

LIBERAL ARTS

Pre-University Program 700.B0



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Notice

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Identification du programme

Titre du programme : Histoire et civilisation
Numéro du programme : 700.B0
Type de sanction : Diplôme d'études collégiales
Conditions particulières d'admission : Mathématique 526 ou 536
pour les objectifs 022X, 022Y, 022Z
Nombre d'unités : De 56 2/3 à 58
— formation générale : 22 2/3
— formation spécifique : De 34 à 35 1/3
Nombre d'heures-contact totales : De 1395 à 1455
— formation générale : 570
— formation spécifique : De 825 à 885

Champs d'études : Français, langue et littérature, Anglais, langue et littérature, Français, langue seconde, Anglais, langue seconde, Espagnol, Italien, Allemand, Russe, Hébreu, Yiddish, Chinois, Arabe, Langues anciennes, Arts plastiques, Esthétique et histoire de l'art, Théâtre, Musique, Danse, Cinéma, Communication, Mathématique, Philosophie, Science de la religion, Informatique, Sciences de la parole, Administration, Anthropologie, Civilisations anciennes, Économique, Géographie, Histoire, Psychologie, Science politique, Sociologie, Biologie, Chimie, Physique, Géologie.

Recommandation



Sous-ministre adjointe

02-08-16

Date



Sous-ministre

02.08.28

Date

Approbation du ministre



10 septembre 2002

Date

Identification of the program

Program title	: Liberal Arts
Program number	: 700.B0
Type of certification	: Diploma of college studies
Prerequisites	: Mathematics 526 or 536 for the objectives 022X, 022Y, 022Z
Number of credits	: Between 56 2/3 and 58
— General education component :	22 2/3
— Specific program component :	Between 34 and 35 1/3
Total hours of instruction	: Between 1395 and 1455
— General education component :	570
— Specific program component :	Between 825 and 885

Field of study: French language and literature, English language and literature, French as a second language, English as a second language, Spanish, Italian, German, Russian, Hebrew, Yiddish, Chinese, Arabic, Classical languages, Art, Aesthetics, Art History, Theatre, Music, Dance, Film, Communication, Mathematics, Philosophy, Religion, Computer Sciences, Oral Communication Arts, Administration, Anthropology, Ancient Civilizations, Economics, Geography, History, Psychology, Political Science, Sociology, Biology, Chemistry, Physics, Geology.



Ministère
de l'Éducation

**Décision relative à la modification
d'un programme d'études préuniversitaires**

IDENTIFICATION DU PROGRAMME

Titre et numéro du programme : Histoire et civilisation (700.B0)

Type de sanction : Diplôme d'études collégiales

Nombre total d'unités allouées pour le programme : De 56 2/3 à 58

Nombre d'heures-contact allouées pour le programme : De 1 395 à 1 455

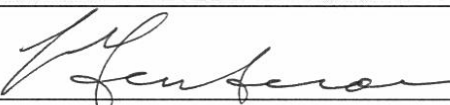
Modifications proposées :

- ajouter les tableaux d'équivalences entre le programme Histoire et civilisation (700.B0) et les programmes Sciences humaines (300.A0), Arts et lettres (500.A1), Arts plastiques (510.A0), Sciences, lettres et arts (700.A0) et la formation générale complémentaire;
- ajouter le tableau d'équivalences entre la formation générale commune du régime 3 et celle du régime 2.

Session et année d'entrée en vigueur : Automne 2003

APPROBATION

Recommandations :


Sous-ministre adjoint
Enseignement supérieur

19/11/03
Date


Sous-ministre

03.11.24
Date

Approbation du ministre :



03.11.27
Date



Ministère de l'Éducation,
du Loisir et du Sport

**Décision relative à la modification
d'un programme d'études préuniversitaires**

IDENTIFICATION DU PROGRAMME

Titre et numéro du programme : Histoire et civilisation (700.B0)

Type de sanction : Diplôme d'études collégiales

Nombre total d'unités allouées pour le programme : De 56 2/3 à 58

Nombre d'heures-contact allouées pour le programme : De 1 395 à 1 455

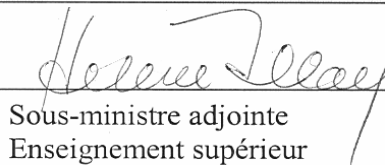
Modifications proposées :

- Mise à jour du tableau d'équivalences entre le programme *Histoire et civilisation (700.B0)* et le programme *Sciences, lettres et arts (700.A0)*.
- Ajout du tableau d'équivalences entre le programme *Histoire et civilisation (700.B0)* et le programme *Sciences de la nature (200.B0)*.

Session et année d'entrée en vigueur : Automne 2003

APPROBATION

Recommandations :

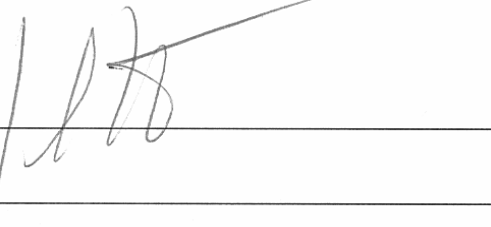

Sous-ministre adjointe
Enseignement supérieur

19 fév. 06
Date


Sous-ministre

06.02.24.
Date

Approbation du ministre :



06.03.24
Date

**Décision relative à la modification
des conditions particulières d'admission
pour certains programmes d'études préuniversitaires**

Type de sanction : Diplômes d'études collégiales

Modifications proposées :

Modifier, pour les programmes concernés, les
conditions particulières d'admission pour celles
apparaissant à l'annexe.

