

Springboard to a DCS (081.06)

Pathway to Enrolling in or Completing
a Program Leading to a DCS

College Education

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Table of Contents

Aim of the Pathway	1
Admission Requirements.....	1
Attendance Requirements	1
Training Offered	2
Courses Related to the Objectives Specific to the <i>Springboard to a DCS</i> Pathway.....	2
Courses with Objectives that are Associated with a Remedial Activity	2
Courses Related to the General Education Component or to the Program-Specific Component in Programs Leading to a DCS	2
Objectives and Standards Specific to the <i>Springboard to a DCS</i> Pathway	3

Aim of the Pathway

The aim of the *Springboard to a DCS* pathway is to provide students with training that enables them to enroll in or complete a program of study leading to a Diploma of College Studies (DCS).

Admission Requirements

The admission requirements for the *Springboard to a DCS* pathway are the same as those for admission to a program of study leading to a DCS, i.e. those specified in articles 2 to 3 of the *College Education Regulations* (chapter C-29, r. 4).

Attendance Requirements

Students may enroll in the *Springboard to a DCS* pathway on a full-time or part-time basis, for Fall, Winter or Summer semesters.

Students may be enrolled in the *Springboard to a DCS* pathway for a maximum of three consecutive Fall or Winter semesters. Each time they attend a program of college studies or interrupt their college studies for at least one Fall or Winter semester, they may re-enroll in the pathway for a maximum of three consecutive semesters.

Except in cases specifically authorized by the college authorities, the maximum duration of three consecutive enrollments in the pathway cannot be extended.

Training Offered

In the context of the *Springboard to a DCS* pathway, a college offers students a selection of courses adapted to their needs and taking into account the constraints involved in offering some of those courses at the particular institution. The courses that may be offered as part of the *Springboard to a DCS* pathway must belong to one of the categories presented below.

Courses Related to the Objectives Specific to the *Springboard to a DCS* Pathway

The objectives specific to the *Springboard to a DCS* pathway are described in the following pages.

- 054L Use learning strategies
- 054M Plan their educational and career path
- 054N Integrate into Québec society
- 055B Adapt to college studies

Courses with Objectives that are Associated with a Remedial Activity

Remedial activities may be offered in the following subjects:

- French or English, language of instruction
- French or English, second language
- Mathematics
- Science and Technology (including chemistry and physics)
- History and Citizenship Education
- Music

Information on remedial activities can be found, in English and French, on the Web site of the Ministère de l'Enseignement supérieur, de la Recherche et de la Science at the following address: www.mesrs.gouv.qc.ca/colleges/etudiants-au-collegial/formation-collegiale/autres-formations.

Courses Related to the General Education Component or to the Program-Specific Component in Programs Leading to a DCS

Information on these objectives is available, in English and French, on the Web site of the Ministère de l'Enseignement supérieur, de la Recherche et de la Science at the following address: www.mesrs.gouv.qc.ca/colleges/etudiants-au-collegial/formation-collegiale.

Objectives and Standards Specific to the *Springboard to a DCS Pathway*

Code: 054L

<i>Objective</i>	<i>Standard</i>
Statement of the Competency	Performance Criteria (for the competency as a whole)
Use learning strategies.	<ul style="list-style-type: none"> • Demonstration of rigour in the process • Demonstration of autonomy in individual work • Efficient cooperation in teamwork • Proper use of information and communications technologies
Elements of the Competency	Performance Criteria
1. Identify the factors that lead to educational achievement.	<ul style="list-style-type: none"> • Adequate description of the following factors: motivation and commitment, multiple intelligences, learning styles, emotional intelligence • Relevant links between these factors and their role in educational achievement • Analysis of the required tasks in terms of their personal characteristics
2. Research a topic.	<ul style="list-style-type: none"> • Varied selection of documentary resources • Efficient note taking, listening and reading • Relevant structuring of information • Valid and reliable sources
3. Write a paper.	<ul style="list-style-type: none"> • Correct assessment of the purpose of the paper • Coherent outline • Logical development of ideas • Appropriate response to the leading question • Clear communication of results • Observance of rules of presentation • Observance of rules of written and oral English
4. Manage their studies.	<ul style="list-style-type: none"> • Appropriate planning of the time they spend on studies, work and leisure • Appropriate preparation for evaluations • Appropriate ways of managing stress and controlling anxiety
5. Develop a strategy for continuing to improve their work methods.	<ul style="list-style-type: none"> • Accurate evaluation of their work methods • Accurate analysis of their personal characteristics • Critical assessment of their motivation and commitment • Relevant suggestions for improving their work methods
Learning Activities	
Periods of instruction:	Maximum of 45
Note:	This objective can be achieved in a course consisting of less than 45 periods of instruction.

