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Dental Hygiene (111.B0)

COLLEGE EDUCATION PROGRAM

Sector 19 – Health Services

This document was produced by the Ministère de l'Enseignement supérieur using gender-neutral language.

Citing this document

Québec. Ministère de l'Enseignement supérieur. *Dental Hygiene Program*. Québec, 2026.

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Title of Original Document

Techniques d'hygiène dentaire (111.B0) – Programme d'études techniques

English Version

Services linguistiques en anglais
Direction du soutien au réseau éducatif anglophone
Ministère de l'Enseignement supérieur

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ISBN 978-2-555-04275-9 (PDF)
ISBN 978-2-555-01826-6 (French PDF)

Legal Deposit – Bibliothèque et Archives nationales du Québec, 2026

25-403-22A_w1

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Type of certification:	Diploma of College Studies
Number of credits:	83⅓ credits
Number of periods of instruction:	2 460 periods of instruction

General education component:	26⅔ credits 660 periods of instruction
Program-specific component:	56⅔ credits 1 800 periods of instruction

Admission Requirements:

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

- Secondary IV Environmental Science and Technology (EST) or Science and the Environment (SE) program
- OR
- Secondary V Chemistry

College-Level Programs

In Québec, college is the next stage after the compulsory years of schooling (elementary and secondary school). College graduates enter the labour market directly or proceed to university studies. The Ministère de l'Enseignement supérieur establishes the programs of study, while individual colleges ensure their implementation.

A college-level program provides the frame of reference within which the students acquire designated competencies in order to qualify for a profession or to pursue their studies. For the teachers, the program outlines learning objectives and defines the scope of their application.

The following figure illustrates the relationships among the elements of a college-level program, going from the general to the specific:

- Aims of college education
- Common competencies
- Goals of the program-specific component and the general education component
- Objectives and standards of the program-specific component and the general education component

Figure 1 – Elements of a College-Level Program



Programs leading to the Diploma of College Studies (DCS) include two main components: a general education component and a program-specific component. Both these components contribute to a student's education, as the knowledge, skills and attitudes imparted in one are emphasized and applied in the other, whenever possible. General education is an integral part of each program and, when coupled with the program-specific component as part of an integrated approach, fosters the development of the competencies required by all programs.

Aims of College Education

All college-level programs are characterized by three educational aims and five common competencies.

Educational aims guide the actions of those involved in the students' education. They facilitate the program-based approach by establishing the outcomes expected of students at the end of their college studies.

To educate students to live responsibly in society

At the personal level, students show they are engaged in their learning. They demonstrate rigour and perseverance as well as skills enabling them to analyze, synthesize and carry out research. At the professional level, they draw on their ability to apply their knowledge, skills and attitudes and to adapt to new situations. In the realm of social and civic life, students assume their role as informed and responsible citizens by adopting desirable attitudes and behaviours. They show solid data of open-mindedness and a sense of community in their dealings with others.

To help students integrate cultural knowledge into their studies

Students continue to enhance their personal culture and are able to appreciate various forms of cultural expression. Through their studies, they have become familiar with cultural productions. They can interpret the meaning and assess the value of these productions and are aware of the role they themselves play in the expression of culture. The development of their critical judgment and social conscience and the consolidation of their historical references have broadened their cultural horizons. Students recognize the diversity of social and cultural realities and appreciate the breadth and wealth of Québec's culture. Lastly, they apply their cultural knowledge by making connections among events occurring around them and by being involved in cultural, artistic, sports, technical or scientific activities.

To help students master language as a tool for thought, communication and openness to the world

Students understand and produce various forms of complex discourse in different situations. They are able to read and write independently at an advanced skill level. Their mastery of language allows them to engage in independent reflection, to know where they stand relative to various forms of discourse, and to express themselves in a structured, rational and precise manner. When faced with different communication situations, students are able to express their world view and identity. Language mastery also helps students be receptive to the dissemination of a broad range of knowledge. It allows them to share points of view and improve their communication skills in both the language of instruction and a second language.

Common Competencies of College Education

Common competencies are associated with the aims of college education. They help to ensure students are adequately prepared for personal and professional life.

Solve problems

Students can identify a problem and analyze its elements. They can list and classify possible solutions and implement the one they feel is most effective. They reflect on their approach, assess the appropriateness of the chosen solution and determine whether it can be applied in other situations.

Use creativity

Students discover new possibilities by juxtaposing, combining and reorganizing existing concepts, and by using ideas, strategies and techniques in new ways. Students are open to new ideas and different ways of doing things, while assessing their effectiveness.

Adapt to new situations

When faced with a new situation, students are both open and critical. After analyzing the situation at hand, they identify and test ways of dealing with it. To adapt to a world that is constantly changing, students work in teams and show concern for keeping their knowledge up to date.

Exercise a sense of responsibility

Students assume their role as responsible citizens and act in accordance with socially and democratically desirable attitudes and behaviours. They act ethically and with integrity, exercise critical judgment and are fully engaged, personally, socially and professionally. Independent and organized, they respect their commitments.

Communicate

Students deliver a coherent message adapted to each situation. They are able to listen and to structure their thoughts in order to formulate a clear message. They rely on a variety of communication strategies and use information and communications technologies. They evaluate the impact of their communication and review their strategies, as needed.

Implementation of College-Level Programs

Each college determines the ways in which the educational aims, common competencies, goals, objectives and standards are implemented. This does not mean that students in a college must follow common courses. Each course may contribute to the full or partial achievement of these elements. The important thing is that all of these elements are taken into consideration in one or more courses and that they become specific focuses of teaching and learning, since they have been recognized as essential to the practice of a profession or to the pursuit of university studies in a given discipline.

The *Dental Hygiene* program (111.B0)

The *Dental Hygiene* program was designed in accordance with the framework for developing technical programs. This approach involves the participation of partners working in the occupational field and in education, and takes into account training needs, the job analysis and the general goals of technical education. The objectives and standards serve as the basis for the definition and evaluation of learning activities, for which the colleges are responsible. By successfully completing this program of study, students acquire not only the entry-level competencies required by the workplace to practise the occupation, but also a range of knowledge, skills and attitudes that will ensure their versatility.

The *Dental Hygiene* program includes four components: a program-specific component, a general education component that is common to all programs, a general education component that is specific to each program, and a general education component that complements the program.

- The program-specific component consists of 56⅔ credits.
- The general education component that is common to all programs consists of 16⅔ credits:
 - Language of Instruction and Literature: 7⅓ credits
 - Philosophy or Humanities: 4⅓ credits
 - Physical Education: 3 credits
 - Second Language: 2 credits
- The general education component that is specific to the program consists of 6 credits:
 - Language of Instruction and Literature: 2 credits
 - Philosophy or Humanities: 2 credits
 - Second Language: 2 credits
- The complementary general education component, which aims to expose students to subject areas outside their program of study, consists of 4 credits and includes courses in the following areas:
 - Social Sciences
 - Science and Technology
 - Modern Language
 - Mathematics Literacy and Computer Science
 - Art and Aesthetics
 - Contemporary Issues

Students may choose courses only in those areas that are outside their program of study.

Goals of the Program

Program-Specific Component

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

- To help students develop effectiveness in the practice of a trade or occupation, that is:
 - to teach students to perform roles, functions, tasks and activities associated with the trade or occupation upon entry into the job market
 - to prepare students to progress satisfactorily on the job (which implies having the necessary technical and technological knowledge and skills in such areas as communication, problem solving, decision making, ethics, health and safety)
- To help students integrate into the work force, that is:
 - to familiarize students with the job market in general and the context surrounding the occupation they have chosen
 - to familiarize students with their rights and responsibilities as workers
- To foster students' personal development and acquisition of occupational knowledge, skills, perceptions and attitudes, that is:
 - to help students develop their autonomy and the desire to learn, and acquire effective work methods
 - to help students understand the principles underlying the techniques and the technology used in the trade or occupation
 - to help students develop self-expression, creativity, initiative and entrepreneurial spirit
 - to help students adopt the attitudes required to successfully practise the trade or occupation, and instill in them a sense of responsibility and a concern for excellence
- To promote job mobility, that is:
 - to help students develop positive attitudes toward change
 - to help students develop the means to manage their careers by familiarizing them with entrepreneurship

Educational Aims

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

The following is a description of the aims of the program-specific component of the *Dental Hygiene* program:

- take a holistic approach to dental hygiene
- develop professional autonomy
- hone their critical thinking skills
- develop their clinical reasoning skills
- encourage an interest in adapting to technical, scientific and organizational change

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

General Education Component Common to All Programs and General Education Component Specific to the Program

The general education components that are common to all programs and specific to the program contribute to the development of twelve competencies associated with the three aims of college education:

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

English, Language of Instruction and Literature

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

- will be able to demonstrate their knowledge of the following:
 - the basic vocabulary and terminology used when discussing literary works
 - ways to apply an independent analytical approach to literary genres
 - ways to apply an independent analytical approach to literary themes
 - the appreciation of literary and non-literary works or other artistic expressions of different historical periods and movements
 - ways to identify the socio-cultural and historical context of different periods and movements
 - ways to refine oral and written communication in the language of instruction
- will be able to demonstrate their ability to do the following:
 - read, write, listen and speak at a college level of proficiency
 - develop their own ideas in arguments and theses
 - organize their arguments and theses in a discourse and edit their work
 - produce and analyze various styles of discourse
 - communicate in the styles of discourse appropriate to one or more fields of study
- will be encouraged to develop the following attitudes:
 - independence, individuality, and open-mindedness in thought and action
 - an appreciation of literature and other artistic works from different periods
 - a recognition of the role of media within a society and its culture
 - an awareness of strategies that foster self-reflective practice in their learning and actions
 - critical and ethical thought

Humanities

Humanities constitutes a thematic, multidisciplinary and, at times, transdisciplinary exploration of humankind, including its accomplishments, failures, abilities, creations, ideas and values. Students who have achieved the general education objectives in humanities