Session et année d'entrée en vigueur : Automne 2010

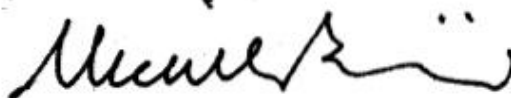
APPROBATION DES PROGRAMMES

Recommandations :



Sous-ministre adjointe
Enseignement supérieur

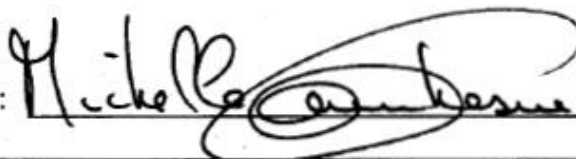
09/12/08
Date



Sous-ministre

2008.12.29
Date

Approbation de la ministre :



2009/01/20
Date

Annexe

NOUVELLES CONDITIONS PARTICULIÈRES D'ADMISSION POUR LES PROGRAMMES D'ÉTUDES PRÉUNIVERSITAIRES À COMPTER DE L'AUTOMNE 2010

No	Titre du programme	Préalable actuel	Préalable A-2010
			La légende au bas de la liste donne la signification des abréviations
200.B0	Sciences de la nature	Mathématique 536 Physique 534 Chimie 534	TS ou SN 5 ^e Physique 5 ^e Chimie 5 ^e
200.C0	Sciences informatiques et mathématiques	Mathématique 536 Physique 534 Chimie 534	TS ou SN 5 ^e Physique 5 ^e Chimie 5 ^e
300.A0	Sciences humaines	Mathématique 526 ou Mathématique 536 (pour les objectifs 022X, 022Y et 022Z)	TS ou SN 5 ^e (pour les objectifs 022X, 022Y et 022Z)
501.A0	Musique	Musique 534	Musique 5 ^e
700.A0	Sciences, lettres et arts	Mathématique 536 Physique 534 Chimie 534	TS ou SN 5 ^e Physique 5 ^e Chimie 5 ^e
700.B0	Histoire et civilisation	Mathématique 526 ou Mathématique 536 (pour les objectifs 022X, 022Y et 022Z)	TS ou SN 5 ^e (pour les objectifs 022X, 022Y et 022Z)

Signification des abréviations des nouveaux cours préalables

Mathématique

TS 5^e Mathématique, séquence Technico-sciences de la 5^e secondaire (064506)

SN 5^e Mathématique, séquence Sciences naturelles de la 5^e secondaire (065506)

Science et technologie

Chimie 5^e Chimie de la 5^e secondaire (051504)

Physique 5^e Physique de la 5^e secondaire (053504)

Arts

Musique 5^e Musique, formation obligatoire de la 5^e secondaire (169502)



**Décision relative à la modification
des conditions particulières d'admission
pour certains programmes d'études préuniversitaires**

Type de sanction :	Diplômes d'études collégiales
Modifications proposées :	Modifier, pour les programmes concernés, les conditions particulières d'admission pour celles apparaissant à l'annexe.
Session et année d'entrée en vigueur :	Automne 2010
APPROBATION DES PROGRAMMES	
Recommandations :	
 Sous-ministre adjointe Enseignement supérieur	 Date
 Sous-ministre	 Date
Approbation de la ministre :	 Date

Annexe

NOUVELLES CONDITIONS PARTICULIÈRES D'ADMISSION POUR LES PROGRAMMES D'ÉTUDES PRÉUNIVERSITAIRES À COMPTER DE L'AUTOMNE 2010

No	Titre du programme	Préalable actuel	Préalable A-2010
La légende au bas de la liste donne la signification des abréviations.			
300.A0	Sciences humaines	Mathématique 526 ou Mathématique 536 (pour les objectifs 022X, 022Y et 022Z)	CST 4 ^e TS ou SN 5 ^e (pour les objectifs 022X, 022Y et 022Z)
700.B0	Histoire et civilisation	Mathématique 526 ou Mathématique 536 (pour les objectifs 022X, 022Y et 022Z)	CST 4 ^e TS ou SN 5 ^e (pour les objectifs 022X, 022Y et 022Z)

Signification des abréviations des nouveaux cours prélabiles

Mathématique

CST 4 ^e	Mathématique, séquence Culture, société et technique de la 4 ^e secondaire (063404)
TS 5 ^e	Mathématique, séquence Technico-sciences de la 5 ^e secondaire (064506)
SN 5 ^e	Mathématique, séquence Sciences naturelles de la 5 ^e secondaire (065506)

Acknowledgments

The development of the *Liberal Arts* program was made possible by the generous cooperation of colleges and universities.

The Direction de l'enseignement collégial would like to thank the members of the Advisory Committee for the Pre-University *Liberal Arts* Program for their part in developing this program. Many people — academic deans, teachers, university representatives — have participated in the work of this committee over the past few years.

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Germain Bouffard, directeur des études, cégep de Lévis-Lauzon

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Bernard Brunet, enseignant, cégep de Sainte-Foy

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Guy Demers, ministère de l'Éducation

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Peter Ross, directeur des études, Vanier College

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Pauline Verge, adjointe au directeur général des programmes du 1^{er} cycle, Université Laval

Harmonization

The harmonization of pre-university programs and general education at the college level is part of a lifelong learning approach that makes it easier for college-level students to switch from one pre-university program to another without having to repeat activities for which they have already obtained credit.

The harmonization of pre-university programs and general education at the college level can be consulted on the ministère de l'Éducation, du Loisir et du Sport Web site at:

<http://www.mels.gouv.qc.ca/sections/publications/index.asp?page=fiche&id=1219>

Special Condition Established by the Minister for Admission

Secondary IV Mathematics: Cultural, Social and Technical Option

Secondary V Mathematics: Technical and Scientific Option or Science Option, for the objectives 022X, 022Y and 022Z

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Introduction to the Program

The *Liberal Arts* program is a pre-university program of the ministère de l'Éducation, du Loisir et du Sport. It was designed in accordance with the framework for the development of pre-university programs of the Direction de l'enseignement collégial. This framework:

- harmonizes pre-university programs with university-level programs;
- encourages the program approach;
- fosters a type of education centred on mastery of learning, in keeping with a competency-based approach;
- fosters a type of education that contributes to the overall development of the person.

This framework requires participation by partners from the colleges and universities. Indeed, the development of pre-university programs in terms of objectives and standards is carried out with the cooperation of advisory committees composed of university representatives and academic deans and teachers from colleges.

The *Liberal Arts* program includes a component of general education that is common to all college programs (16 2/3 credits), a component of general education that is specific to the program (6 credits) and a specific program component (between 34 and or 35 1/3 credits). The program does not, however, include a complementary general education component given that the goals and educational intentions of such a component are met through the diversity of the fields of knowledge covered.

This document has two parts. The first part presents an overview of the program. The second part describes the objectives and standards for general education and specific education.

Vocabulary Used

Program

A program is an integrated set of learning activities leading to the achievement of educational objectives based on set standards (*College Education Regulations*, section 1).

Aim

The aim of pre-university programs is to prepare students for university through training emphasizing the integration of general and specific education and the transfer of learning. The aim must also reflect the requirements of an educational continuum oriented toward success in university.

General Goals

The general goals of pre-university programs guide the development of each program by indicating outcomes that should result in consistency, integration and the transfer of learning. By facilitating the coordination of the educational intent of general education with that of specific education, the general goals clarify the aim of the program, which is for the students to acquire skills essential for success in university.

