

# **Guide to Drafting Institutional Programs**

**(Local programs)**

**In conjunction with current objective-based programs**

Référence document

# Guide to Drafting Institutional Programs

(Local programs)

**In conjunction with current objective-based programs**

Formation professionnelle et technique  
et formation continue

Direction de la formation générale  
des adultes

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## **A note to the designers of institutional (local) programs**

This guide is intended to help you draft objective-based programs, such as those currently in use in the school system.

## **Part I      Introduction**

### **1.1    Local Needs**

Institutional (local) programs enable school boards to develop and dispense course content that is adapted to the social, economic, and cultural realities of their particular environments. The Ministère de l'Éducation (MEQ) recognizes these needs and integrates them into its reporting systems.

Nonetheless, institutional (local) programs cannot replace those mandated by the MEQ, the content of which is obligatory. The certification of studies and the validity of the Secondary School Diploma (SSD) are at stake.

### **1.2    Elective Subjects**

Institutional (local) programs that are deemed equivalent in value to elective subjects can count toward completion of a SSD when the courses they include are at the Secondary IV and V levels.

### **1.3    Flexibility**

Institutional (local) programs offer flexibility. More specifically, they:

- enable educational institutions to respond to temporary specific needs, as determined by various school boards
- leave room for a variety of subjects and contents
- can be adapted to the characteristics of specific populations
- can run for 25 hours (1 credit), 50 hours (2 credits), 75 hours (3 credits) or 100 hours (4 credits)
- generate great diversity throughout the whole range of educational institutions.

### **1.4    Characteristics and Limits**

Institutional (local) programs exhibit certain particular characteristics and limits:

- they stem from institutional initiatives, not from the MEQ;
- educational institutions are entirely responsible for their content;
- they must be managed, related documentation must be archived and information about them must be communicated to partners, the adults targeted, the general public and, if need be, the MEQ.

## Part II      Legal Foundations

### 2.1      *The Education Act*

The *Education Act* authorizes the use of institutional (local) programs in the youth sector.

Under **section 463**, which bears on elective subjects and vocational education programs, the Act stipulates that the Minister may authorize a school, following a request sent by the school board, to assign a greater number of credits than that prescribed in the basic school regulation to an elective subject for which the school board has adopted a local program of studies.

Under **section 222.1** we find that a school board may . . . allow a school to replace a program of studies established by the Minister by a local program of studies designed for a student or a category of students who are unable to benefit from the programs of studies established by the Minister.

Even though the *Education Act* contains no section addressing institutional (local) programs for adult education, the MEQ admits the existence of these in practice.

### 2.2      *The Basic Adult General Education Regulation*

The purposes of adult education are set out in **section 1, chapter 1** of the *Basic adult general education regulation*:

- to enable adults to become increasingly autonomous
- to facilitate the social and vocational integration of adults
- to help adults enter and remain in the job market
- to enable adults to contribute to the economic, social and cultural development of their community
- to enable adults to acquire learning that is certified by the Minister.

Thus, each adult general education program is linked to the legal foundations cited above. The same should hold true for institutional (local) programs.

### 2.3      *Annual Directives*

The *Annual Directives* mention elective subjects. Here again the MEQ acknowledges in practice the creation of institutional (local) programs in these subjects.

## **2.4 Certification of Studies**

In the *Administrative Manual for the Certification of Studies in General Education for Adults and in Vocational Education*, we read that subjects corresponding to the list of Secondary IV and V courses produced by the SAGE system may be taken as electives.

## **2.5 SAGE Codes**

Within the list of SAGE alphanumeric codes, the MEQ creates alphanumeric codes that are reserved for institutional (local) programs. These programs are deemed to be elective subjects and their credits are counted toward a SSD.

Clearly, the MEQ cannot create a distinct course code for every course an institution may require. Instead, it uses an economical and effective method that adequately responds to temporary or specific needs of educational institutions. Thus a single SAGE code can be used for various contents, centres and school boards successively or simultaneously.

Institutions must use SAGE *local program* codes to report adult enrollments and marks.

For example, the identifier codes for English as a Second Language courses ANG-5071-1, ANG-5072-2, ANG-5073-3 and ANG-5074-4 are intended for institutional (local) programs. In each of these codes, the three-letter prefix designates the subject, the first digit indicates Secondary V, the following three digits are used for the long-term management of these codes in SAGE, and the final digit corresponds to the number of hours and credits assigned to the program.

## **2.6 Type of Mark (Ty Ma)**

In the SAGE course list, most codes for institutional (local) programs display 1 for the type of mark. This means that, as of February 2005, only a percentage can be transmitted. The type of mark for institutional programs will soon be coded 3. This will make it possible to transmit either a percentage or a Pass/Fail indication.

## **Part III    Program Details**

### **3.1    Content Development**

Institutions develop their institutional (local) programs with their teaching and non-teaching staff, and with resource persons who provide necessary expertise. They may use this guide as a reference tool.