- will be able to demonstrate their knowledge of the following:
 - the main concepts, limits and uses of a form of knowledge including significant historical reference points
 - the main concepts, limits and uses of a world view
 - the nature and organization of the basic elements of an ethical question
 - methods for coherent integration of concepts and the formulation and synthesis of ideas
 - the importance and practice of adequately substantiated argumentation, written and oral
- will be able to demonstrate their ability to do the following:
 - describe, explain and organize the main elements, ideas, values and implications of a world view in a coherent fashion
 - compare world views
 - recognize the basic elements in a specific example of the organization, transmission, and use of knowledge
 - recognize forms of creativity and original thought
 - define the dimensions, limits and uses of knowledge in appropriate historical contexts
 - identify, organize and synthesize the salient elements of a particular example of knowledge
 - situate important ethical and social issues in their appropriate historical and intellectual contexts
 - explain, analyze and debate ethical issues in a personal and professional context
 - utilize the multiple strategies of critical thinking

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

French as a Second Language

Students who have achieved the general education objectives in French as a Second Language:

- will be able to demonstrate their knowledge of the following:
 - different reading techniques
 - the formal elements needed to produce a structured text, both orally and in writing
 - different forms of discourse and their specific uses
- will be able to demonstrate their ability to do the following:
 - question, analyze, judge and defend an argument in French
 - reflect on their knowledge and actions notably by revising their written productions
 - maintain social relationships and share in the cultural life of Québec
 - establish and maintain work-related relationships in French
- will be encouraged to develop: the following attitudes of:
 - openness to the various aspects of Québec culture
 - recognition and promotion of creativity
 - readiness to participate in social and economic life

Physical Education

Students who have achieved the general education objectives in physical education:

- will be able to demonstrate their knowledge of the following:
 - notions and concepts based on the findings of scientific research and how to apply them methodically to physical or sporting activities
 - the relationship between lifestyle, physical activity, physical fitness and health
 - ways to evaluate their own abilities and needs with respect to activities that can enhance their health and fitness
 - the rules, techniques and conditions involved in different types of physical or sporting activity
 - the main socio-cultural determinants of physical activity and a healthy lifestyle
- will be able to demonstrate their ability to do the following:
 - give an initial account of their abilities, attitudes and needs
 - choose physical activities on the basis of their motivation, their ability to adapt to effort and their need for change
 - apply the rules and techniques of a certain number of physical activities with a view to practising them sufficiently on a regular basis
 - set goals that are realistic, measurable, challenging and situated within a specific time frame
 - improve their mastery of basic techniques and strategies associated with physical activities
 - evaluate their skills, attitudes and progress in order to adapt their means or objectives in their practice of physical activities
 - autonomously maintain or increase their physical activity and fitness levels in order to develop a healthy and active lifestyle
 - use their creativity in physical activities
 - express their choice of activities in a clear and reasoned manner

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

Complementary General Education Component

Social Sciences

The goal of this subject area is to help students view the social sciences as a specific approach to the study of human existence. This goal may cover various aspects, including the study of the specific contribution of the social sciences to an understanding of contemporary issues and the application of approaches from the social sciences.

Science and Technology

The goal of this subject area is to present science and technology as a specific approach to the study of reality, by introducing students to this area of knowledge. This goal may cover various aspects, including the study of the general nature of science and technology and contemporary scientific or technological issues as well as the application of the scientific method.

Modern Language

The goal of this subject area is to introduce students to the basic structures and vocabulary of a third language and help them develop an awareness of the culture of its native speakers.

Mathematics Literacy and Computer Science

The goal of this subject area is to highlight a culture of mathematics and computer science. This goal may cover various aspects, including the study of the role of mathematics or computers in contemporary society as well as the use of mathematical or computer concepts, procedures and tools.

Art and Aesthetics

The goal of this subject area is to provide students with a cultural awareness by exploring various forms of art and to help students develop an aesthetic awareness. This goal may cover various aspects, including an appreciation of different art forms and the production of a work of art.

Contemporary Issues

This subject area focuses on current, transdisciplinary issues. The concept of transdisciplinarity refers to a type of approach that addresses a contemporary issue from the perspective of different disciplines and areas of knowledge, beyond a mere juxtaposition of the subjects studied

Goals of the Program-Specific Component

The goal of the *Dental Hygiene* program is to prepare students to practise the profession of dental hygienist.

Dental hygienists are frontline healthcare professionals who provide dental hygiene care and help prevent oral diseases. Their activities include educational, therapeutic and esthetic components. Dental hygienists assess the client's oral health status, teach the principles of oral hygiene, and establish and implement a dental hygiene care plan. They play a key role in communicating with clients, in particular by raising awareness of oral health issues, educating clients about preventive behaviours and explaining the various treatments offered. Dental hygienists provide care and treatments with a view to preventing oral diseases and maintaining or restoring the client's oral health, while contributing to their overall health. They also participate in orthodontic treatments and follow-ups, as well as in restorative dentistry treatments.

Dental hygienists serve a diverse clientele in a variety of settings: dental clinics, dental hygiene clinics, community clinics, living environments, etc. Their professional practice is governed by the Ordre des hygiénistes dentaires du Québec. While demonstrating their ability to work autonomously and observe the rules of professional conduct, dental hygienists are authorized to perform reserved activities as provided for in the current legislation. They must also ensure compliance with standards and regulations respecting, for example, biomedical waste management, infection control procedures and record keeping. Also, dental hygienists maintain dental equipment and devices and manage consumables. They may also perform administrative or management tasks.

Dental hygienists exercise their clinical judgment based on evidence-based data and apply an interdisciplinary approach to oral health. To this end, they must constantly keep their knowledge up to date. In the public sector, as healthcare professionals, dental hygienists perform tasks relating to public health programs to ensure the public's oral and overall health.

Lastly, dental hygienists work with their peers, dental assistants and administrative staff, and in close collaboration with the dentist. They also cooperate with other healthcare professionals, including speech therapists and social workers.

Objectives

Statements of the Competency

Program-Specific Component

- 02NF Explore the profession.
- 02NG Apply health, safety and environmental measures.
- 02NH Ensure client welfare.
- 02NJ Observe extraoral and intraoral structures and functions.
- 02NK Examine oral health risk factors.
- 02NL Interact with the client and/or their loved ones.
- 02NM Analyze information about the client's health status.
- 02NN Analyze images.
- 02NP Detect oral diseases.
- 02NQ Apply periodontal instrumentation techniques.
- 02NR Apply prosthodontic techniques.
- 02NS Interact with others in the workplace.
- 02NT Analyze the evolution of trends and professional practices in the field.
- 02NU Assess the client's oral health status.
- 02NV Provide preventive dental care.
- 02NW Provide periodontal and dental hygiene care.
- 02NX Apply whitening treatments.
- 02NY Perform restorative dentistry procedures.
- 02NZ Participate in orthodontic treatments and follow-ups.
- 02P0 Plan their professional practice.

General Education Component Common to All Programs and General Education Component Specific to the Program

16 ⅔ credits and 420 periods of instruction, 6 credits and 150 periods of instruction

English, Language of Instruction and Literature

- 4EA0 Analyze and produce various forms of discourse
- 4EA1 Apply an analytical approach to literary genres
- 4EA2 Apply an analytical approach to a literary theme
- 4EAP Communicate in the forms of discourse appropriate to one or more fields of study

Humanities

- 4HU0 Apply a logical analytical process to how knowledge is organized and used
- 4HU1 Apply a critical thought process to world views
- 4HUP Apply a critical thought process to ethical issues relevant to the field of study

French as a Second Language

One objective to be met from the following:

- 4SF0 Apply basic concepts for communicating in standard French
- 4SF1 Communicate in standard French with some ease
- 4SF2 Communicate with ease in standard French
- 4SF3 Explore a cultural and literary topic

One objective to be met from the following:

- 4SFP Apply basic concepts for communicating in French in relation to the student's field of study
- 4SFQ Communicate in French on topics related to the student's field of study
- 4SFR Communicate with ease in French on topics related to the student's field of study
- 4SFS Produce a text in French on a topic related to the student's field of study

Physical Education

- 4EP0 Analyze one's physical activity from the standpoint of a healthy lifestyle
- 4EP1 Improve one's effectiveness when practising a physical activity
- 4EP2 Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity

Complementary General Education Component

4 credits, 90 periods of instruction

Two objectives to be met from the following, in subject areas outside the student's program of study:

- 000V Estimate the contribution of the social sciences to an understanding of contemporary issues
- 000W Analyze one of the major problems of our time using one or more social scientific approaches
- 000X Explain the general nature of science and technology and some of the major contemporary scientific or technological issues
- 000Y Resolve a simple problem by applying the basic scientific method
- 000Z Communicate with limited skill in a modern language
- 0010 Communicate on familiar topics in a modern language
- 0067 Communicate with relative ease in a modern language
- 0011 Recognize the role of mathematics or computer science in contemporary society
- 0012 Use various mathematical or computer science concepts, procedures and tools for common tasks
- 0013 Consider various forms of art produced according to aesthetic practices
- 0014 Produce a work of art
- 021L Consider contemporary issues from a transdisciplinary perspective
- 021M Explore a contemporary issue from a transdisciplinary perspective

Grid of Competencies

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

The grid of competencies includes:

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

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

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

GRID OF COMPETENCIES															
SPECIFIC COMPETENCIES	Competency number	GENERAL COMPETENCIES													
		Explore the profession.	Apply health, safety and environmental measures.	Ensure client welfare.	Observe extraoral and intraoral structures and functions.	Examine oral health risk factors.	Interact with the client and/or their loved ones.	Analyze information about the client's health status.	Analyze images.	Detect oral diseases.	Apply periodontal instrumentation techniques.	Apply prosthodontic techniques.	Interact with others in the workplace.	Analyze the evolution of trends and professional practices in the field.	Plan their professional practice.
Competency number		02NF	02NG	02NH	02NJ	02NK	02NL	02NM	02NN	02NP	02NQ	02NR	02NS	02NT	02P0
Assess the client's oral health status.	02NU	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Provide preventive dental care.	02NV	☐	☐	☐	☐	☐	☐	☐		☐		☐	☐	☐	☐
Provide periodontal and dental hygiene care.	02NW	☐	☐	☐	☐	☐	☐	☐		☐	☐		☐	☐	☐
Apply whitening treatments.	02NX	☐	☐	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐
Perform restorative dentistry procedures.	02NY	☐	☐	☐	☐	☐	☐	☐	☐	☐			☐	☐	☐
Participate in orthodontic treatments and follow-ups.	02NZ	☐	☐	☐	☐	☐	☐	☐	☐	☐		☐	☐	☐	☐