Competencies

In pre-university education, competencies are based on knowledge, skills, attitudes and so on, whose acquisition or mastery is necessary for success in specific fields in university.

Objectives

The objectives of pre-university programs determine the results expected of the students. It is by attaining objectives and standards that the students acquire or master the competencies specific to the college level that are necessary to pursue university studies in particular fields.

When pre-university programs are developed and presented by the Ministère, each objective is formulated in terms of a competency and includes a statement of the competency and its elements.

Statement of the competency

The statement of the competency is the result of an analysis of the needs of general education and those of university education.

Elements

The elements of the objective, formulated in terms of a competency, specify its essential components. They include only what is necessary in order to understand and achieve the competency.

Standard

The standard is the level of performance at which an objective is considered to be achieved (*College Education Regulations*, section 1). It is by attaining objectives and standards that the students acquire or master the competencies specific to the college level that are necessary to pursue university studies in particular fields.

Performance criteria

The performance criteria define the requirements for recognition of the attainment of the objective. All the criteria must be respected for the objective to be attained.

Learning activities

The aspects of learning activities which the minister can determine in whole or in part are the field of studies, the discipline or disciplines, the course weighting, the number of contact hours, the number of course credits, and such specific indications as are deemed essential.

FIRST PART: OVERVIEW

Aim of the Program

The *Liberal Arts* program aims to give students an integrated education within the humanities and related disciplines in order to prepare them adequately for university studies in all programs in the fields of social science, literature, law and administration, and in most programs in the fields of education and arts, excluding visual arts, music and dance.

General Goals of the Program

The *Liberal Arts* program pursues the following goals, which will be achieved across its curriculum, i.e. in both general education and program-specific components.

- to situate the development of Western civilization since ancient times within its historical context;
- to understand and appreciate major themes and forms of imaginative or artistic expression, and the aesthetic sensibility, in the arts and in literature in the language of instruction;
- to understand and evaluate important ideas in Western religious, philosophical and scientific thought, and their character and influence in Western and other societies;
- to communicate clearly and coherently in the language of instruction;
- to use the work and research methods specific to various fields of learning as an independent learner;
- to use appropriate information technologies;
- to take responsibility for intellectual and personal development.

How to accommodate the general goals of the program is up to the individual college-level institutions. Each discipline chosen by the institution for inclusion in the program may contribute to the program in its own way, but must pursue these general goals. Each course must contribute to the total or partial attainment of one or more of these goals. What is important is that they all be represented in one or more courses, and they become specific focuses of teaching and learning, because they have been recognized as essential to university studies and the diploma of college studies in Liberal Arts must attest to their achievement.

Explanation of the General Goals of the Program

Each general goal is explained as follows:

To situate the development of Western civilization since ancient times within its historical context

The historical character and scope of the program are among its basic attributes, and involve the disciplines and multidisciplinary studies (e.g. Humanities) that uncover and concentrate upon the evidence, the narrative and the analysis of the human past and condition. Students should be able to situate the development of Western civilization since ancient times within its historical context and, to a lesser extent, within the world context. Students should be able to understand/examine the historical context using various approaches to historical explanation (political, social, economic, religious, intellectual, institutional, artistic, etc.).

To understand and appreciate major themes and forms of imaginative or artistic expression, and the aesthetic sensibility, in the arts and in literature in the language of instruction

The program aims to enable students to understand aesthetic vision and artistic expression in their different aspects. Taken broadly, these include the pictorial and architectural arts, and literature in its many forms read in the language of instruction. More specifically, students should be able to understand the themes, different styles and forms, and movements of ideas found in literature and works of art, and involves the relevant scholarship. Students should be capable of a reasoned appreciation of works of art or aesthetic issues, expressed in a cogent fashion.

To understand and evaluate important ideas in Western religious, philosophical and scientific thought, and their character and influence

The program gives students the opportunity to understand the meaning, the scope, the reciprocal influences, and the impact of salient religious, philosophical, and scientific ideas of Western societies. Students should be able to set philosophical thought, religious world-views and belief, and the main ideas of science and principles of scientific thought in historical, social and cultural context. Students should be able to assess certain values of Western civilization, mainly by looking at ethical issues, and to reflect on ethics, in its broadest sense, in a structured, critical fashion.

To communicate clearly and coherently in the language of instruction

Clear and coherent written and oral self-expression is a necessary condition for success in college and university studies. All courses in the program work together toward this aim.

The program also gives students the opportunity to improve their reading and written comprehension skills in the second language.

To use the work and research methods specific to various fields of learning as an independent learner

Students should be familiar with the work and research methods used in the humanities and related disciplines. They should also be well acquainted with the principles and methods of mathematics. The program focuses primarily on qualitative methods, especially interpretative methods, with some emphasis on quantitative methods in particular and mathematical skills/abilities in general. The program should enable students to independently carry out a research project.

To use appropriate information technologies

As electronic communication becomes a worldwide phenomenon, Liberal Arts students should be able to use technological tools such as computers and their most common peripherals, as well as the main types of information processing software (word processing, specialized software, etc.), to support their learning activities in *Liberal Arts*.

To take responsibility for intellectual and personal development

The program should provide students with the opportunity to direct their own intellectual development by adopting a reflective, critical/analytical attitude with respect to their own learning. It should also enhance their sense of responsibility and their ability to work with others.

General Education Component in College Programs

In Quebec, college is the next stage after the compulsory years of schooling (elementary and secondary school). College graduates enter the labour market directly or progress to university. The foundations on which their programs of study are based are established by the Minister of Education, Recreation and Sports which is also responsible for drawing up and implementing these programs. Individual colleges ensure the implementation of the programs and determine learning activities to achieve the outcomes articulated in the standards.

The college program constitutes the frame of reference within which the students choose to learn a profession or pursue their studies by acquiring designated competencies. For the teachers, the program outlines the learning outcomes and circumscribes the range of pedagogical intervention.

Programs of studies leading to the Diploma of College Studies (DCS) include two main components: the general education component and a specific program component. General education is an integral part of each program and, when coupled with the specific program component as part of an integrated approach, fosters the development of competencies required by the whole program.

Educational Aims

Three educational aims define the general education component of the programs. They are:

- Educate the individual to live responsibly within society.
- Help the individual integrate cultural knowledge into their studies.
- Help the individual to master language as a tool for thought, communication and openness to the world.