Objective	Standard
Statement of the Competency	Performance Criteria (for the competency as a whole)
Plan their educational and career path.	<ul style="list-style-type: none"> • Demonstration of rigour in the process • Observance of the rules of the English language
Elements of the Competency	Performance Criteria
1. Identify the components of their identity.	<ul style="list-style-type: none"> • Detailed inventory of their preferences and fields of interest • Detailed description of their personality traits and personal values • Critical analysis of their aptitudes and potential
2. Examine fields of study or career fields.	<ul style="list-style-type: none"> • Identification of sectors of interest based on own personal profile • Detailed analysis of the characteristics of the job market • Search for relevant and varied resources • Accurate portrait of the careers and programs of study explored
3. Develop possible career paths.	<ul style="list-style-type: none"> • Accurate connections between their personal profile and the results of the career exploration process • Accurate identification of the investments required to achieve objectives • Relevant comparison of hypothetical educational and career paths • Appropriate justification of the path chosen • Realistic plan of action • Relevant summary of reflections
4. Assess their career development process.	<ul style="list-style-type: none"> • Critical analysis of resources used • Relevant comparison with other processes • Accurate assessment of the strengths and weaknesses of the process
Learning Activities	
Periods of instruction:	Maximum of 45
Note:	This objective can be achieved in a course consisting of less than 45 periods of instruction.

Objective	Standard
Statement of the Competency	Performance Criteria (for the competency as a whole)
Integrate into Québec society.	<ul style="list-style-type: none"> • Demonstration of rigour in the process • Demonstration of openness toward others • Observance of the rules of the English language
Elements of the Competency	Performance Criteria
1. Determine where they stand in Québec's education system.	<ul style="list-style-type: none"> • Correct description of the various levels of education and educational paths • Clear distinction between the role of resource persons and the services provided by the educational institution attended • Appropriate recognition of the objectives of a college education and the path chosen
2. Describe Québec society.	<ul style="list-style-type: none"> • Identification of the main socioeconomic and territorial characteristics • Brief description of the major stages in its history • Pertinent explanation of the role of the French language • Appropriate recognition of the society's culture and values • Appropriate description of the society's pluralistic dimension and cultural diversity • Correct identification of the main challenges related to immigration
3. Adopt civic conduct adapted to Québec society.	<ul style="list-style-type: none"> • Appropriate recognition of everyday manifestations of democracy • Appropriate description of key government institutions • Adequate recognition of citizens' rights and responsibilities • Active participation in democratic life
4. Appreciate intercultural relations.	<ul style="list-style-type: none"> • Correct identification of favourable and unfavourable factors in intercultural relations • Correct recognition of divergences in the interpretation of mutual dialogue and conduct • Correct description of the individual transformation process of an immigrant person • Pertinent analysis of the changes experienced and their impact on the person's identity
Learning Activities	
Periods of instruction:	Maximum of 60
Note:	This objective can be achieved in a course consisting of less than 45 periods of instruction.

Objective	Standard
Statement of the Competency	Performance Criteria (for the competency as a whole)
Adapt to college studies.	<ul style="list-style-type: none"> • Demonstration of rigour in the process • Demonstration of openness toward others • Observance of the rules of the English language
Elements of the Competency	Performance Criteria
1. Characterize Québec society and the First Nations societies.	<ul style="list-style-type: none"> • Accurate identification of major turning points in historical and contemporary societies • Correct identification of major socioeconomic and territorial characteristics • Adequate description of political structures and the main political institutions • Pertinent explanation of the French language's place in Québec society and of the state of the Aboriginal languages • Appropriate distinction between values and culture • Accurate identification of the main issues arising from the cohabitation of Québec society and First Nations societies
2. Study the factors that facilitate adaptation to college studies.	<ul style="list-style-type: none"> • Accurate description of the various levels of education and educational paths • Accurate description of the various clientele attending Québec's educational institutions • Clear distinction between the role of resource persons and the services provided by the educational institution attended • Appropriate recognition of the objectives of a college education and the path chosen
3. Appreciate intercultural relations.	<ul style="list-style-type: none"> • Correct identification of favourable and unfavourable factors in intercultural relations • Correct recognition of divergences in the interpretation of mutual dialogue and conduct • Accurate description of the process of individual adaptation to life outside a community • Pertinent analysis of an experiential situation and of its consequences for his/her identity
Learning Activities	
Periods of instruction:	Maximum of 60
Note:	This objective can be achieved in a course consisting of less than 45 periods of instruction.

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