Program-Specific Component

Code: 02NF

Objective

Standard

Statement of the Competency	Achievement Context
Explore the profession.	• In a variety of settings (e.g. dental clinic, dental hygiene clinic, community clinic, living environment) • Working with all types of clients • Using: ○ equipment (stationary and/or mobile), devices, instruments, consumables and products ○ information and communication technologies • Given: ○ documentation on the profession ○ Commission des normes, de l'équité, de la santé et de la sécurité du travail (CNESST) standards

Elements of the Competency	Performance Criteria
1. Examine the profession.	• Appropriate identification of a dental hygienist's roles and tasks • Adequate characterization of work settings • Accurate characterization of the steps in the dental hygiene care process • Accurate understanding of the behaviours expected of dental hygienists • Recognition of entrepreneurship possibilities • Effective recognition of the importance of updating their practices
2. Examine the characteristics of the work environment.	• Accurate understanding of the components of a dental hygiene room • Adequate understanding of the functions of the equipment, devices and instruments • Adequate understanding of the components of a medical device reprocessing unit (MDRU) • Adequate understanding of the components of a radiology room • Adequate understanding of the components of a laboratory

Elements of the Competency	Performance Criteria
3. Examine the legislative and regulatory requirements.	• Accurate understanding of the exclusive nature of a dental hygienist's title and activities • Accurate understanding of the professional order's standards and guidelines • Effective recognition of the responsibilities and duties of professional conduct

Objective**Standard**

Statement of the Competency	Achievement Context
Apply health, safety and environmental measures.	• In a variety of settings (e.g. dental clinic, dental hygiene clinic, community clinic, living environment) • Working with all types of clients • Using: ○ equipment (stationary and/or mobile), devices, instruments, consumables and products ○ information and communication technologies • Given: ○ documentation on the profession ○ laws and regulations ○ standards of practice ○ recommendations from the Blood-Borne Infection Risk Assessment Unit (Service d'évaluation des risques de transmission d'infections hématogènes [SERTIH]) ○ sustainable development principles ○ standards and procedures
Performance Criteria for the Competency as a Whole	
• Compliance with the rules of professional conduct • Understanding of ethical issues	

Elements of the Competency	Performance Criteria
1. Adopt ergonomic work postures and transfer techniques.	• Adequate organization of their personal work environment • Adoption of ergonomic work postures • Methodical application of safety rules for transferring and moving clients • Methodical application of safety rules for moving portable equipment and heavy objects
2. Apply prevention, infection control and environmental protection measures.	• Rigorous application of infection control measures • Effective participation in instrument reprocessing • Compliance with cleaning, disinfection and maintenance frequency and methods • Careful adoption of environmentally responsible work methods • Methodical application of first aid protocol after accidental exposure • Adequate understanding of immunization recommendations for dental hygienists
3. Apply basic safety practices.	• Appropriate adaptation of the contents of the first aid kit to the work setting • Systematic verification of the contents of the first aid kit • Conscientious measurement of the client's vital signs • Correct application of recommendations relating to vital signs, if applicable • Appropriate positioning of the client based on their health status • Recognition of the urgency of a situation • Correct application of basic emergency procedures • Accurate recording of information in the client's file
4. Preserve their psychological well-being.	• Accurate understanding of the psychosocial risks • Recognition of the stress factors related to their professional practice • Recognition of their physiological and psychological reactions to stress • Careful choice of means of improving their ability to manage stress • Implementation of appropriate measures to maintain their psychological well-being

Objective**Standard**

Statement of the Competency	Achievement Context
Ensure client welfare.	• In a variety of settings (e.g. dental clinic, dental hygiene clinic, community clinic, living environment) • Working with all types of clients • While providing oral care • In collaboration with co-workers, other professionals and external practitioners • Given: ○ evidence-based data ○ documentation on the profession ○ laws and regulations ○ standards and procedures ○ a framework for resolving ethical issues

	Performance Criteria for the Competency as a Whole
	• Compliance with the rules of professional conduct • Relevant identification of public policies, programs or measures to: ○ fight social inequality ○ protect vulnerable populations • Respect for the roles, responsibilities and expertise of other practitioners • Consideration of the legal and judicial measures to support and protect clients • Introspective examination of their personal biases and reactions • Respectful consideration of individual, social and cultural differences

Elements of the Competency	Performance Criteria
1. Examine health determinants.	• Recognition of the diversity of social and cultural groups • Adequate recognition of social problems relating to vulnerable populations • Correlation between the social determinants of health and their consequences for vulnerable populations • Accurate analysis of the impacts of the social determinants of health in their interactions
2. Examine the determinants of vulnerable populations.	• Recognition of the vulnerability factors that affect a client • Correlation between health determinants, vulnerability factors and their impact on a client's health status • Accurate assessment of the client's reactions, attitudes and behaviours
3. Recognize ethical and professional issues.	• Accurate identification of the concepts of morals, ethics and professional conduct • Appropriate recognition of situations involving issues related to ethics and the rules of professional conduct • Correct description of an approach consistent with the rules of professional conduct • Detailed description of an approach to resolving ethical issues
4. Regulate their work activities.	• Active recognition of their personal biases and reactions • Retrospective examination of their actions • Careful examination of their interactions based on the client's personal, social and cultural characteristics • Concern for obtaining free and informed consent before providing care or treatments
5. Help manage an issue involving client welfare.	• Accurate recognition of their legal responsibilities and duty to act • Adequate identification of signs that a client is abused • Careful choice of action

Objective**Standard**

Statement of the Competency	Achievement Context
Observe extraoral and intraoral structures and functions.	• In a variety of settings (e.g. dental clinic, dental hygiene clinic, community clinic, living environment) • Working with all types of clients • Using: ○ equipment (stationary and/or mobile), devices, instruments, consumables and products ○ information and communication technologies • Given: ○ the client's file ○ standards and procedures

	Performance Criteria for the Competency as a Whole
	• Compliance with the rules of professional conduct • Respect for the client's or their legal representative's consent • Respectful consideration of the client's personal, social and cultural context • Compliance with prevention, infection control and environmental protection measures

Elements of the Competency	Performance Criteria
1. Prepare the procedures.	• Systematic infection control carried out in the room • Appropriate consultation of information in the client's file • Relevant selection of instruments and consumables • Adequate organization of the work area
2. Apply examination procedures.	• Adequate positioning of the client • Careful application of techniques: ○ observation ○ palpation ○ retraction ○ detection ○ measurement • Adequate handling of instruments
3. Identify the characteristics of extraoral and intraoral structures and functions.	• Accurate identification of anatomical structures and extraoral and intraoral functions • Accurate recognition of anatomical variations • Adequate characterization of occlusion • Accurate recording of observations in the client's file
4. Clean, disinfect and tidy up the room.	• Methodical treatment of consumables: ○ sorting ○ disposal ○ disassembly ○ cleaning and disinfection ○ storage • Dispatch of instruments to the medical device reprocessing unit • Careful cleaning and disinfection of surfaces • Thorough maintenance of exhaust and suction system • Participation in instrument reprocessing

Objective**Standard**

Statement of the Competency	Achievement Context
Examine oral health risk factors.	• In a variety of settings (e.g. dental clinic, dental hygiene clinic, community clinic, living environment) • Working with all types of clients • In collaboration with the client, their loved ones and/or their caregivers • Using: ○ information and communication technologies ○ questionnaires or other tools ○ reference guides • Given: ○ evidence-based data ○ the client's file

	Performance Criteria for the Competency as a Whole
	• Compliance with the rules of professional conduct • Understanding of ethical issues • Respect for the client's or their legal representative's consent • Respectful consideration of the client's personal, social and cultural context • Clear recording of information in the client's file

Elements of the Competency	Performance Criteria
1. Make connections between a client's eating habits and their oral health.	• Comprehensive collection of information about the client's eating habits • Logical association between dietary factors and the development of oral pathologies • Formulation of appropriate dietary recommendations to improve the client's oral health
2. Make connections between a client's consumption habits and their oral health.	• Comprehensive collection of information about the client's consumption habits • Recognition of the incidence of consumption habits on the client's oral health • Formulation of appropriate recommendations concerning consumption habits to improve the client's oral health
3. Make connections between a client's dental care and self-care and their oral health.	• Comprehensive collection of information about the client's dental care and self-care • Recognition of the incidence of dental care on the client's oral health • Recognition of the impact of dental self-care on the client's oral health • Accurate determination of the dental care and self-care to recommend to the client
4. Make connections between a client's oral habits and their oral health.	• Comprehensive collection of information about the client's oral habits • Recognition of the incidence of oral habits on the client's oral health • Formulation of appropriate recommendations concerning oral habits to improve the client's oral health
5. Analyze the risk markers.	• Identification of the main risk markers • Accurate determination of risk level based on: ○ the client's oral health status ○ the client's habits ○ observations ○ the client's beliefs and values • Formulation of appropriate recommendations

Objective**Standard**

Statement of the Competency	Achievement Context
Interact with the client and/or their loved ones.	• In a variety of settings (e.g. dental clinic, dental hygiene clinic, community clinic, living environment) • Working with all types of clients • While providing oral care • In collaboration with the client, their loved ones and/or their caregivers • Using: ○ information and communication technologies ○ interpretation services or digital translation tools, if applicable ○ visual, sensory or other tools • Given: ○ evidence-based data ○ the client's file ○ the client's or their legal representative's free and informed consent

	Performance Criteria for the Competency as a Whole
	• Compliance with the rules of professional conduct • Understanding of ethical issues • Respect for the client's or their legal representative's consent • Respectful consideration of the client's personal, social and cultural context