### **3.2    Evaluation of Learning**

Educational institutions are wholly responsible for evaluating learning acquired in institutional courses and institutional (local) programs. The Direction de la formation générale des adultes (DFGA) cannot supply definitions of the domain or measurement and evaluation instruments for such courses and programs.

### **3.3    Document Conservation**

It is important that institutions keep and archive all documentation relating to course content, evaluation tools and target populations.

This is particularly important when one considers that a school may use the same SAGE code for different content, or that the code may be used by all other school boards as well.

For example, a school board may have used the code PER-5007-1 twice for a course on personal and social development. In the first instance, the content may have focussed on self-esteem, while in the second its focus may have been interpersonal relations; moreover, in both cases the content may also differ from that found in the MEQ program.

## **Part IV      Stages of Program Development**

### **4.1      Introduction to the Program**

Your introduction to the program should explain why it was developed. For example, it may meet the needs expressed by a certain population, or it may better respond to the demands of the job market, etc.

It is also useful to include information on how the program will be structured: e.g. the number of general, terminal and intermediate objectives, content and conditions of evaluation.

#### **4.1.1    General Points**

- Indicate which students the program is intended to serve: level of education, cycle, grade, academic year. If the program includes specific requirements, be sure to explain what is expected from adults in terms of learning progress.
- Provide some information on the issues proper to the discipline in question (socially recognized role and importance); as the case may be, indicate any existing ministerial guidelines for the subject.

#### **4.1.2    Statement of Needs**

In a short text, describe the nature and origin of the needs expressed. Typically, needs stem from local issues and are tied to social, cultural, economic or other contexts.

Needs may be defined on the basis of:

- comments from adults already receiving education
- the results of a user satisfaction survey
- requests from various organizations in the field
- statements or briefs submitted by teachers
- the contexts of specific events, such as a factory closing
- etc.

### **4.2      Program Orientations**

Program orientations generally include a justification and overview of the program, as well as its guiding principles and educational objectives.

#### **4.2.1 Justification of the Program**

- To offset the absence of content (in existing programs) that would enable the expressed need to be met.
- To revise, or update earlier content.
- To set new objectives, add new content or facilitate the acquisition of new skills.
- To modify certain objectives, content or skills specified in an existing program.
- To specify content or skills in a course that is currently running
- To justify staffing requirements.

#### **4.2.2 Program Overview**

In this section the writers should specify the following elements:

- title of the program
- training service and, as the case may be, the year of study involved
- duration of the program
- SAGE code to be used
- target clientele: interests, desires, aptitudes, attitudes, etc.
- prerequisites, if any
- a short summary of the program.

#### **4.2.3 Guiding Principles of the Program**

Indicate some guiding principles of the discipline, ones that represent the essential message to be communicated to teachers about the program. Guiding principles are defined as statements that govern the development of learning.

#### **4.2.4 Educational Objectives**

This section is for a brief description of the knowledge (knowing *that*), skills (knowing *how*) and attitudes (knowing *how to be*) that are to be developed in adults. Here are some examples of educational objectives for a history course:

- to acquire the capacity to analyse one's own personal values and those of one's immediate environment;
- to develop an openminded and respectful attitude toward values that differ from one's own;
- to learn skills in the historic method.

### **4.3 Structure of the Program**

This section describes how the program will be composed, with reference to the objectives (general, terminal, intermediate), content and conditions of evaluation.

#### **4.3.1 Formulation of Objectives**

##### General Objectives

The general objectives describe, in broad terms, the knowledge, skills and attitudes that adults are expected to demonstrate in various learning situations by the time they complete their program of studies.

For example, in the History of Québec and Canada program, we have: “At the end of Module 2, the adult should understand the foundations of the French empire in America.”

##### Terminal Objectives

The terminal objectives specify the scope of the general objective.

They describe the results anticipated from adults, in terms of changes after a given period. They are written in such a way as to be communicable, unambiguous, measurable and observable. Their wording generally includes four elements:

- an action verb
- an object
- an expected performance
- one or several contexts.

For example: “Compose a one-page opinion paper using citations from various daily newspapers.”

- action verb: compose
- object: an opinion paper
- performance: using citations from various daily newspapers
- context: in writing.

See Appendix 2: Bloom’s Taxonomy.

### Intermediate Objectives

Intermediate objectives specify a learning approach or sequence geared toward the attainment of a terminal objective. Their wording includes two elements:

- an action verb
- an object (the result of the action).

Examples:

- Correct a text.
- Use a dictionary.
- Describe the conditions for inhabitation.
- Describe the sociopolitical structures.

#### **4.3.2 Content**

The content section generally sets out all the knowledge, methods or techniques to be acquired in a course. It also further specifies the terminal objective.

Example 1: Describe the conditions for inhabitation.

Here the content would be tied to conditions for population such as climate, topography, geographic location, vegetation, soil type, etc.

