missing, immediately contact the person in charge of the file at the DFGA of the MEQ.
2. Remove any outdated pages.
3. Insert the new pages in the correct place.
4. Record the update in the document provided for this purpose, that is, the *Record of Updates*.

PAGES TO REMOVE

PAGES TO INSERT

COMMENTS

RECORD OF UPDATES OF THE INFORMATION DOCUMENT ON THE PROVISIONS OF THE BASIC SCHOOL REGULATION RESPECTING EDUCATIONAL SERVICES FOR ADULTS IN GENERAL EDUCATION					
No.	Date of Recording	No.	Date of Recording	No.	Date of Recording
1		11		21	
2		12		22	
3		13		23	
4		14		24	
5		15		25	
6		16		26	
7		17		27	
8		18		28	
9		19		29	
10		20		30	

Bibliography

Bernard, J.L. *L'apprenant adulte*. Montréal: Université de Montréal, 1980.

Boucher, F., and J. Avard. *Réussir ses études*. Boucherville: Éditions de Montagne, 1984.

Côté, R.L. *Psychologie de l'apprentissage et enseignement. Une approche modulaire d'autoformation*. Chicoutimi: Gaëtan Morin éditeur, 1986.

D'Amboise, Marcel. *Réflexions sur l'accueil et référence*. Commission scolaire de Rivière-du-Loup.

Danis, Claudia, and Nicole Tremblay. "Principes d'apprentissage des adultes et 'autodidaxie'." *Revue des sciences de l'éducation*, vol. XI, no. 3, 1985.

Dufresne-Tassé, Colette. *L'apprentissage adulte. Essai de définition*. Montréal/Paris: Études vivantes, 1981.

_____. *Les tours de main de l'enseignement aux adultes*. Montréal/Paris: Études vivantes, 1981.

_____. *Modèle d'intervention pour supporter la motivation de l'étudiant adulte face à l'apprentissage*. Montréal: Université de Montréal, 1984.

_____. *Onze propositions et quelques considérations sur la motivation de l'étudiant adulte*. Repères, Essais en éducation, no. 4, Montréal: Faculté des sciences de l'éducation, Université de Montréal, 1984.

Elias, J.L., and S. Meaariams. *Penser l'éducation des adultes*, transl. Adèle Chené and Émile Olivier. Montréal: Guérin, 1983.

Forget, J., R. Otis, and A. Leduc. *Psychologie de l'apprentissage. Théories et pratiques*. Brossard: Behavioria, 1988.

Gagné, R.M. *The Conditions of Learning*. New York: Holt, Rinehart & Winston, 1970.

Gauthier, L., and N. Poulin. *Savoir apprendre*. Sherbrooke: Éditions de l'Université de Sherbrooke, 1983.

Kidd, J.R. *L'éducation des adultes*. Paris: Éditions Cujas, 1966.

Knowles, M.S. *The Modern Practice of Adult Education. Andragogy versus Pedagogy*. New York: Association Press, 1972.

La Table des responsables de l'éducation des adultes des commissions scolaires du Québec (TREAQ). *L'enseignement individualisé dans les commissions scolaires*. Sainte-Foy: 1991.

Legendre, Rénald. *Dictionnaire actuel de l'éducation*. Montréal: Guérin, 1993.

Marchand, L. *Introduction à l'éducation des adultes*. Saint-Jean-sur-Richelieu: Éditions Préfontaine inc., 1982.

Pine, G.J., and P.J. Horne. *Principles and Conditions for Learning in Adult Education Adult Leadership*, vol. 18, no. 4, 1969.

Proulx, R., and J.-M. Gingras. *Création de devis éducatifs*. Saint-Hubert: Institut de recherche sur le processus d'apprentissage (IRPA), 1986.

Québec. *Basic school regulation respecting educational services for adults in general education*. Excerpt from the Gazette officielle du Québec, Order in Council 732-94, 18 May 1994 (1994) G.O., p. 2064.

_____. *College Education Regulations, General and Vocational Colleges Act* (R.S.Q., chapter I-13.3) (amended September 1995).