Elements of the Competency	Performance Criteria
1. Establish a relationship of trust.	• Appropriate greeting of client, their loved ones and/or their caregivers • Establishment of a climate conducive to the task at hand • Adoption of proper professional behaviour • Systematic validation of consent to care and treatments • Respectful consideration of loved ones and/or caregivers and their commitment to the client
2. Use communication techniques.	• Continuous observation of verbal and non-verbal signs • Constant demonstration of active listening • Appropriate adaptation of their approach to the client, their loved ones and/or their caregivers • Judicious use of plain language in explanations provided to the client • Consideration of the educational aspects of communication
3. Establish a helping relationship.	• Accurate assessment of the situation • Respect for the choices of the client, their loved ones and/or their caregivers • Recognition of the needs, expectations and values of the client, their loved ones and/or their caregivers • Respectful support for the client, their loved ones and/or their caregivers in the decision-making process • Clear understanding of the emotions of the client, their loved ones and/or their caregivers • Regular verification of the degree of comprehension of the client, their loved ones and/or their caregivers

Objective**Standard**

Statement of the Competency	Achievement Context
Analyze information about the client's health status.	• In a variety of settings (e.g. dental clinic, dental hygiene clinic, community clinic, living environment) • Working with all types of clients • While providing oral care • In collaboration with the client, their loved ones and/or their caregivers, co-workers and other professionals • Using: ○ equipment, devices, instruments, consumables and products ○ information and communication technologies ○ the medical and dental questionnaire ○ reference guides ○ databases • Given: ○ evidence-based data ○ the client's file ○ laws and regulations ○ standards and procedures

	Performance Criteria for the Competency as a Whole
	• Compliance with the rules of professional conduct • Understanding of ethical issues • Respect for the client's or their legal representative's consent • Respectful consideration of the client's personal, social and cultural context • Judicious choices concerning the client's safety

Elements of the Competency	Performance Criteria
1. Establish the client's medical history.	• Careful collection and updating of information about the client's medical and dental history • Careful collection of information about the client's medication history • Systematic verification of the client's vital signs • Careful recording of information in the client's file
2. Make connections between a client's overall health status and their oral health.	• Establishment of relevant connections between the client's overall health status and their oral health • Adequate recognition of the incidence of the products used by the client and their habits on their oral health • Accurate determination of the products used by the client that have an impact on care or treatment • Accurate determination of the client's habits that have an impact on care or treatment
3. Anticipate medical emergencies.	• Adequate identification of a potential emergency related to the client's overall health status • Judicious adoption of preventive measures depending on the situation • Correct management of a medical emergency
4. Establish the precautions to take in the case of a given disease, systemic condition or medical treatment.	• Accurate determination of contraindications to the use of assessment methods, devices, dental hygiene care or dental treatments • Judicious determination of the necessary precautions to take before using assessment methods, providing dental hygiene care or performing dental treatments • Appropriate adaptation of care and treatments depending on the situation

Objective**Standard**

Statement of the Competency	Achievement Context
Analyze images.	• In a variety of settings (e.g. dental clinic, dental hygiene clinic, community clinic, living environment) • Working with all types of clients • In collaboration with the client, their loved ones and/or their caregivers, co-workers and other professionals • Using: ○ equipment (stationary and/or mobile), software, devices and consumables ○ information and communication technologies ○ templates (records) ○ the medical and dental questionnaire • Given: ○ evidence-based data ○ the client's file ○ laws and regulations ○ standards and procedures

	Performance Criteria for the Competency as a Whole
	• Compliance with the rules of professional conduct • Understanding of ethical issues • Respect for the client's or their legal representative's consent • Respectful consideration of the client's personal, social and cultural context • Compliance with quality assurance standards • Correct record keeping

Elements of the Competency	Performance Criteria
1. Validate the type and number of radiological and photographic images required.	• Identification of relevant information to consider, including contraindications • Careful choice of images to take • Justification of choices • Validation of prescription
2. Take images.	• Adequate preparation of the room, equipment and instruments required • Adequate preparation of the client • Effective use of imaging techniques • Appropriate adjustment and optimization of images
3. Assess the quality of the images.	• Identification of the different structures required • Accurate interpretation of image quality • Accurate determination of the need to retake the images, if applicable • Clear and relevant annotation of images • Accurate recording of information in the client's file

Objective**Standard**

Statement of the Competency	Achievement Context
Detect oral diseases.	• In a variety of settings (e.g. dental clinic, dental hygiene clinic, community clinic, living environment) • Working with all types of clients • In collaboration with the client, their loved ones and/or their caregivers, co-workers and other professionals • Using: ○ equipment (stationary and/or mobile), software, devices, instruments and consumables ○ information and communication technologies • Given: ○ evidence-based data ○ the client's file ○ the client's or their legal representative's free and informed consent ○ procedures ○ radiological images
Performance Criteria for the Competency as a Whole	
• Clear and accurate recording of observations in the client's file	

Elements of the Competency	Performance Criteria
1. Observe clinical signs.	• Accurate identification of clinical signs of: ○ oral disease ○ parafunctions ○ trauma
2. Observe particular characteristics on radiological images.	• Accurate identification of radiological signs of oral or joint diseases • Careful comparison with previous images, if applicable • Clear and relevant annotation of images
3. Make connections between the data and the client's oral health.	• Relevant connections made between the various data • Accurate assessment of periodontal status • Preliminary extrapolation of the necessary care or treatments depending on the client's oral health • Appropriate referral of client to other professionals, if applicable

Objective**Standard**

Statement of the Competency	Achievement Context
Apply periodontal instrumentation techniques.	• In a variety of settings (e.g. dental clinic, dental hygiene clinic, community clinic, living environment) • Working with all types of clients • In collaboration with the client, their loved ones and/or their caregivers, co-workers and other professionals • Using: ○ equipment (stationary and/or mobile), devices, instruments, consumables and products ○ information and communication technologies • Given: ○ evidence-based data ○ the client's file ○ the client's or their legal representative's free and informed consent ○ the dental hygiene care plan ○ laws and regulations

	Performance Criteria for the Competency as a Whole
	• Careful maintenance of devices and instruments • Adequate handling of instrument used • Efficient use of support points • Compliance with prevention, infection control and environmental protection measures

Elements of the Competency	Performance Criteria
1. Apply supragingival and subgingival scaling techniques.	• Careful selection of instruments and tips • Thorough preparation of the devices, instruments and consumables required • Adequate adjustment of the device used • Adequate adaptation of instruments or tips to the surface of the tooth • Appropriate adaptation of movement and pressure depending on the device or instrument used and the amounts of soft and hard deposits observed • Regular verification of work using different techniques • Careful cleaning of removable dental prostheses
2. Apply non-surgical periodontal debridement techniques.	• Careful selection of instruments and tips • Thorough preparation of the devices, instruments and consumables required • Adequate adjustment of the device used • Adequate adaptation of instruments or tips to the surface of the tooth • Appropriate adaptation of movement and pressure depending on the device or instrument used and the amounts of soft and hard deposits observed
3. Apply polishing techniques.	• Careful selection of device • Careful selection of polishing agent and surfaces to be treated • Thorough preparation of the instruments and consumables required • Adequate adjustment of the device used • Adequate preparation of the client • Adequate adaptation to the surface of the tooth • Adaptation of movement and pressure depending on the device or instrument used and the amounts of stains and biofilm deposits observed
4. Follow up after surgical periodontal procedures.	• Suitable application of a periodontal dressing • Careful removal of a periodontal dressing • Assessment of the condition of the tissues under the periodontal dressing • Assessment of the condition of the tissues before removal of sutures • Careful removal of sutures • Judicious follow-up with the dentist, if applicable • Review of oral hygiene instructions

Objective**Standard**

Statement of the Competency	Achievement Context
Apply prosthodontic techniques.	• In a variety of settings (e.g. dental clinic, dental hygiene clinic, community clinic, living environment) • Working with all types of clients • In collaboration with the client, their loved ones and/or their caregivers, co-workers and other professionals • Using: ○ equipment (stationary and/or mobile), devices, instruments, consumables and products ○ information and communication technologies ○ intraoral scanners, if applicable ○ image processing software, if applicable ○ a 3D printer, if applicable • Given: ○ evidence-based data ○ the client's file ○ the client's or their legal representative's free and informed consent ○ the dental hygiene care plan ○ laws and regulations

Performance Criteria for the Competency as a Whole
• Respectful consideration of the client's personal, social and cultural context • Compliance with prevention, infection control and environmental protection measures

Elements of the Competency	Performance Criteria
1. Apply dental impression techniques.	• Careful selection of equipment and instruments • Thorough preparation of the devices, instruments and consumables required • Targeted observation of the client's oral status • Selection and manual adjustment of an impression tray • Manual preparation of impression material • Careful impression-taking process • Assessment of the quality of the impression • Adequate processing of the impression
2. Make a model.	• Careful selection of equipment, instruments and impression material • Methodical use of the 3D printer to make a model • Suitable preparation of impression material • Careful pouring of material into the impression • Correct positioning of the model on a base, if applicable • Careful unmoulding of the model • Accurate assessment of the quality of the model • Trimming of the model suited to needs • Adequate identification of the model
3. Make a mouthguard or a tray.	• Careful selection of equipment, instruments and material • Methodical use of the 3D printer to make a mouthguard or a tray, if applicable • Optimal forming of material around the model, when possible • Accurate assessment of the quality of the thermoforming, if applicable • Adequate trimming and finish of the mouthguard or tray, if applicable • Careful cleaning and disinfection of the mouthguard or tray • Adequate identification and storage of the mouthguard or tray

Elements of the Competency	Performance Criteria
4. Prepare, cement and/or remove a temporary restoration.	• Careful selection of equipment, instruments, consumables and materials • Thorough preparation of the temporary restoration • Suitable preparation of cement • Adequate cementing of the temporary restoration • Accurate assessment of the result • Adequate removal of the temporary restoration • Accurate recording of information in the client's file
5. Identify a removable prosthesis.	• Proper preparation of the label • Careful preparation of the label space on the prosthesis • Adequate placement of the label on the prosthesis • Proper covering of the label • Adequate polishing of the area • Careful cleaning and disinfection of the prosthesis
6. Clean, disinfect and tidy up the work areas.	• Careful selection of cleaning and disinfection methods for the work areas, equipment and devices used • Dispatch of equipment to the medical device reprocessing unit • Appropriate storage of devices and equipment