These three general education aims are an integral part of a college education and contribute in a particular fashion to its actualization. They involve the specific program components and contribute to the consistency of the program as a whole. By enhancing the complementary nature of the general and specific components, the aims contribute to the coherence of the programs in regard to their educational intentions and the objectives of a quality education.

Contribution of the General Education Component to the Students' Program of Studies

The general education component contributes to the development of 12 competencies, which are in turn associated with 3 broader educational aims, and are described in the profile entitled *Contribution of the General Education Component to the Students' Program of Studies*. These competencies set out desired student outcomes in general education.

The general education profile illustrates both the specific and complementary nature of the general education disciplines, which are:

- French, Language of Instruction and Literature.
- English, Language of Instruction and Literature.
- Philosophy.
- Humanities.
- French as a Second Language.
- English as a Second Language.
- Physical Education.

Competencies in the General Education Profile

The 12 competencies in the general education profile guide teaching practices and represent the common and complementary learning outcomes of the disciplines in the general education component.

Seen in relation to the educational aims, the 12 competencies in the profile are incorporated into learning and evaluation activities, which attest to their acquisition. The contribution of each discipline manifests itself in varying degrees in the objectives and standards.

Competencies common to college education as a whole

For information purposes, the Minister has identified five basic common competencies that it hopes to see associated with the educational aims:

- Solve problems.
- Use creativity.
- Adapt to new situations.
- Exercise sense of responsibility.
- Communicate.

If necessary, this list will be completed by pre-university program advisory committees and college program committees.

General Education Profile

Contribution of the General Education Component to the Students' Program of Studies

Educational aims	The general education component leads students to:
Live responsibly within 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.
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. • Analyse works in philosophy or the humanities emanating from different historical periods and movements. • Appreciate literary and non-literary works or other artistic expressions emanating from different historical periods and movements.
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.
For information purposes, the Minister has identified five basic common competencies, which it hopes to see associated with the educational aims; • Solve problems. • Use creativity. • Adapt to new situations. • Exercise sense of responsibility. • Communicate.	

Contribution of the disciplines of general education to the promotion and improvement of the mastery of the language of instruction

Each discipline of general education must contribute to the improvement of the students' oral and written communication skills in the language of instruction and also foster the development of revision and correction strategies, especially in the case of the written word. This contribution is described in the goals of each discipline and is explained in detail in the objectives and standards of each discipline.

In this context, the teacher's role is to:

- propose pedagogical activities to promote the language of instruction.
- create an auspicious environment for reading and writing.
- provide students with work methods and various tasks that will allow them to improve their oral and writing skills.

Goals of each discipline

The goals specify how each discipline contributes to the development of the profile's competencies and to the achievement of the objectives and standards of general education. These goals are presented under four headings:

- The main characteristics describe certain particularities of the discipline.
- The principles introduce the basic premises underlying the teaching of this discipline.
- The expected outcomes specify the most meaningful learning situations that lead students to develop the competencies contained in the Profile and to achieve the objectives and reach the standards of general education. These expected outcomes are presented in the form of knowledge, skills and attitudes.
- The sequence of objectives and standards highlights the progression in learning activities in terms of their coherence.

Components of General Education

The general and specific education components both contribute to the students' education. As such, the knowledge, skills and attitudes transmitted in one component are developed and, whenever possible, applied in the other. While respecting the educational aims and the goals of each discipline, as well as the ministerial objectives and standards, each college-level institution shapes the general education component with learning activities that are consistent with its educational project and success plan.

The general education component includes:

- General education common to all programs is allotted 16 2/3 credits distributed as follows:
 - Language of Instruction and Literature: 7 1/3 credits.
 - Philosophy or Humanities: 4 1/3 credits.
 - Physical Education: 3 credits.
 - Second Language: 2 credits.
- General education specific to each program introduces tasks or learning situations that are relevant to the field of study, and promotes their re-use in the program-specific component. The breakdown of credits, for a total of 6, is as follows:
 - Language of Instruction and Literature: 2 credits.
 - Philosophy or Humanities: 2 credits.
 - Second Language: 2 credits.
- Complementary general education¹ allows students to complete their program of study with learning activities that promote balance and complementarity by exposing them to fields outside the program-specific component. Students may choose courses for a total of 4 credits in the following areas:
 - Social Sciences.
 - Science and Technology.
 - Modern Language.
 - Mathematics Literacy and Computer Science.
 - Art and Aesthetics.
 - Contemporary Issues.

¹ In *Liberal Arts*, the complementary general education is assumed by the specific education.

Goals of the Disciplines of Common and Specific General Education

English, Language of Instruction and Literature

Main Characteristics

Building on the skills developed by students on completion of secondary school, the English, Language of Instruction and Literature program places a marked emphasis on written production, reading comprehension and literary analysis, while at the same time consolidating listening and speaking skills.

In addition to the skills developed in language use and literary analysis, students will develop skills and attitudes appropriate to the goals of college-level general education. They will develop: independent, critical and logical thinking; self-reflective and ethical practice in their learning and actions; an understanding of the roles of diverse media within the culture of a society; the ability to analyze works in the humanities from different periods and movements; the ability to use the appropriate rules governing argument and other forms of discourse; an appreciation of literature and other artistic works of different periods.

Principles

In English, Language of Instruction and Literature (Common to All Programs), the mastery of language skills will be achieved through regular and ongoing observance of the rules of correct writing and speaking, and the production of texts supported by the reading and study of literature. Students will also be encouraged to develop an appreciation of literature by becoming acquainted with a number of significant literary works representative of various genres and periods, and by expressing a variety of literary themes. Both the aesthetic and cultural value of these texts and their formal aspects will be the objects of study.

In English, Language of Instruction and Literature (Specific to Each Program) students will learn to communicate in the forms of discourse appropriate to one or more fields of study.

Expected Outcomes

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

- will be able to demonstrate their knowledge of:
 - the basic vocabulary and terminology used when discussing literary works.
 - ways to apply an independent critical approach to literary genres.
 - ways to apply an independent critical approach to literary themes.

- the appreciation of literary and non-literary works or other artistic expressions emanating from different historical periods and movements.
- ways to analyze the humanities emanating from different historical periods and movements.
- ways to refine oral and written communication in the language of instruction.
- will be able to demonstrate their ability to:
 - 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 forms of discourse.
 - communicate in forms of discourse appropriate to one or more fields of study.
- will be encouraged to develop their attitudes of:
 - 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.
 - independent, critical and ethical thought.