_____. *Education Act* (R.S.Q., chapter I-13.3), 1996.

Québec. Ministère de l'Éducation. *General Education for Adults, 1996-97 Directives*. Québec: 1996, Code 38-7556A.

_____. *Le programme de soutien à l'éducation populaire autonome 1995-1998*. Québec: 1995.

_____. *Programme de soutien à l'alphabétisation populaire autonome 1995-1998*. Québec: 1995.

-
- _____. *S'entraîner à former des adultes; connaissance du milieu et pratiques dans les commissions scolaires*. Québec: 1989.
- _____. *Vocabulaire de l'éducation*. 2nd revised edition. Québec: Les Publications du Québec, 1990.
- Québec. Ministère de l'Éducation, Direction de la coordination des réseaux. *Circulaire administrative* (sporadic publication).
- Québec. Ministère de l'Éducation, Direction de la formation générale des adultes. *Document sur les modalités du régime pédagogique applicable aux services éducatifs pour les adultes en formation générale*. Québec: 1994.
- _____. *Énoncé d'orientation pour la formation de base à l'éducation des adultes (document de travail)*. Québec: 1993.
- _____. *Énoncé d'orientation pour l'offre des services de conseillanc (document de travail)*. Québec: 1993.
- _____. *Guide de formation sur mesure en alphabétisation*. 3rd edition. Québec: 1996.
- _____. *Plan triennal : diffusion des instruments aux fins de l'évaluation des acquis*. Québec: 1995. The English version, *Three-Year Plan: Distribution of Instruments for the Evaluation of Learning*, is as yet unpublished.
- _____. *Recueil de fiches informatives sur les services d'enseignement et matières*. Québec: 1995.
- Québec. Ministère de l'Éducation, Direction de la formation générale des adultes, Service de l'évaluation. *Vocabulaire relatif à l'évaluation des apprentissages*. Québec: 1993 (unpublished document).
- Québec. Ministère de l'Éducation, Direction des ressources informationnelles, Direction de la gestion des systèmes d'études. *Guide de la déclaration d'effectif scolaire des adultes en formation générale (SIFCA)*. Québec: 1994-95, Code 46-3431-1.
- Québec. Ministère de l'Éducation, Direction générale de l'éducation des adultes. *La formation sur mesure*. Québec: 1988.
- Québec. Ministère de l'Éducation, Direction générale des services éducatifs, Direction de la sanction des études. *Administrative Manual for the Certification of Studies in General Education for Adults*. Québec: 1995-96, Code 16-7808-95A.
- _____. *Guide d'utilisation du système de sanction des études en formation générale (SAGE)*. Québec: 1996, Code 16-7829.
-

_____. *Info/sanction adultes* (sporadic publication).

Québec. Ministère de l'Éducation, Direction générale du financement et des équipements. *Règles budgétaires pour l'année scolaire 1996-1997*. Québec: 1996.

Québec. Ministère de l'Éducation and Ministère de la Main-d'œuvre, de la Sécurité du revenu et de la Formation professionnelle. *Qui, Quoi, Où, Quand, Comment? Rattrapage scolaire, Alphabétisation et formation générale*. Québec: 1993 (unpublished document).

Service régional d'admission du Montréal métropolitain (SRAM). *Guide des études collégiales*. Montréal: SRAM, 1994.

Skinner, B.F. *The Technology of Teaching*. New York: Appleton-Century-Crafts, 1968.

St-Yves, A. *Psychologie de l'apprentissage-enseignement. Une approche individuelle ou de groupe*. Québec: PUQ, 1982.

Index

Note: This index does not include the content of the appendices.