Objective**Standard**

Statement of the Competency	Achievement Context
Interact with others in the workplace.	• In a variety of settings (e.g. dental clinic, dental hygiene clinic, community clinic, living environment) • Working with all types of clients • In a variety of work situations • In collaboration with co-workers, other professionals and external practitioners • Using: ○ work tools ○ information and communication technologies • Given: ○ evidence-based data ○ the client's file ○ the client's or their legal representative's free and informed consent ○ the roles and responsibilities of everyone involved

	Performance Criteria for the Competency as a Whole
	• Compliance with the rules of professional conduct • Understanding of ethical issues • Respect for the client's or their legal representative's consent • Respectful consideration of the client's personal, social and cultural context • Compliance with laws and regulations • Accurate use of dental terminology • Respect for the roles, responsibilities and expertise of other practitioners

Elements of the Competency	Performance Criteria
1. Communicate in a professional manner.	• Appropriate application of communication principles and techniques • Workplace discussions about: ○ the care and treatments to be provided ○ the client ○ logistics • Appropriate adaptation of communication to the other person and the situation
2. Work in an intradisciplinary and/or interdisciplinary team.	• Recognition of their leadership style • Demonstration of open-mindedness • Appropriate assertion of their professional expertise • Relevant contribution to decision making and problem solving • Respect for decisions made by the team • Appropriate support during procedures carried out with other professionals
3. Draft professional and/or normative documents.	• Accurate identification of the types of documents required in dental hygiene • Careful determination of the type of information to be communicated • Collection and synthesis of relevant information • Compliance with recognized writing conventions • Drafting of documents in compliance with the established format
4. Participate in conflict resolution.	• Accurate assessment of the situation • Effective cooperation with the other parties to come to a shared understanding of the situation • Appropriate consultation of resource persons • Active search for consensual solutions • Adoption of an introspective approach • Effective participation in the implementation of consensual solutions

Objective**Standard**

Statement of the Competency	Achievement Context
Analyze the evolution of trends and professional practices in the field.	• In a variety of settings (e.g. dental clinic, dental hygiene clinic, community clinic, living environment) • Working with all types of clients • While providing oral care • In collaboration with co-workers, other professionals and external practitioners • Using: ○ evidence-based data ○ information and communication technologies ○ reference management software • Given: ○ documentation on the profession ○ laws and regulations ○ standards and procedures

Performance Criteria for the Competency as a Whole	
	• Compliance with the rules of professional conduct • Understanding of ethical issues • Judicious formulation of a work-related decision • Critical examination of the benefits of compliance for the dental hygienist, their practice and/or their clients • Careful determination of training needs

Elements of the Competency	Performance Criteria
1. Monitor scientific developments.	• Systematic adoption of methods of searching for information • Critical exploration of sources of evidence-based data • Effective organization of information
2. Analyze data.	• Careful selection of documentary sources • Correct identification of type of data • Continuous application of criteria for assessing the validity of the information • Identification of the consequences of the evidence-based data on their professional practice • Careful use of evidence-based data
3. Assess the techniques, consumables and products.	• Critical exploration of trends and developments • Consideration of sustainable development in their analysis of techniques, consumables and products • Appropriate recognition of the impact of commercial techniques • Effective collection of evidence-based data • Appropriate adjustment of their professional practice, if applicable
4. Assess technological developments.	• Careful examination of the impact of technological innovations on their professional practice • Consideration of sustainable development in assessing the potential of emerging technologies • Appropriate recognition of the impact of commercial techniques • Appropriate adjustment of their professional practice, if applicable

Objective**Standard**

Statement of the Competency	Achievement Context
Assess the client's oral health.	• In a variety of settings (e.g. dental clinic, dental hygiene clinic, community clinic, living environment) • Working with all types of clients • In collaboration with the client, their loved ones and/or their caregivers, co-workers and other professionals • Using: ○ equipment (stationary and/or mobile), software, devices, instruments and consumables ○ information and communication technologies ○ questionnaires and other tools ○ the medical and dental questionnaire ○ reference guides ○ databases • Given: ○ evidence-based data ○ the client's file ○ laws and regulations ○ standards and procedures

Performance Criteria for the Competency as a Whole	
	• Compliance with the rules of professional conduct • Understanding of ethical issues • Respect for the client's or their legal representative's consent • Respectful consideration of the client's personal, social and cultural context • Judicious choices concerning the client's safety • Effective communication with the client • Compliance with prevention, infection control and environmental protection measures • Accurate recording of information in the client's file

Elements of the Competency	Performance Criteria
1. Prepare the procedures.	• Effective verification of information in the client's file • Optimal preparation of the room
2. Conduct the interview with the client.	• Suitable greeting of the client • Explicit reminder of the steps and outcomes of the assessment • Comprehensive updating of information in the client's file • Accurate identification of contraindications or precautions relating to the procedures • Accurate risk assessment for medical emergencies
3. Perform the examination.	• Summary observation of the client's oral health • Effective image-taking process • Optimization and annotation of images • Careful reading of medical images • Complete extraoral and intraoral examinations • Judicious use of indices • Collection of data concerning specific needs, if applicable
4. Determine the client's needs in terms of care.	• Accurate interpretation of clinical data • Accurate reading of radiological data • Connections made between the clinical and radiological data and the information in the client's file • Development of a dental hygiene care plan adapted to the client's needs • Justified determination of the need to refer the client to other professionals • Formulation of recommendations adapted to the client's needs
5. Agree on a care plan with the client.	• Clear and relevant presentation to the client, their loved ones and/or their caregivers of the information about the client's oral health • Effective support provided to the client, their loved ones and/or their caregivers in choosing oral hygiene care • Respect for the choices of the client, their loved ones and/or their caregivers
6. Advise the client.	• Formulation of appropriate recommendations • Clear explanation of suggested solutions or recommendations

Elements of the Competency	Performance Criteria
7. Clean, disinfect and tidy up the room.	• Systematic processing of consumables • Dispatch of instruments to the medical device reprocessing unit • Participation in instrument reprocessing • Thorough cleaning and disinfection of surfaces • Thorough maintenance of exhaust and suction system

Objective**Standard**

Statement of the Competency	Achievement Context
Provide preventive dental care.	• In a variety of settings (e.g. dental clinic, dental hygiene clinic, community clinic, living environment) • Working with all types of clients • In collaboration with the client, their loved ones and/or their caregivers, co-workers and other professionals • Using: ○ equipment (stationary and/or mobile), software, devices, instruments, consumables and products ○ information and communication technologies ○ the medical and dental questionnaire ○ reference guides ○ databases • Given: ○ evidence-based data ○ the client's file ○ the dental hygiene care plan ○ laws and regulations ○ standards and procedures

Performance Criteria for the Competency as a Whole
• Compliance with the rules of professional conduct • Understanding of ethical issues • Respect for the client's or their legal representative's consent • Respectful consideration of the client's personal, social and cultural context • Judicious choices concerning the client's safety • Effective communication with the client • Compliance with prevention, infection control and environmental protection measures • Accurate recording of information in the client's file

Elements of the Competency	Performance Criteria
1. Prepare the procedures.	• Effective verification of information in the client's file • Optimal preparation of the room
2. Conduct the interview with the client.	• Suitable greeting of the client • Explicit reminder of the steps and outcomes of the care to be provided • Comprehensive updating of information in the client's file • Accurate identification of contraindications or precautions relating to the care to be provided • Accurate risk assessment for medical emergencies
3. Reassess the client's oral health.	• Targeted observation of the client's oral health • Careful verification of the teeth requiring treatment, if applicable • Relevant identification of oral contraindications relating to the care to be provided, if applicable
4. Seal the pits and fissures.	• Adequate preparation of the teeth to be treated • Methodical execution of the steps for sealant application • Accurate assessment of result • Effective application of corrective measures, if applicable
5. Apply a topical anticariogenic or desensitizing agent.	• Adequate preparation of the teeth to be treated, if applicable • Careful application of product • Verification of effectiveness of treatment, if applicable
6. Apply a temporary filling without preparing the cavity.	• Adequate cleaning of the tooth to be treated, if applicable • Appropriate preparation of material • Careful insertion of material • Accurate assessment of result • Effective application of corrective measures, if applicable • Referral to a dentist, if applicable

Elements of the Competency	Performance Criteria
7. Make a mouthguard.	• Effective impression-taking process • Assessment of the result based on needs • Adequate retake of impression, if applicable • Responsible support for the production of the model • Responsible support for the production of the mouthguard • Careful storage of the mouthguard • Thorough testing of the mouthguard • Appropriate adjustments, if applicable
8. Teach preventive measures.	• Formulation of clear advice concerning the professional care • Formulation of clear advice and suggestion of the tools needed for the client's dental self-care and habits
9. Clean, disinfect and tidy up the room.	• Systematic processing of consumables • Dispatch of instruments to the medical device reprocessing unit • Participation in instrument reprocessing • Thorough cleaning and disinfection of surfaces • Thorough maintenance of exhaust and suction system

Objective**Standard**

Statement of the Competency	Achievement Context
Provide periodontal and dental hygiene care.	• In a variety of settings (e.g. dental clinic, dental hygiene clinic, community clinic, living environment) • Working with all types of clients • On any tooth surface or fixed prosthesis • In collaboration with the client, their loved ones and/or their caregivers, co-workers and other professionals • Using: ○ equipment (stationary and/or mobile), software, devices, instruments, consumables and products ○ information and communication technologies ○ the medical and dental questionnaire ○ reference guides ○ databases • Given: ○ evidence-based data ○ the client's file ○ the dental hygiene care plan ○ laws and regulations ○ standards and procedures

Performance Criteria for the Competency as a Whole	
	• Compliance with the rules of professional conduct • Understanding of ethical issues • Respect for the client's or their legal representative's consent • Respectful consideration of the client's personal, social and cultural context • Judicious choices concerning the client's safety • Effective communication with the client • Compliance with prevention, infection control and environmental protection measures • Accurate recording of information in the client's file