Sequence of Objectives and Standards

The three sets of objectives and standards in English, Language of Instruction and Literature Common to All Programs, pursue two general goals: mastery of the language of instruction and exploration of the riches of the literary heritage. Achievement of these goals is intended to bring the students to a college level of proficiency in the areas of reading, writing, listening and speaking. All students entering college will begin their English studies with an introductory set of objectives and standards. This set has two possible formats. While both formats provide a range of reading, writing, and literary activities, one includes additional reinforcement of reading and writing skills.

The set of objectives and standards for English, Language of Instruction and Literature Specific to Each Program, is placed in the context of general education and is a complement to the general education common to all programs. Students will develop the skills required in order to communicate in the forms of discourse appropriate to one or more fields of study.

Humanities

Main Characteristics

Humanities, as part of the general education component, is intended to promote personal and social development and to give students a foundation that will help them understand their roles in contemporary society as members of the work force, citizens and individuals. The three sets of objectives and standards in humanities propose common frameworks for understanding the experiences, ideas and values of humankind and their diversity. They are aimed at developing critical thinking, reinforcing the ancillary skills involved in careful reading, organized writing, and well-developed oral presentations, and, where appropriate, improving media and computer literacy. Once students have mastered the three-stage process of analysis, synthesis and evaluation, they will be able to reflect in an informed manner and to communicate what they have learned in an organized and coherent fashion.

Principles

- Humanities constitutes a thematic, multidisciplinary and, at times, transdisciplinary exploration of humankind, including its accomplishments, failures, abilities, creations, ideas and values.
- Humanities helps students to recognize, define and classify information and provides them with common frameworks. These frameworks offer methods of analyzing, synthesizing and evaluating conceptions of society, knowledge and values.
- Humanities aims to prepare students for common civic responsibilities and the exercise of rights.
- Humanities pursues the general goal of developing critical thought, valuing it and recognizing its limitations.

Expected Outcomes

Students who have achieved the general education objectives in humanities

- will be able to demonstrate their knowledge of:
 - 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 ideas formulation, reformulation, synthesis.
 - the importance and practice of adequately substantiated argumentation, written and oral.

- will be able to demonstrate their ability to:
 - 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.
 - demonstrate familiarity with original thought and creativity.
 - 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 their attitudes of:
 - 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 tolerance towards others.
 - concern for planetary issues.
 - determination to continue learning.

Sequence of Objectives and Standards

The first two sets of objectives and standards in humanities, which are part of the general education component common to all programs, develop similar skills in a recursive fashion.

The emphasis in the first set, is on how knowledge is defined, acquired, classified, transmitted and applied. Students examine both messages and media to identify the strengths and limitations of each. They learn to situate knowledge in a social, historical and personal context, a skill they will need in order to become lifelong learners.

The focus in the second set is on how individuals, groups, societies or nations organize ideas, perceptions and values into explanatory patterns. Students explore major ideas and value systems by which diverse individuals, groups, societies or nations seek to explain the world and their place in it.

The third set, which is part of the general education component specific to each program, is aimed at deepening and reinforcing the critical thinking skills developed in the first two sets. It is, therefore, sequenced so that students can build on the critical skills, knowledge and insights developed in the first two sets. By situating these issues in their appropriate worldview and knowledge contexts, students develop a critical and autonomous approach to ethical values in general and to the values involved in their own fields of interest in particular. This final set also provides students with an opportunity to consolidate personal and social values.

Français, langue seconde

Objet de la discipline

L'enseignement du français, langue seconde, a pour objet de permettre à l'élève de communiquer efficacement en français avec ses concitoyens et ses concitoyennes. Il contribue ainsi à lui permettre de comprendre et de partager les acquis culturels et sociaux, ainsi que d'en discuter.

Principes

En tant que partie intégrante de la formation générale, le français, langue seconde, contribue à développer l'autonomie ainsi que la pensée critique et rationnelle. Il prépare les élèves à s'ouvrir au monde et à assumer leurs responsabilités sociales.

La maîtrise du français, langue seconde, est essentielle pour quiconque veut participer pleinement à la vie et à la culture de la société québécoise, dont le français est la langue officielle. Par conséquent, la formation générale en français, langue seconde, a pour finalité de rendre les élèves aptes à communiquer de façon efficace dans la société et à apprécier les éléments constitutifs de la culture québécoise (tels la littérature, les médias, les arts, la technologie, les codes sociaux, etc.).

À leur arrivée au collégial, les élèves ont déjà acquis des compétences dans les quatre habiletés langagières, à savoir : parler, lire, écouter et écrire, mais sont, de façon générale, plus compétents à l'oral. En conséquence, la formation porte surtout sur le développement de la maîtrise de la lecture et de l'écriture. Celle des règles de base du discours et de l'argumentation s'inscrit dans cette visée. Les élèves peuvent ainsi prendre conscience des moyens d'expression particuliers au français, langue seconde, et indirectement à l'anglais, langue d'enseignement.

Résultats attendus

Tout élève qui a atteint les objectifs et standards de la formation générale en français, langue seconde, peut rendre compte,

- sur le plan des connaissances :
 - de différentes techniques de lecture,
 - des éléments formels nécessaires à l'élaboration d'un texte structuré, tant à l'oral qu'à l'écrit,
 - de différentes formes du discours et de leurs usages spécifiques;
- sur le plan des habiletés :
 - de sa capacité de questionner, d'analyser, de juger et d'argumenter en français,
 - de sa capacité à réfléchir sur ses savoirs et son agir, notamment par la révision de ses productions écrites,
 - de son aptitude à entretenir des rapports sociaux et à partager la vie culturelle du Québec,
 - de son aptitude à établir, à poursuivre et à pratiquer des rapports professionnels en français;

- sur le plan des attitudes :
 - de son ouverture aux différents aspects de la culture québécoise,
 - de sa reconnaissance de la créativité et de la valorisation de cette dernière,
 - de sa préparation à participer à la vie sociale et économique.

Séquence des objectifs et des standards

Pour répondre aux divers besoins d'apprentissage des élèves du collégial, l'enseignement du français, langue seconde, est réparti en quatre niveaux (ou ensembles). Chacun de ces niveaux permet de les amener à interpréter et à produire des textes de plus ou moins grande complexité. Par ailleurs, dans les niveaux avancés, les élèves apprécieront des œuvres littéraires, des textes ou d'autres productions artistiques et apprendront à exercer leur sens critique et leur sens de l'éthique.

La formation générale en français, langue seconde, comporte deux ensembles prévus en séquence. Le premier (bloc A), qui fait partie de la formation générale commune à tous les programmes d'études, a pour objet de consolider les connaissances linguistiques déjà acquises et de les développer pour amener les élèves à communiquer de façon plus rigoureuse.