A

Ability	Glossary-2 - 2.5 - 3.1 - 4.1 - 5.3 - 10.1 - 14.1 - 15.1 - 41.1
Acceptance or denial of an application for admission (see Admission and enrollment)	
Accessibility	1.1
<i>Administrative Manual for the Certification of Studies in General Education for Adults</i>	42.1 - 45.1 - 47.3
Admission (see Admission and enrollment)	
Admission and enrollment	Glossary-2 - 1.1 - 8.1 - 8.5 - 16.1 - 17.2 - 19.1 - 19.3 - 19.5 - 27, 28, 29, 30, 31.1 - 31.2 - 44.2
Andragogical approach	2.3 - 2.4 - 2.5 - 2.6 - 2.7 - 3.2 - 14.1
Andragogical characteristics	2.3 - 2.4 - 14.1
Andragogy	Glossary-3 - 2.3 - 2.6
Application for admission (see Admission and enrollment)	
Assistance services for persons taking an independent course of study	7.1 - 18.1
Attestation of Equivalence for Secondary Studies (AESS)	19.3 - 44.2

B

Basic education	14.1
Breakdown of educational services	2.1
Breakdown of instructional services	6.1
Breakdown of learning services	5.1
Breakdown of support services	7.1
Breakdown of the two cycles of secondary school	33.1

C

Certification activities (see Certification of studies)	
Certification of studies	34.4 - 34.5 - 42.1 - 43.2 - 44.2 - 45.1
CEGEP	17.1 - 17.2
Class or workshop reception	19.4 - 19.5

<i>College Education Regulations</i>	17.1
Coming into force of the Basic school regulation	50.1
Components of enrollment and assistance services	19.1
Components of literacy services	11.1
Components of pedagogical support services	20.1
Compulsory subjects	Glossary-4 - 5.3 - 12.2 - 14.2 - 34.1 - 36.2 - 47.2 - 47.3
Compulsory subjects for literacy services	11.2
Compulsory subjects for presecondary education services	12.1
Compulsory subjects for Secondary Cycle Two education services	14.2
Compulsory subjects for Secondary Cycle One education services	13.1
Conditions for obtaining an SSD (see Secondary School Diploma)	
Continuous intake and variable school leaving	3.1 - 15.2
Cost of material	40.1
Course	Glossary-4 - Glossary-8 - Glossary-9 - 8.6 - 8.7 - 12.2 - 17.2 - 32.4 - 35.1 - 36.1 - 36.2 - 38.1 - 41.1 - 41.2 - 44.2 - 46.1 - 47.3
Courses corresponding to local programs (see Local programs)	
Credit	Glossary-4 - 9.2 - 34.5 - 36.1 - 37.1 - 41.2 - 44.1 - 44.2 - 45.1 - 47.1 - 47.2 - 47.3

D

Directives	Glossary-4 - 8.3 - 11.2 - 12.2 13.2 - 16.1 -17.2 - 34.4 36.2 - 46.1 47.2 - 48.1 - 49.1
Discipline	Glossary-5 - Glossary-8 - Glossary-9 - 4.1 - 12.2 - 36.2
Distance education	18.1
Documents required for application for admission (see Admission and enrollment)	
Duration of a learning activity	38.1

E

<i>Education Act</i>	2.6 - 17.2 - 19.2 - 21, 22, 23.1 - 32.1 - 43.1 - 44.1
Educational environment	3.1 - 3.2
Educational services	1.1 - 2.1 - 2.2 - 2.3 - 2.6 - 2.7 - 5.2 - 5.3 - 7.2 - 7.4 - 27, 28, 29, 30, 31.1 - 33.2 - 34.2 - 34.3
Enrollment (see Admission and enrollment)	
Enrollment and assistance services	7.1 - 8.3 - 8.4 - 8.5 - 19.1 - 19.2 - 19.3 - 19.4 - 19.5
Enrollment in Examinations	44.3

Evaluation for purposes of placement	41.1
Evaluation of learning	Glossary-5 - 41.2 - 41.3
Examination alone (see also Recognition of scholastic and experiential learning)	19.3 - 19.5 - 44.1
Exception	Glossary-4 - 1.1 - 48.1