Elements of the Competency	Performance Criteria
1. Prepare the procedures.	• Effective verification of information in the client's file • Optimal preparation of the room
2. Conduct the interview with the client.	• Suitable greeting of the client • Explicit reminder of the steps and outcomes of the care to be provided • Comprehensive updating of information in the client's file • Accurate identification of contraindications or precautions relating to the care to be provided • Accurate risk assessment for medical emergencies
3. Reassess the client's oral health.	• Targeted observation of the client's oral health • Relevant identification of oral contraindications relating to the care to be provided • Regular assessment of the condition of the tissues
4. Provide periodontal and dental hygiene care.	• Appropriate application of a topical anaesthetic agent • Adequate preparation of the client for local anaesthesia • Effective supragingival and subgingival scaling • Effective non-surgical periodontal debridement • Regular assessment of the quality of their work • Effective application of corrective measures, if applicable • Effective selective tooth polishing • Careful cleaning of fixed and/or removable dental prostheses
5. Teach preventive measures.	• Formulation of clear advice concerning the professional care • Formulation of clear advice and suggestion of the tools needed for the client's dental self-care and habits
6. Clean, disinfect and tidy up the room.	• Systematic processing of consumables • Dispatch of instruments to the medical device reprocessing unit • Participation in instrument reprocessing • Thorough cleaning and disinfection of surfaces • Thorough maintenance of exhaust and suction system

Objective**Standard**

Statement of the Competency	Achievement Context
Apply whitening treatments.	• In a variety of settings (e.g. dental clinic, dental hygiene clinic, community clinic, living environment) • Working with all types of clients • In collaboration with the client, their loved ones and/or their caregivers, co-workers and other professionals • Using: ○ equipment (stationary and/or mobile), software, devices, instruments, consumables and products ○ information and communication technologies ○ the medical and dental questionnaire ○ reference guides ○ databases • Given: ○ evidence-based data ○ the client's file ○ the dental hygiene care plan ○ laws and regulations ○ standards and procedures

Performance Criteria for the Competency as a Whole
• Compliance with the rules of professional conduct • Understanding of ethical issues • Respect for the client's or their legal representative's consent • Respectful consideration of the client's personal, social and cultural context • Judicious choices concerning the client's safety • Effective communication with the client • Compliance with prevention, infection control and environmental protection measures • Accurate recording of information in the client's file

Elements of the Competency	Performance Criteria
1. Prepare the procedures.	• Effective verification of information in the client's file • Optimal preparation of the room
2. Conduct the interview with the client.	• Suitable greeting of the client • Explicit reminder of the steps and outcomes of the treatment • Comprehensive updating of information in the client's file • Accurate identification of contraindications or precautions relating to the treatment • Accurate risk assessment for medical emergencies
3. Reassess the client's oral health.	• Targeted observation of the client's oral health • Relevant identification of oral contraindications relating to the care to be provided, if applicable • Adequate determination of the teeth's original colour • Effective photo-taking process
4. Apply a whitening treatment in the chair.	• Proper protection of soft tissues • Adequate application of the whitening agent • Adequate application of the blue light • Thorough removal of the product and protective material • Complete rinsing of the mouth • Objective assessment of the result
5. Make trays.	• Effective impression-taking process • Assessment of the result based on needs • Adequate retake of impression, if applicable • Adequate support for the production of the model • Adequate support for the production of trays • Careful storage of trays • Thorough testing of trays • Appropriate adjustments, if applicable
6. Teach preventive measures.	• Formulation of clear advice concerning the treatment • Formulation of clear advice and suggestion of the tools needed for the client's dental self-care and habits
7. Clean, disinfect and tidy up the room.	• Systematic processing of consumables • Dispatch of instruments to the medical device reprocessing unit • Participation in instrument reprocessing • Thorough cleaning and disinfection of surfaces • Thorough maintenance of exhaust and suction system

Objective**Standard**

Statement of the Competency	Achievement Context
Perform restorative dentistry procedures.	• In a variety of settings (e.g. dental clinic, dental hygiene clinic, community clinic, living environment) • Working with all types of clients • In collaboration with the client, their loved ones and/or their caregivers, co-workers and other professionals • Using: ○ equipment (stationary and/or mobile), software, devices, instruments, consumables and products ○ information and communication technologies ○ the medical and dental questionnaire ○ reference guides ○ databases • Given: ○ evidence-based data ○ the client's file ○ the treatment plan ○ laws and regulations ○ standards and procedures

	Performance Criteria for the Competency as a Whole
	• Compliance with the rules of professional conduct • Understanding of ethical issues • Respect for the client's or their legal representative's consent • Respectful consideration of the client's personal, social and cultural context • Judicious choices concerning the client's safety • Effective communication with the client • Effective communication with co-workers or other professionals, if applicable • Compliance with prevention, infection control and environmental protection measures • Accurate recording of information in the client's file

Elements of the Competency	Performance Criteria
1. Prepare the procedures.	• Effective verification of information in the client's file • Optimal preparation of the room
2. Conduct the interview with the client.	• Suitable greeting of the client • Explicit reminder of the steps and outcomes of the treatment • Comprehensive updating of information in the client's file • Accurate identification of contraindications or precautions relating to the treatment • Accurate risk assessment for medical emergencies
3. Reassess the client's oral health.	• Targeted observation of the client's oral health • Careful verification of the teeth requiring treatment • Relevant identification of oral contraindications relating to the treatments • Collection of data on the procedure
4. Perform restorative dentistry procedures.	• Adequate preparation of the client for local anaesthesia • Careful placement and removal of: ○ material to isolate the teeth to be restored ○ matrices and interdental wedges ○ retraction cords not impregnated with an astringent or a vasoconstrictor • Careful application and removal of etchant solution • Methodical insertion of liners and bases • Careful insertion and sculpting of filling materials • Accurate assessment of result • Effective application of corrective measures, if applicable • Verification of occlusion • Careful adjustment of filling, if applicable • Careful finishing and polishing of filling material
5. Teach preventive measures.	• Formulation of clear advice concerning the treatment • Formulation of clear advice and suggestion of the tools needed for the client's dental self-care and habits
6. Clean, disinfect and tidy up the room.	• Systematic processing of consumables • Dispatch of instruments to the medical device reprocessing unit • Participation in instrument reprocessing • Thorough cleaning and disinfection of surfaces • Thorough maintenance of exhaust and suction system

Objective**Standard**

Statement of the Competency	Achievement Context
Participate in orthodontic treatments and follow-ups.	• In a variety of settings (e.g. dental clinic, dental hygiene clinic, community clinic, living environment) • Working with all types of clients • In collaboration with the client, their loved ones and/or their caregivers, co-workers and other professionals • Using: ○ equipment (stationary and/or mobile), software, devices, instruments, consumables and products ○ information and communication technologies ○ the medical and dental questionnaire ○ reference guides ○ databases • Given: ○ evidence-based data ○ the client's file ○ the treatment plan ○ laws and regulations ○ standards and procedures

	Performance Criteria for the Competency as a Whole
	• Compliance with the rules of professional conduct • Understanding of ethical issues • Respect for the client's or their legal representative's consent • Respectful consideration of the client's personal, social and cultural context • Judicious choices concerning the client's safety • Effective communication with the client • Effective communication with co-workers or other professionals, if applicable • Compliance with prevention, infection control and environmental protection measures • Accurate recording of information in the client's file

Elements of the Competency	Performance Criteria
1. Prepare the procedures.	• Effective verification of information in the client's file • Optimal preparation of the room
2. Conduct the interview with the client.	• Suitable greeting of the client • Explicit reminder of the steps and outcomes of the follow-up • Comprehensive updating of information in the client's file • Accurate identification of contraindications or precautions relating to the treatments • Accurate risk assessment for medical emergencies • Active participation in the presentation of the orthodontic treatment plan, if applicable
3. Reassess the client's oral health.	• Targeted observation of the client's oral health • Relevant identification of oral contraindications relating to the treatments, if applicable • Collection of data on the procedure at the beginning of or during the session
4. Perform orthodontic procedures.	• Careful installation of orthodontic rubber bands or separating springs • Careful placement, cementing and removal of fixed devices • Careful placement and removal of orthodontic wires • Careful placement and removal of various types of ligatures, rubber bands and metal springs • Careful placement and removal of attachments and other accessories related to removable aligners • Careful placement of removable corrective or retention devices • Careful placement, cementing and removal of fixed retention devices • Regular assessment of the quality of their work
5. Advise the client.	• Formulation of clear advice concerning the treatments • Formulation of clear advice and suggestion of the tools needed for the client's dental self-care and habits
6. Clean, disinfect and tidy up the room.	• Systematic processing of consumables • Dispatch of instruments to the medical device reprocessing unit • Participation in instrument reprocessing • Thorough cleaning and disinfection of surfaces • Thorough maintenance of exhaust and suction system

Objective**Standard**

Statement of the Competency	Achievement Context
Plan their professional practice.	• In a variety of settings (e.g. dental clinic, dental hygiene clinic, community clinic, living environment) • Working with all types of clients • In a variety of work situations • In collaboration with the client, their loved ones and/or their caregivers, co-workers and other professionals • Using: ○ equipment, software, consumables and products ○ forms ○ records ○ information and communication technologies • Given: ○ documentation on the profession ○ the client's file ○ laws and regulations ○ standards and procedures

Performance Criteria for the Competency as a Whole
• Compliance with the rules of professional conduct • Understanding of ethical issues • Respect for the roles and responsibilities of everyone involved • Consistency between sustainable development principles and the planning of their practice

Elements of the Competency	Performance Criteria
1. Analyze administrative activities.	• Methodical inventory tracking • Management of periodic maintenance of equipment and devices • Management and control of records: filing, archiving, destruction • Planning of routine financial transactions • Methodical schedule management
2. Participate in customer service.	• Professional approach • Appropriate questions asked • Sharing of documented information with the client • Adequate management of reminders that the client is due for a recall • Systematic follow-up after appointments • Respect for the client's or their legal representative's consent • Respectful consideration of the client's personal, social and cultural context
3. Explore their entrepreneurial spirit.	• Accurate identification of the stages in the life of a company • Recognition of the resources required • Critical analysis of the planned service offering
4. Define their career plan.	• Explicit characterization of their qualities, aptitudes and needs • Accurate characterization of the expected work environment: type of practice, clientele, size of business, types of tasks • Determination of their career goals • Realistic workplace integration strategies • Careful determination of training needs • Structured reflection on their long-term practice

General Education Component Common to All Programs and General Education Component Specific to the Program

English, Language of Instruction and Literature

Code: 4EA0

Objective

Standard

Statement of the Competency

Analyze and produce various forms of discourse.