Le second ensemble (bloc B), qui fait partie de la formation générale propre aux programmes d'études, s'appuie sur les acquis du premier ensemble en les enrichissant d'éléments de compétence liés aux champs d'études des élèves. On cherche ainsi à développer la précision de l'expression dans des situations de communication particulières à ces champs d'études.

French, Second Language

Main Characteristics

The aim of the French as a Second Language program is to enable students to communicate effectively in French with their fellow citizens. The program helps them to understand, share and discuss cultural and social knowledge.

Principles

As an integral part of general education, the French as a Second Language program helps develop autonomy as well as critical and rational thinking. It prepares students to be open to the world and to assume their social responsibilities.

Mastery of French as a Second Language is essential for anyone who wants to participate fully in the life and culture of Québec society, whose official language is French. Hence, the purpose of general education in French as a Second Language is to enable students to communicate effectively in society and to appreciate the main components of Québec culture (such as literature, the media, the arts, technology and social codes).

When they reach the college level, students have already acquired competencies in the four language skills, speaking, reading, listening and writing, but they are generally more competent in oral language. Therefore the program focuses on developing reading and writing skills. Mastery of the basic rules of discourse and argument is part of this aim. Students may thus become aware of means of expression used in French as a Second Language, and indirectly, in English, Language of Instruction.

Expected Outcomes

All students who have achieved the objectives of French as a Second Language in general education,

- will be able to demonstrate their knowledge of:
 - 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:
 - question, analyze, judge and argue in French.
 - reflect on their knowledge and actions notably by revising their written productions.
 - maintain social relationships and to share in the cultural life of Québec.
 - establish and maintain work-related relationships in French.
- will be encouraged to develop their attitudes of:
 - openness to the various aspects of Québec culture.
 - recognition and promotion of creativity.
 - readiness to participate in social and economic life.

Sequence of Objectives and Standards

To meet the varied learning needs of students at the college level, the French as a Second Language program is divided into four levels (or sets). At each level, students interpret and produce texts that are more or less complex. At the more advanced levels, they learn to appreciate literary works, texts or other artistic productions and to exercise critical and ethical judgment.

The French as a Second Language program in the general education component consists of two sets of objectives and standards designed to be used in sequence. The purpose of the first one (Block A), which is part of general education common to all programs, is to consolidate and develop previous language learning so as to enable students to communicate more accurately.

The second set (Block B), which is part of program-specific general education component, is based on the learning acquired in the first set, enriched with elements of competency related to the students' fields of study. The aim is to develop precision of expression in communication situations specific to these fields of study.

Physical Education

Main Characteristics

The primary aim of physical education at the college level is the development of the whole person. By pursuing the development of a healthy, active lifestyle, the physical education program encourages students to live responsibly within society, to show independence, creativity and respect for others through the regular and sufficient practice of physical activity.

Principles

The teaching of physical education enables students: to take charge of their health by committing to being physically active and by adopting responsible behaviour as part of a healthy active lifestyle; to practice a physical activity sufficiently and on a regular basis, namely, to extract the maximum health benefits in order to maintain or improve their level of physical fitness.

This teaching also enables students: to become aware of the factors that contribute to greater proficiency, motivation and perseverance in a physical activity; to apply an approach designed to enhance their skills depending on the physical activity settings; to recognize the influence physical activity has on their lifestyle and to improve their communication skills.

Expected Outcomes

Students who have achieved the physical education objectives in general education

- will be able to demonstrate their knowledge of:
 - 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 which can enhance their health and fitness.
 - the rules, techniques and conditions involved in different types of physical or sporting activity.
 - the main socio-cultural factors which influence the inclusion of physical activity in one's lifestyle.
- will be able to demonstrate their ability to:
 - 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 practicing 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, tactics 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 manner that emphasizes clear argumentation.
- will be encouraged to develop their attitudes of:
 - awareness of the importance of practicing a physical activity sufficiently and on a regular basis in order to improve their fitness.
 - awareness of the factors that encourage them to practice 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.

Sequence of Objectives and Standards

- At the college level, the three sets of objectives and standards in physical education carry on the development of a healthy, active lifestyle, begun in secondary school. Students will be encouraged to take measures required to maintain or improve lifelong fitness habits.
- The three sets of objectives and standards in physical education are incorporated into a learning sequence. The theoretical and practical knowledge acquired in the first two sets is applied in the third.
- The first set focuses on the relationship between health, physical fitness, and an active lifestyle. To be able to make a relevant and justified choice of physical activities, students try one or more activities and then relate them to their ability to adapt to effort, their need to change or maintain their fitness level, their motivation, lifestyle and knowledge regarding disease prevention.

- The purpose of the second set is to encourage students to use a goal-oriented approach to improve the effectiveness of a physical activity whether it is a sport, corporal expression or an outdoor activity. After an initial assessment, students evaluate the physical activity in terms of their ability and attitudes; they set goals and try an approach aimed at improving their motor skills, their technique or their mastery of complex strategies. Finally, students are called upon to assess their progress.
- The third set aims to encourage students to incorporate physical activity in their lifestyle to benefit their overall health and fitness level by teaching them to manage the factors that influence physical activity. During class hours, students apply the knowledge they acquired in the first two sets. Through sufficient and regular practice of a health-oriented physical activity, they plan, apply and evaluate a personal physical activity program. Students follow and validate their program under the teacher's supervision. The hours allotted for personal work enable students to do required course work, to practice their physical activity and develop a healthy lifestyle.

List of Program Objectives

Common and Specific General Education

16 2/3 credits and 6 credits

English, Language of Instruction and Literature

- 4EA0 To analyze and produce various forms of discourse.
- 4EA1 To apply a critical approach to literary genres.
- 4EA2 To apply a critical approach to a literary theme.
- 4EAP To communicate in the forms of discourse appropriate to one or more fields of study.

Humanities

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

Français, langue seconde (French, Second Language)

- 4SF0 Appliquer les notions de base de la communication en français courant. (To apply basic concepts for communicating in standard French.)
- or
- 4SF1 Communiquer en français courant avec une certaine aisance. (To communicate in standard French with some ease.)
- or
- 4SF2 Communiquer avec aisance en français courant. (To communicate with ease in standard French.)
- or
- 4SF3 Traiter d'un sujet culturel et littéraire. (To deal with a cultural and literary topic.)