F

Fixed starting dates (see Continuous intake and variable school leaving)	
Form for enrollment (see Admission and enrollment)	
Form for the application for admission (see Admission and enrollment)	
Formative evaluation	Glossary-6 - 41.1
Francization services	6.1 - 8.6 - 9.1 - 32.1
Free of charge	7.4 - 18.1 - 32.1 - 40.1
Funding schedules for francization services	9.2
Funding schedules for literacy services	11.2
Funding schedules for orientation services	8.2
Funding schedules for postsecondary education preparation services	17.1
Funding schedules for presecondary education services	12.1
Funding schedules for Secondary Cycle One education services	13.1
Funding schedules for Secondary Cycle Two education services	14.1
Funding schedules for social integration services	10.2
Funding schedules for sociovocational integration services	15.2
Funding schedules for vocational education preparation services	16.1

G

General Development Tests (GDT)	19.3 - 19.5
General follow-up	20.1 - 20.2
Gradual implementation of the provisions of the Basic school regulation	49.1
<i>Guide d'utilisation du système de sanction des études en formation générale (SAGE)</i>	45.1
<i>Guide d'utilisation du système de sanction des études en formation générale (SAGE course list)</i>	8.7 - 17.2 - 43.1
<i>Guide de formation sur mesure en alphabétisation</i>	11.1 - 11.2
<i>Guide des études collégiales</i>	17.2
Guiding principles for francization services	9.1

Guiding principles for orientation services	8.1
Guiding principles for social integration services	10.1
Guiding principles for sociovocational integration services	15.1

H

Holidays	39.1
----------------	------

I

Independent learning (see Assistance services for persons taking an independent course of study)	
Individual follow-up	20.1 - 20.2
<i>Info/sanction adultes</i>	34.4 - 43.2
<i>Information Sheets on Instructional Services and Subjects</i>	5.3 - 9.2
Instructional services	5.1 - 5.3 - 6.1 - 6.3 - 8.2 - 8.6 - 15.2 - 16.2 - 17.1 - 19.4 - 20.1 - 36.1 - 36.2 - 45.1
Integration into Community Life program	10.3

L

Learning phases	34.2
Learning plan	Glossary-7 - 2.3 - 5.3 - 6.2 - 8.2 - 8.3 - 8.4 - 8.5 - 8.6 - 9.3 - 11.2 - 15.1 - 19.1 - 19.5 - 21, 22, 23.1
Learning profile	Glossary-7 - 8.1 - 8.2 - 8.3 - 8.4 - 10.3 - 18.2 - 19.1 - 19.5
Learning services	2.1 - 3.1 - 4.1 - 5.1 - 5.3 - 7.4 - 41.1
Liste des cours par service d'enseignement (SIFCA)	17.2
Literacy (see Literacy services)	
Literacy program (see <i>Guide de formation sur mesure en alphabétisation</i>)	
Literacy services	6.1 - 8.6 - 9.3 - 11.1 - 11.2 - 11.3 - 24, 25, 26.2 - 32.1 - 34.1 - 34.2 - 37.1 - 45.1
Local programs	34.4 - 36.2

N

Number of hours per credit	37.1
----------------------------------	------

O

Objectives of popular education services	24, 25, 26.1 - 26.2
Official languages of instruction	34.5
Optional subjects	Glossary-8 - 11.2 - 12.1 - 12.2 - 13.1 - 14.1 - 14.2 - 34.1 - 34.4 - 36.2 - 47.1 - 47.2
Options	6.3
Orientation services	6.1 - 8.1 - 8.2 - 8.5 - 8.6 - 19.4 - 19.5 - 32.1