Example 2: Recognize the main peripheral devices of a personal computer by comparing fact sheets.

Here the content relates to peripherals and would include the screen, keyboard, mouse, printer and modem.

Writers of programs who use the method proposed in this guide to prepare an institutional (local) program can trust in the validity of the approach. Nonetheless, since every approach has its limitations, the necessary adjustments should be made to ensure that programs respond to adults' needs.

#### **4.3.3 Conditions of Evaluation**

These conditions specify the context within which evaluation should take place, as well as the tools to be used to verify that the program objectives have indeed been attained.

**Part V      Resource Persons at the Direction de la Formation Générale des  
Adultes (DFGA)**

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## **APPENDIX 1: Level of Language**

It is important that programs be drafted using comprehensible, unambiguous language. Teachers who will use these new programs should be able to easily adapt them to their needs. The authors' language also should be clear and simple.

Though it is not intended for general distribution, a program for a given discipline is nonetheless a popularizing document that attests, as it were, to the authors' mastery of the concepts that are central to that discipline.

It is best to avoid the use of metalanguage or scholarly expressions that are too closely associated with the discipline or with the personal perceptions held by the person(s) drafting the program.

Example: Describe the type of soil (not *pedology*).

Example: Describe the land surface (not *geomorphological structures*).



## APPENDIX 2: Bloom's Taxonomy

### Bloom's Taxonomy: Cognitive Domain

The first row lists the taxonomical levels: knowledge, comprehension, application, analysis, synthesis, evaluation. The second row defines each level and its required skills. The last row lists the action verbs that correspond to each taxonomic level. This verb list is not exhaustive and equivalent verbs can be cited for each taxonomic level.

<b>Knowledge</b>	<b>Comprehension</b>	<b>Application</b>	<b>Analysis</b>	<b>Synthesis</b>	<b>Evaluation</b>
<p>Student is able to remember or recall appropriate data or facts.</p> <p><i>Requires memory.</i></p>	<p>Student is able to grasp the literal meaning of material, and express what he/she knows in his/her own words.</p> <p><i>Requires knowledge.</i></p>	<p>Student is able to use ideas, principles and theories in particular, concrete situations.</p> <p><i>Requires comprehension.</i> <i>Requires knowledge.</i></p>	<p>Student is able to break down a whole into its parts and study the relationships between the parts.</p> <p><i>Requires application.</i> <i>Requires comprehension.</i> <i>Requires knowledge.</i></p>	<p>Student is able to combine the parts or elements of a whole. It is this level that involves creativity.</p> <p><i>Requires analysis.</i> <i>Requires application.</i> <i>Requires comprehension.</i> <i>Requires knowledge.</i></p>	<p>Student is able to judge the value of an idea, method, technique, etc., using appropriate criteria.</p> <p><i>Requires synthesis.</i> <i>Requires analysis.</i> <i>Requires application.</i> <i>Requires comprehension.</i> <i>Requires knowledge.</i></p>
<p><b>repeat</b> <b>memorize</b> <b>define</b> <b>know</b> <b>list</b> <b>recall</b> <b>write</b></p>	<p><b>discuss</b> <b>reformulate</b> <b>translate</b> <b>describe</b> <b>recognize</b></p>	<p><b>use</b> <b>employ</b> <b>develop</b> <b>problem solve</b> <b>translate</b> <b>interpret</b> <b>apply</b> <b>explain</b></p>	<p><b>distinguish</b> <b>identify</b> <b>find</b> <b>analyze</b> <b>recognize</b> <b>explore</b> <b>compare</b></p>	<p><b>compose</b> <b>plan</b> <b>propose</b> <b>design</b> <b>formulate</b> <b>produce</b> <b>create</b></p>	<p><b>appraise (using criteria)</b> <b>assess</b> <b>evaluate</b> <b>compare</b></p>



## **APPENDIX 3: Model of a Table of Contents**

### **1 General Introduction to the Program**

#### **1.1 Statement of Needs**

- Nature
- Origin

#### **1.2 Justification of the New Program**

- Necessity, or advantages
- Needs satisfied by existing programs
- Relevance of proposed program

#### **1.3 Overview of the New Program**

- Title of the program, cycle, duration, SAGE code used, target clientele, prerequisites
- Summary: Objectives, structure
- Approach to adult education

### **2 Detailed Presentation**

#### **2.1 Terminal and Intermediate Objectives**

- Wording

#### **2.2 Terminal Objectives and Content**

- Wording



## APPENDIX 4: Grid for the Presentation of Objectives and Content

### LIST OF TERMINAL AND INTERMEDIATE OBJECTIVES

<b>Title of Program:</b>		Duration: _____ hours
<b>SAGE course code used:</b>		
<b>General Objective:</b>		
<b>Terminal Objectives</b>	<b>Corresponding Intermediate Objectives</b>	
<b>Content</b>		