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

Learning Activities

Discipline: English, Language of Instruction and Literature
Credits: 2½

Objective**Standard****Statement of the Competency**

Apply an analytical approach to literary genres.

Elements of the Competency	Performance Criteria
1. Distinguish genres of literary texts.	• Clear recognition of the formal characteristics of a literary genre
2. Recognize the use of literary conventions within a specific genre.	• Accurate recognition of the figurative communication of meaning • Adequate explanation of the effects of significant literary and rhetorical devices
3. Situate a work within its historical and literary period.	• Appropriate recognition of the relationship of a text to its period
4. Write a critical analysis of a literary genre.	• Selective use of appropriate terminology • Effective presentation of a 1000-word coherent response to a literary text
5. Revise the work.	• Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline: English, Language of Instruction and Literature

Credits: 2½

Objective**Standard****Statement of the Competency**

Apply an analytical approach to a literary theme.

Elements of the Competency	Performance Criteria
1. Recognize the treatment of a theme within a literary text.	• Clear recognition of elements within the text, which define and reinforce a theme and its development • Adequate demonstration of the effects of significant literary and rhetorical devices
2. Situate a literary text within its cultural context.	• Appropriate recognition of a text as an expression of cultural context • Adequate demonstration of the effects of significant literary and rhetorical devices
3. Detect the value system inherent in a literary text.	• Appropriate identification of expression (explicit / implicit) of a value system in a text
4. Write an analysis on a literary theme.	• Selective use of appropriate terminology • Effective presentation of a 1000-word coherent response to a literary text
5. Revise the work.	• Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline: English, Language of Instruction and Literature

Credits: 2½

Objective**Standard****Statement of the Competency**

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

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

Learning Activities

Discipline: English, Language of Instruction and Literature
 Periods of instruction: 60
 Credits: 2

*Objective**Standard***Statement of the Competency**

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

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

Learning Activities

Discipline: Humanities
 Weighting: 3-1-3
 Credits: 2½

*Objective**Standard***Statement of the Competency**

Apply a critical thought process to world views.

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

Learning Activities

Discipline: Humanities

Weighting: 3-0-3

Credits: 2

*Objective**Standard***Statement of the Competency**

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

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

Learning Activities

Discipline:	Humanities
Periods of instruction:	45
Credits:	2

Objective**Standard****Statement of the Competency**

Apply basic concepts for communicating in standard French.

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

Learning Activities

Discipline: French as a Second Language
Credits: 2

*Objective**Standard***Statement of the Competency**

Communicate in standard French with some ease.

Elements of the Competency	Performance Criteria
1. Write and revise a simple text.	• Writing of a text of about 350 words • Respect for grammar and spelling rules • Appropriate use of the main elements of the corpus • Clear, coherent formulation of sentences • Coherent organization of paragraphs • Appropriate use of revision strategies • Satisfactory correction of spelling and grammatical errors
2. Interpret a written text.	• Accurate identification of the main ideas and structure of a text of 700 to 1 000 words • Accurate identification of the main elements of the text • Accurate explanation of the meaning of the words of the text
3. Produce a planned oral text.	• Clear and coherent formulation of an oral presentation of at least five minutes • Appropriate use of standard vocabulary • Respect for the level of language and rules of grammar and pronunciation
4. Interpret a simple oral text.	• Accurate identification of the main elements of an oral text of at least five minutes • Accurate identification of the ideas and subjects dealt with in the text • Accurate explanation of the meaning of the words of the text

Learning Activities

Discipline: French as a Second Language

Credits: 2

*Objective**Standard***Statement of the Competency**

Communicate with ease in standard French.

Elements of the Competency	Performance Criteria
1. Write a text of moderate complexity.	• Writing of a text of about 450 words • Respect for grammar and spelling rules • Adaptation to the intended audience • Appropriate use of the main elements of the corpus • Clear and coherent formulation of sentences, including at least three that are complex • Coherent organization of paragraphs
2. Revise and correct a text of moderate complexity.	• Appropriate use of revision strategies • Appropriate revision of the text
3. Comment on a written text of moderate complexity.	• Accurate identification of the main elements of a text of between 2 500 and 3 000 words • Accurate explanation of the meaning of the words of the text • Accurate identification of the main and secondary ideas, of facts and opinions • Accurate identification of what is implicit and what is explicit
4. Produce a planned oral text of moderate complexity.	• Clear and coherent formulation of an oral presentation of at least five minutes • Appropriate use of standard vocabulary • Respect for the level of language and rules of grammar and pronunciation • Adaptation to the intended audience • Appropriate sequencing of ideas

Learning Activities

Discipline: French as a Second Language
Credits: 2

*Objective**Standard***Statement of the Competency**

Explore a cultural and literary topic.

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

Learning Activities

Discipline: French as a Second Language

Credits: 2

*Objective**Standard***Statement of the Competency**

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

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

Learning Activities

Discipline: French as a Second Language
 Periods of instruction: 45
 Credits: 2

*Objective**Standard***Statement of the Competency**

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

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

Learning Activities

Discipline:	French as a Second Language
Periods of instruction:	45
Credits:	2

*Objective**Standard***Statement of the Competency**

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

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

Learning Activities

Discipline:	French as a Second Language
Periods of instruction:	45
Credits:	2

*Objective**Standard***Statement of the Competency**

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

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

Learning Activities

Discipline:	French as a Second Language
Periods of instruction:	45
Credits:	2

*Objective**Standard***Statement of the Competency**

Analyze one's physical activity from the standpoint of a healthy lifestyle.

Elements of the Competency	Performance Criteria
1. Establish the relationship between one's lifestyle habits and health.	• Proper use of documentation from scientific research or the media • Recognition of the influence of social and cultural factors on the practice of physical activity • Pertinent links made between one's lifestyle habits and the impact they have on health
2. Be physically active in a manner that promotes one's health.	• Respect for the rules specific to the physical activity practised • Respect for codes of ethics, safety rules and regulations when being physically active • Respect for one's abilities when practising physical activities
3. Recognize one's needs, abilities and motivational factors with respect to regular and sufficient physical activity.	• Appropriate use of strategies for the quantitative and qualitative evaluation of one's physical condition • Overall assessment of one's needs and abilities in terms of physical activity • Overall assessment of one's motivational factors with respect to being sufficiently active on a regular basis
4. Propose physical activities that promote one's health.	• Appropriate choice of physical activities according to one's needs, abilities and motivational factors • Use of clear reasoning to explain the choice of physical activity

Learning Activities

Discipline: Physical Education
Credits: 1

*Objective**Standard***Statement of the Competency**

Improve one's effectiveness when practising a physical activity.

Elements of the Competency**Performance Criteria**

1. Plan an approach to improve one's effectiveness when practising a physical activity.

- Initial assessment of one's abilities and attitudes when practising a physical activity
- Statement of one's expectations and needs with respect to the ability to practise the activity
- Appropriate formulation of personal objectives
- Appropriate choice of the means to achieve one's objectives
- Use of clear reasoning to explain the choice of physical activity

2. Use a planned approach to improve one's effectiveness when practising a physical activity.

- Respect for the rules and regulations of the physical activity
- Respect for codes of ethics, safety rules and regulations when being physically active
- Appropriate use of strategies for the quantitative and qualitative evaluation of one's motor skills
- Periodic assessment of one's abilities and attitudes when practising a physical activity
- Meaningful interpretation of progress made and the difficulties encountered in the practice of physical activity
- Pertinent, periodic and proper adjustments of one's objectives or means
- Appreciable improvement in one's motor skills, techniques or complex strategies required by the physical activity

Learning Activities

Discipline: Physical Education
Credits: 1

Objective**Standard****Statement of the Competency**

Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity.

Elements of the Competency	Performance Criteria
1. Plan a personal physical activity program.	• Mention of priorities according to one's needs, abilities, and motivational factors with respect to being sufficiently active on a regular basis • Proper and appropriate formulation of personal objectives • Appropriate choice of physical activity or activities to achieve personal objectives • Appropriate planning of the conditions for performing the physical activity or activities in personal program
2. Combine the elements of a regular and sufficient practice of physical activity as part of a healthy lifestyle.	• Respect for the rules and regulations of the physical activity • Respect for codes of ethics, safety rules and regulations when being physically active • Regular and sufficient practice of a physical activity while maintaining a balance between effectiveness and health-promoting factors
3. Manage a personal physical activity program.	• Appropriate choice of criteria for measuring the attainment of program objectives • Appropriate use of strategies for the quantitative and qualitative evaluation of one's physical activity • Periodic assessment of the time invested and activities practised during the program • Appropriate, periodic and proper adjustment of personal objectives or means used • Meaningful interpretation of the progress made and difficulties encountered in the practice of physical activities • Recognition of the effect of physical activity on one's lifestyle

Learning Activities

Discipline: Physical Education
Credits: 1

Complementary General Education Component

Social Sciences

Code: 000V

Objective

Standard

Statement of the Competency	Achievement Context
Estimate the contribution of the social sciences to an understanding of contemporary issues.	- Working alone - In an essay of approximately 750 words on the contribution of the social sciences to an understanding of contemporary issues - Using documents and data from the field of social sciences

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

Learning Activities

Periods of instruction:	45
Credits:	2
Note:	Use the 300 or 400 series of codes (except codes 300 and 360) to link a course to objective 000V. Use code 305 for a multidisciplinary course. Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.

*Objective**Standard*

Statement of the Competency	Achievement Context
Analyze one of the major problems of our time using one or more social scientific approaches.	• Working alone • In an essay of approximately 750 words on a topic related to human existence • Using reference materials from the field of social sciences

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

Learning Activities

Periods of instruction: 45

Credits: 2

Note: Use the 300 or 400 series of codes (except codes 300 and 360) to link a course to objective 000W.
 Use code 305 for a multidisciplinary course.
 Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.