P

Pass mark	46.1
Pedagogical support	3.1
Pedagogical support services	7.1 - 20.1
Personnel required for enrollment and assistance services	19.2
Personnel required for orientation services	8.2
Personnel required for pedagogical support services	20.2
Personnel required for sociovocational integration services	15.2
<i>Plan triennal : diffusion des instruments aux fins d'évaluation des acquis</i>	43.1
Popular education (see Popular education services)	
Popular education services	2.1 - 24, 25, 26.1-26.3
Postsecondary education preparation services	6.1 - 17.1 - 32.1
Prerequisites	17.1 - 17.2 - 19.3 - 35.1
Prerequisites for vocational education	16.1
Presecondary education services	6.1 - 8.6 - 11.2 - 12.1 - 12.3 - 32.1 - 34.1 - 34.2
<i>Prior Learning Examination</i>	19.3 - 19.5 - 44.2
Procedures for implementing section 46	46.1
Program of study	Glossary-8 - 3.1 - 5.3 - 12.2 - 34.1 - 34.4 - 34.5 - 36.1 - 36.2 - 37.1 - 39.1 - 40.1 - 41.1 - 43.1 - 44.1
Program of study for francization services	9.2
Programme de soutien à l'alphabétisation populaire autonome (PSAPA)	24, 25, 26.1-26.2-26.3
Programme de soutien à l'éducation populaire autonome (PSÉPA)	24, 25, 26.1-26.2
Promotion from one learning phase to another	34.4

R

Reception and referral services 8.1 - 8.3 - 8.4 - 8.5 - 8.7 - 19.2 - 19.3 - 19.4 - 19.5
Recognition of scholastic and experiential learning (see Scholastic and experiential learning)

S

SAGE course list (see *Guide d'utilisation du système de sanction des études en formation générale (SAGE course list)*)
Scholastic and experiential learning 8.4 - 19.3 - 19.5 - 41.2 - 42.1 - 44.1 - 44.2
Sciences 34.5
Second languages 34.5
Secondary Cycle One education services 6.1 - 8.6 - 13.1 - 32.1 - 34.1 - 34.2
Secondary Cycle Two education services 6.1 - 8.6 - 14.1 - 32.1 - 34.1 - 34.2 - 34.5 - 47.1
Secondary School Diploma (SSD) Glossary-7 - 5.3 - 6.3 - 9.1 - 9.3 - 14.1 - 32.1 - 34.2 - 34.5 - 42.1 - 44.1 - 44.2 -
46.1 - 47.1 - 47.2
Secondary School Equivalency Tests (SSET) 19.3 - 19.5 - 44.2
Social integration services 6.1 - 8.6 - 10.1 - 10.2 - 32.1
Sociovocational integration services 6.1 - 8.6 - 11.3 - 15.1 - 15.2 - 32.1
Statement of learning achievement 44.2 - 45.1
Statistical analysis of examinations 41.2
Status of adult 1.1
Student services 2.1 - 2.2 - 3.2 - 7.3 - 7.4 - 20.2 - 21, 22, 23.1-23.2
Student services policy 21, 22, 23.1
Subject Glossary-8 - 12.2 - 14.1 - 36.1 - 36.2 - 47.3
Subject area Glossary-5 - Glossary-8 - Glossary-9 - 12.1 - 12.2 - 13.1 - 14.1 - 16.1 - 36.1 - 36.2
Subject follow-up 20.1 - 20.2
Summative evaluation Glossary-9 - 41.1 - 41.2 - 42.1 - 43.2
Support services 3.1 - 3.2 - 5.1 - 5.3 - 7.1 - 7.3 - 7.4 - 8.2 - 8.3 - 8.4 - 18.1 - 19.2 - 19.3 - 21, 22, 23.2 - 32.1

T

Taking effect of amendments to the Basic school regulation	50.1
Taking effect of section 47 of the Basic school regulation	34.2 - 47.2
Target clientele for francization services	9.1 - 9.3
Target clientele for literacy services	11.1 - 11.3
Target clientele for orientation services	8.2 - 8.7
Target clientele for sociovocational integration services	15.1 - 15.3
Teaching/learning	Glossary-4 - Glossary-9 - 3.2 - 10.2 - 38.1
<i>Three-Year Plan: Distribution of Instruments for the Evaluation of Learning</i>	43.1
Transitional certification system	47.2
Transitional year from the old to the new certification system	47.2

V

Variable school leaving	15.2
Vocational education preparation services	6.1 - 16.1 - 32.1

Y

Youth sector	Glossary-9 - 46.1
--------------------	-------------------