4SFP Appliquer des notions fondamentales de la communication en français liées au champ d'études de l'élève. (To apply basic concepts for communicating in French in relation to the student's field of study.)

or

4SFQ Communiquer en français sur des sujets liés au champ d'études de l'élève. (To communicate in French on topics related to the student's field of study.)

or

4SFR Communiquer avec aisance en français sur des sujets liés au champ d'études de l'élève. (To communicate with ease in French on topics related to the student's field of study.)

or

4SFS Dissserter en français sur un sujet lié au champ d'études. (To discourse in French on a topic related to the student's field of study.)

Physical Education

4EP0 To analyze physical activity from the standpoint of lifestyle behaviours that promote health.

4EP1 To improve effectiveness when practising a physical activity.

4EP2 To demonstrate the ability to manage health-enhancing physical activity.

Specific Education

Between 34 and 35 1/3 credits

Objectives Common to All Students

At least 21 1/3 credits

032A To conduct research in the liberal arts.

032B To demonstrate the importance of the principles, ideas and methods of logic and mathematics as disciplines.

032C To relate the achievements and development of modern science, scientific thought and methods to their historical context.

032D To demonstrate the importance and the extent of the contribution of ancient civilization to the development of the Western world.

032E To analyze the historical development of the postclassical Western world (from the 6th to the 20th century).

032F To explain the meaning and the scope of Western ideas and institutions.

032G To demonstrate the importance of religious and mythic phenomena in Western civilization.

032H To analyze art and artistic achievement as a cultural reality in the history of Western civilization.

032J To demonstrate integration of knowledge and abilities acquired in *Liberal Arts*.

Optional Objectives

032K To identify intellectual achievements in at least one of the liberal arts.

032L To discuss one or more issues in at least one of the liberal arts.

032M To apply a disciplinary or multidisciplinary method in at least one of the liberal arts.

032N To produce a work in at least one of the liberal arts.

032P To communicate with limited skill in a language.

032Q To communicate on familiar topics in a language.

032R To communicate with relative ease in a language.

032S To produce a work of art.

032T To express oneself in a performing art.

022K To explain the foundations of human behaviour and mental processes.

022M To explain the economic foundations of society.

022P To apply statistical tools to the interpretation of data related to contexts of study in the field of Social Science.

022V To explain the cellular and systemic regulation and the reproductive system of the human organism.

022W To apply advanced statistical tools, based on the probability theory, to decision making in contexts of study in the field of Social Science.

022X To apply methods of differential calculus to the study of functional models in the field of Social Science.

022Y To apply methods of integral calculus to the study of functional models in the field of Social Science.

022Z To apply methods of linear algebra and vector geometry to the study of various phenomena of human activity.

SECOND PART:
PROGRAM
OBJECTIVES AND STANDARDS

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

To analyze and produce various forms of discourse.

Elements of the Competency**Performance Criteria**

1. To identify the characteristics and functions of the components of literary texts.
2. To determine the organization of facts and arguments of a given literary text.
3. To prepare ideas and strategies for a projected discourse.
4. To explicate a discourse.
5. To edit the discourse.

- 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.
- Clear and accurate recognition of the main idea and structure.
- Clear presentation of the strategies employed to develop an argument or thesis.
- Appropriate identification of topics and ideas.
- Adequate gathering of pertinent information.
- Clear formulation of a thesis.
- Coherent ordering of supporting material.
- Appropriate choice of tone and diction.
- Correct development of sentences.
- Clear and coherent development of paragraphs.
- Explication of a 750-word discourse.
- Appropriate use of revision strategies.
- Accurate correction of the discourse.

Learning Activities

Discipline:	603 – English, Language of Instruction and Literature
Code:	603-101-MQ or 603-111-MQ
Title:	Introduction to College English
Weighting:	2-2-4 or 1-3-4
Number of credits:	2 2/3

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

To apply a critical approach to literary genres.

Elements of the Competency**Performance Criteria**

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. To distinguish genres of literary texts. 2. To recognize the use of literary conventions within a specific genre. 3. To situate a work within its historical and literary period. 4. To explicate a discourse representative of a literary genre. 5. To edit the discourse. | <ul style="list-style-type: none"> • Clear recognition of the formal characteristics of a literary genre. • Accurate recognition of the figurative communication of meaning. • Adequate explanation of the effects of significant literary and rhetorical devices. • Appropriate recognition of the relationship of a text to its period. • Appropriate choice and use of terminology. • Effective presentation of a 1000-word integrated response to a text. • Appropriate use of revision strategies. • Accurate correction of the discourse. |
|--|---|

Learning Activities

Discipline:	603 – English, Language of Instruction and Literature
Code:	603-102-MQ
Title:	Literary Genres
Weighting:	2-2-3
Number of credits:	2 1/3

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

To apply a critical approach to a literary theme.

Elements of the Competency**Performance Criteria**

1. To recognize the treatment of a theme within a literary text.
2. To situate a literary text within its cultural context.
3. To detect the value system inherent in a literary text.
4. To explicate a discourse from a thematic perspective.
5. To edit the discourse.

- 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.
- Appropriate recognition of a text as an expression of cultural context.
- Adequate demonstration of the effects of significant literary and rhetorical devices.
- Appropriate identification of expression (explicit / implicit) of a value system in a text.
- Appropriate choice and use of terminology.
- Effective presentation of a 1000-word integrated response to a text.
- Appropriate use of revision strategies.
- Accurate correction of the discourse.

Learning Activities

Discipline:	603 – English, Language of Instruction and Literature
Code:	603-103-MQ
Title:	Literary Themes
Weighting:	2-2-3
Number of credits:	2 1/3

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

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

Elements of the Competency

1. To identify the forms of discourse appropriate to given fields of study.
2. To recognize the discursive frameworks appropriate to given fields of study.
3. To explicate an oral and a written discourse.
4. To edit the discourse.

Performance Criteria

- Accurate recognition of specialized vocabulary and conventions.
- Accurate recognition of the characteristics of the form of discourse.
- Exploration of a variety of topics.
- Clear and accurate recognition of the main ideas and structure.
- Appropriate distinction between fact and argument.
- 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.
- Explication of a 1000-word discourse.
- Appropriate use of revision strategies.
- Accurate correction of the discourse.

Learning Activities

Discipline: 603 – English, Language of Instruction and Literature
 Number of contact hours: 60
 Number of credits: 2

Humanities

Code: 4HU0

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

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

Elements of the Competency

1. To recognize the basic elements of a field of knowledge.
2. To define the modes of organization and utilization of a field of knowledge.
3. To situate a field of knowledge within its historical context.
4. To organize the main components into coherent patterns.
5. To produce a synthesis of the main components.

