

A national DEC not only makes student mobility possible – it also ensures better alignment with the universities, thereby allowing them to adequately welcome students into their programs.



If the science program were revised according to the current proposal, the following would be one possible outcome among many:

A student who takes a course comprised of competencies CB1-C1-C2 fails to achieve CB1 only. The student has otherwise successfully completed all other courses which include transdisciplinary competencies C1 and C2. Would the student be recognized for achieving competencies C1 and C2?

The natural sciences DEC must remain a province-wide DEC!

We have to think this through together.

Province-wide meeting

organized by the FNEEQ
(contact your union)

March 28, 2018 at 10 a.m.

Hotel Holiday Inn Select
99 rue Viger Ouest, Montreal

For a **strong and cohesive** college network in **all** regions of Quebec!



For the FNEEQ-CSN, a **province-wide DEC** is non-negotiable.

Say no to the proliferation of local DEC's and to the growth of this model of college education.

For a **real reflection** on the natural sciences program:

demand a moratorium!

Program Revision: Natural Sciences

contra a revision that **denatures** the DEC



The natural sciences program revision proposes:

- a structural change which modifies the relationship between competencies and courses;
- a significant modification to the level of prescribed compulsory knowledge, raising the question of what qualifies as a foundational science skill;
- imprecise prescriptions for the number of hours allocated to instruction, affecting at least 60 % of the program's *formation spécifique* (the component specific to science instruction);
- a number of hours allocated to compulsory transdisciplinary competencies worth at least 20 % of the program's *formation spécifique*;
- and the loss of the DEC's province-wide character, due to significant local flexibility in the implementation of competencies and courses.

The current natural sciences program makes no distinction between a course and a competency. This is no longer the case in the proposed revision: excluding exceptional circumstances, it will be impossible for a course to involve a single competency. This has a downstream impact on the distribution of competencies throughout the program's trajectory. Such a structural change paves the way to the proliferation of locally distinct pre-university trajectories, whose effects could be problematic in a number of ways.

There are many consequences associated with a different breakdown of competencies in the courses offered by each college:

For students

- Difficulty transferring to another CEGEP with a distinct program
- Difficulty using summer courses or distance learning in order to complete a degree
- Difficulty re-taking courses when either a disciplinary or a transdisciplinary competency has not been achieved
- The risk of getting locked into a specialized trajectory too early, despite the DEC's presumed general nature
- Reduced access to different university programs

For teachers

- Significant increases in the precarity of non-permanent teachers and in the number of teachers placed on availability (MEDs)
- An increase in the already heavy workloads of precarious teachers, who often have to teach at multiple colleges
- Possible impacts on working relationships due to the local "sharing" of competencies
- Difficulty obtaining custom textbooks, and the obligation to produce more in-house material due to the diversity of courses in the network

For colleges and universities

- Increased competition between the colleges, with a disproportionately greater impact on smaller establishments; some colleges may offer local programs intended as "top sellers"
- Without a change in financing for the colleges, an increase in the number of courses is practically inevitable in light of the splitting of competencies; this would result in increased workloads for all teachers
- Different kinds of pre-university preparation for students from one college to another
- Probable college-university exclusivity agreements leading to specialized trajectories

In order to preserve the province-wide character of the natural sciences DEC, we need:

- Uniformity in course offerings across Quebec
- A province-wide common core of courses in each and every college
- Ministerial prescriptions on the number of courses per discipline and on a precise number of hours per course