*Objective**Standard*

Statement of the Competency	Achievement Context
Explain the general nature of science and technology and some of the major contemporary scientific or technological issues.	- Working alone - Using a written commentary on a scientific discovery or technological development - In an essay of approximately 750 words

Elements of the Competency	Performance Criteria
1. Describe scientific thinking and the standard scientific method.	- Brief description of the essential characteristics of scientific thinking, including quantification and demonstration - Ordered list and brief description of the essential characteristics of the main steps in the standard scientific method
2. Demonstrate how science and technology are complementary.	Definition of terms and description of the primary ways in which science and technology are interrelated: logical and temporal connections, and mutual contributions
3. Explain the context and the stages related to several scientific and technological discoveries.	- Pertinent and coherent explanation of the relationship between the determining contexts related to several scientific and technological discoveries - Listing of the main stages of scientific and technological discoveries
4. Deduce different consequences and questions resulting from certain recent scientific and technological developments.	- Brief description of important consequences (of different types) and the current major challenges resulting from several scientific and technological discoveries - Formulation of relevant questions and credibility of responses to the questions formulated

Learning Activities

Periods of instruction: 45

Credits: 2

Note: Use the 100 or 200 series of codes to link a course to objective 000X.
Use code 105 for a multidisciplinary course.
Codes 109, 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.

*Objective**Standard*

Statement of the Competency	Achievement Context
Resolve a simple problem by applying the basic scientific method.	- Working alone or in groups - Applying the standard scientific method to a given, simple scientific and technological problem - Using common scientific instruments and reference materials (written or other)

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

Learning Activities

Periods of instruction: 45

Credits: 2

Note: Use the 100 or 200 series of codes to link a course to objective 000Y.
Use code 105 for a multidisciplinary course.
Codes 109, 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.

*Objective**Standard*

Statement of the Competency	Achievement Context
Communicate with limited skill in a modern language.	• For modern Latin-alphabet languages: ○ during a conversation consisting of at least eight lines of dialogue ○ in a written text consisting of at least eight sentences • For modern non-Latin-alphabet languages: ○ during a conversation consisting of at least six lines of dialogue ○ in a written text consisting of at least six sentences • Based on learning situations on familiar themes • Using reference materials

Elements of the Competency	Performance Criteria
1. Understand the meaning of an oral message.	• Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning of simple messages • Logical connection between the various elements of the message
2. Understand the meaning of a written message.	• Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning of simple messages • Logical connection between the various elements of the message
3. Express a simple message orally.	• Appropriate use of language structures in main and coordinate clauses • Appropriate application of grammar rules • Use of verbs in the present indicative • Appropriate use of basic vocabulary and idiomatic expressions • Clear pronunciation • Coherent sequencing of simple sentences • Spontaneous and coherent sequencing of sentences in a conversation

Elements of the Competency	Performance Criteria
4. Write a text on a given subject.	• Appropriate use of language structures in main and coordinate clauses • Appropriate application of basic grammar rules • Use of verbs in the present indicative • Appropriate use of basic vocabulary and idiomatic expressions • Coherent sequencing of simple sentences • Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	The acquisition of a modern language requires an awareness of the culture of its native speakers. “Limited skill” refers to the limited use of language structures, grammar and vocabulary. This limitation varies depending on the complexity of the modern language. Use the 600 series of codes to link a course to objective 000Z, with the exception of codes 601, 602, 603 and 604.

*Objective**Standard*

Statement of the Competency	Achievement Context
Communicate on familiar topics in a modern language.	• During a conversation that includes at least 15 lines of dialogue • In a written text consisting of at least 20 sentences for Latin-alphabet languages • In a written text consisting of at least 10 sentences for non–Latin-alphabet languages • Given: • common situations in everyday life • simple topics from everyday life • Using reference materials

Elements of the Competency	Performance Criteria
1. Understand the meaning of an oral message.	• Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning and essential ideas of messages of average complexity • Logical connection between the various elements of the message
2. Understand the meaning of a written message.	• Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning and essential ideas of messages of average complexity • Logical connection between the various elements of the message
3. Express a simple message orally, using sentences of average complexity.	• Appropriate use of language structures in main or subordinate clauses • Appropriate application of grammar rules • Use of verbs in the present indicative • Appropriate use of enriched basic vocabulary and idiomatic expressions • Clear pronunciation • Coherent sequencing of sentences • Dialogue

Elements of the Competency	Performance Criteria
4. Write a text on a given subject, using sentences of average complexity.	• Appropriate use of language structures in main or subordinate clauses • Appropriate application of grammar rules • Use of verbs in the present and past indicative • Appropriate use of enriched basic vocabulary and idiomatic expressions • Coherent sequencing of sentences of average complexity • Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	The acquisition of a modern language requires an awareness of the culture of its native speakers. Use the 600 series of codes to link a course to objective 0010, with the exception of codes 601, 602, 603 and 604.

*Objective**Standard*

Statement of the Competency	Achievement Context
Communicate with relative ease in a modern language.	• Working alone • During a conversation consisting of at least 20 lines of dialogue • In a written text of medium length (at least 25 sentences for Latin-alphabet languages and 15 sentences for other languages) • Given documents of a sociocultural nature • Using reference materials for the written text

Elements of the Competency	Performance Criteria
1. Understand the meaning of an oral message in everyday language.	• Accurate explanation of the general meaning and essential ideas of the message • Clear identification of structural elements of the language
2. Understand the meaning of a text of average complexity.	• Accurate explanation of the general meaning and essential ideas of the text • Clear identification of structural elements of the language
3. Have a conversation on a subject.	• Appropriate use of the structural elements of the language according to the message to be expressed • Appropriate use of everyday vocabulary • Accurate pronunciation and intonation • Normal flow in a conversation in everyday language • Coherence of the message expressed • Pertinent responses to questions
4. Write a text of average complexity.	• Appropriate use of the structural elements of the language according to the text to be written • Accurate vocabulary • Coherence of the text as a whole • Observance of presentation and writing rules applicable to the text

Learning Activities

Periods of instruction: 45

Credits: 2

Note: The acquisition of a modern language requires an awareness of the culture of its native speakers.
Use the 600 series of codes to link a course to objective 0067, with the exception of codes 601, 602, 603 and 604.

*Objective**Standard*

Statement of the Competency	Achievement Context
Recognize the role of mathematics or computer science in contemporary society.	- Working alone - In an essay of approximately 750 words - Using different personally selected concrete examples

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

Learning Activities

Periods of instruction: 45

Credits: 2

Note: Only the following codes can be used to link a course to objective 0011: 105, 201, 204, 420.
Use code 204 for a multidisciplinary course.
Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.

*Objective**Standard*

Statement of the Competency	Achievement Context
Use various mathematical or computer science concepts, procedures and tools for common tasks.	• Working alone • While carrying out a task or solving a problem based on everyday needs • Using familiar tools and reference materials

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

Learning Activities

Periods of instruction: 45

Credits: 2

Note: Only the following codes can be used to link a course to objective 0012: 105, 201, 204 and 420.
 Use code 204 for a multidisciplinary course.
 Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.

*Objective**Standard*

Statement of the Competency	Achievement Context
Consider various forms of art produced according to aesthetic practices.	- Working alone - Given a specified work of art - In a written commentary of approximately 750 words

Elements of the Competency	Performance Criteria
1. Develop an appreciation for the dynamics of the imagination in art.	Precise explanation of a creative process connected to the construction of an imaginary universe
2. Describe art movements.	Descriptive list of the main characteristics of three art movements from different eras, including a modern movement
3. Give a commentary on a work of art.	Coherent organization of observations, including identification of four fundamental elements of form and structure related to the language used as well as a reasoned description of the meaning of the work of art

Learning Activities

Periods of instruction:	45
Credits:	2
Note:	Use the 500 series of codes (except 502) to link a course to objective 0013. Use code 504 for a multidisciplinary course. Codes 340, 345, 601, 602, 603 and 604 may be used, provided the courses are not related to the objectives of common or specific general education.

*Objective**Standard*

Statement of the Competency	Achievement Context
Produce a work of art.	• Working alone • During a practical exercise • In the context of creating or interpreting a work of art • Using the basic elements of the language and techniques specific to the medium selected

Elements of the Competency	Performance Criteria
1. Recognize the primary forms of expression of an artistic medium.	• Identification of specific features: originality, essential qualities, means of communication, styles, genres
2. Use the medium.	• Personal, coherent use of elements of language • Satisfactory application of artistic techniques • Compliance with the requirements of the method of production

Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	Use the 500 series of codes to link a course to objective 0014, with the exception of code 502. Use code 504 for a multidisciplinary course. Codes 340, 345, 601, 602, 603 and 604 may be used, provided the courses are not related to the objectives of common or specific general education.

*Objective**Standard*

Statement of the Competency	Achievement Context
Consider contemporary issues from a transdisciplinary perspective.	• Individually or in groups • Drawing on different fields of knowledge • Using documents and data from various disciplines

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

Learning Activities

Periods of instruction:	45
Credits:	2
Note:	This objective lends itself to teaching by one or more teachers. Use code 365 to link a course to objective 021L in order to maintain the transdisciplinary nature of the competency.

*Objective**Standard*

Statement of the Competency	Achievement Context
Explore a contemporary issue from a transdisciplinary perspective.	• Individually or in groups • Drawing on different fields of knowledge • Using documents and data from various disciplines

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

Learning Activities

Periods of instruction: 45

Credits: 2

Note: This objective lends itself to teaching by one or more teachers.
Use code 365 to link a course to objective 021M in order to maintain the transdisciplinary nature of the competency.

Additional Information

Vocabulary Used in Technical Programs

Program

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

Competency

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

Objective

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

Statement of the Competency

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

Elements of the Competency

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

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

Period of instruction

A period of instruction is a unit of measurement for calculating the breakdown of teaching time, i.e. the length of time a student spends under a teacher's supervision, in a class or a laboratory or during a practicum.

Standard

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

Performance Criteria

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

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

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

Achievement Context

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

Learning Activities

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

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

Harmonization

The harmonization of vocational and technical programs is a ministerial policy designed to avoid overlap in program offerings, recognize acquired competencies and facilitate students' progress by establishing similarities and continuity between secondary- and college-level programs within a particular sector or between sectors.

When competencies common to more than one program are identified, the results are presented in table form. You can consult all the harmonization tables at inforouteFPT.org (La FPT aux ministères > Publications > Secteur > Harmonisation > Programme d'études).