Performance Criteria

- Appropriate description of the basic elements.
- Appropriate use of terminology relevant to fields of knowledge.
- Adequate definition of the dimensions, limits, and uses of fields of knowledge.
- Accurate identification of the main components in the historical development of fields of knowledge.
- Accurate description of the effects of historical development and societal milieu on the limitations and uses of a field of knowledge.
- Coherent organization 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 correction of form and content.

Learning Activities

Discipline: 345 – Humanities
 Code: 345-101-MQ
 Title: Knowledge
 Weighting: 3-1-3
 Number of credits: 2 1/3

Humanities

Code: 4HU1

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

To apply a critical thought process to world views.

Elements of the Competency

1. To describe world views.
2. To explain the major ideas, values, and implications of a world view.
3. To organize the ideas, values and experiences of a world view into coherent patterns.
4. To compare world views.
5. To convey the ideas, attitudes, and experiences of the societies or groups studied.

Performance Criteria

- Accurate description of a society or group with a distinctive world view.
- Appropriate use of terminology relevant to these societies or groups.
- Adequate explanation of the salient components of a world view.
- 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.
- Comparative analysis of these world views.
- Appropriate inclusion of central elements, relationships, and organizational principles of the societies or groups in the analysis.
- Coherent integration of the importance and implications of the world views for the given societies or groups.
- Appropriate use of revision strategies.
- Appropriate correction of form and content.

Learning Activities

Discipline:	345 – Humanities
Code:	345-102-MQ
Title:	World Views
Weighting:	3-0-3
Number of credits:	2

Humanities

Code: 4HUP

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

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

Elements of the Competency

1. To situate significant ethical issues, in appropriate world views and fields of knowledge.
2. To explain the major ideas, values, and social implication of ethical issues.
3. To organize the ethical questions and their implications into coherent patterns.
4. To debate the ethical issues.

Performance Criteria

- 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.
- Adequate description of the salient components of the issues.
- 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.
- 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 correction of form and content.

Learning Activities

Discipline: 345 – Humanities
 Number of contact hours: 45
 Number of credits: 2

Objectif**Standard****Énoncé de la compétence**

Appliquer les notions de base de la communication en français courant.

Éléments de la compétence

1. Rédiger et réviser un texte simple.

Critères de performance

- Formulation claire et cohérente d'un texte d'environ 250 mots.
- Élaboration suffisante du texte : intention d'écriture, sujet, lecteur.
- Formulation de phrases simples bien construites.
- Utilisation d'un vocabulaire suffisant pour la tâche.
- Application satisfaisante du code grammatical, en particulier : l'accord en genre et en nombre, les verbes réguliers, les temps de verbes au présent, au passé composé et au futur simple.
- Correction satisfaisante des erreurs orthographiques et grammaticales.
- Utilisation appropriée de stratégies de révision.

2. Dégager le sens d'un texte simple.

- Description précise du sens général et des idées essentielles d'un texte de 500 mots.
- Repérage précis des difficultés de compréhension du texte.
- Utilisation pertinente des techniques de lecture.
- Distinction claire des principaux éléments du texte.

3. Émettre un message oral simple.

- Formulation claire et cohérente d'un exposé d'au moins quatre minutes.
- Emploi pertinent du vocabulaire courant.
- Expression intelligible des énoncés.

4. Dégager le sens d'un message oral simple.

- Distinction précise du sens général et des idées essentielles d'un message d'au moins quatre minutes.
- Repérage précis des difficultés de compréhension du message.
- Description précise du sens général et des idées essentielles du message.

Activités d'apprentissage

Discipline : 602 – Français, langue seconde
 Code : 602-100-MQ
 Titre : Français de base
 Pondération : 2-1-3
 Nombre d'unités : 2

Objectif**Standard****Énoncé de la compétence**

Communiquer en français courant avec une certaine aisance.

Éléments de la compétence**Critères de performance**

1. Rédiger et réviser un texte simple.

- Rédaction d'un texte d'environ 350 mots.
- Respect du code grammatical et orthographique.
- Utilisation judicieuse des principaux éléments du corpus.
- Formulation claire et cohérente des phrases.
- Articulation cohérente des paragraphes.
- Utilisation appropriée de stratégies de révision.
- Correction satisfaisante des erreurs orthographiques et grammaticales.

2. Interpréter un texte écrit.

- Repérage précis des idées principales et de la structure d'un texte de 700 à 1 000 mots.
- Distinction claire des principaux éléments du texte.
- Explication précise du sens des mots du texte.

3. Produire un texte oral planifié.

- Formulation claire et cohérente d'un exposé d'au moins cinq minutes.
- Emploi pertinent du vocabulaire courant.
- Respect du niveau de langue, du code grammatical et des règles de la prononciation.

4. Interpréter un texte oral simple.

- Distinction claire des principaux éléments d'un texte oral d'au moins cinq minutes.
- Repérage précis des idées et des sujets traités dans le texte.
- Explication précise du sens des mots du texte.

Activités d'apprentissage

Discipline : 602 – Français, langue seconde
 Code : 602-101-MQ
 Titre : Langue française et communication
 Pondération : 2-1-3
 Nombre d'unités : 2

Objectif**Standard****Énoncé de la compétence**

Communiquer avec aisance en français courant.

Éléments de la compétence**Critères de performance**

1. Rédiger un texte de complexité moyenne.

- Rédaction d'un texte d'environ 450 mots.
- Respect du code grammatical et orthographique.
- Adaptation au lecteur ou à la lectrice.
- Utilisation judicieuse des principaux éléments du corpus.
- Formulation claire et cohérente des phrases, dont au moins trois sont complexes.
- Articulation cohérente des paragraphes.

2. Réviser et corriger un texte de complexité moyenne.

- Utilisation appropriée de stratégies de révision.
- Correction appropriée du texte.

3. Commenter un texte écrit de complexité moyenne.

- Distinction claire des principaux éléments d'un texte comprenant entre 2 500 et 3 000 mots.
- Explication précise du sens des mots dans le texte.
- Distinction précise des idées principales et secondaires, des faits et des opinions.
- Distinction juste entre l'implicite et l'explicite.

4. Produire un texte oral planifié de complexité moyenne.

- Formulation claire et cohérente d'un exposé d'au moins cinq minutes.
- Emploi pertinent du vocabulaire courant.
- Respect du niveau de langue, du code grammatical et des règles de la prononciation.
- Adaptation à l'interlocuteur ou à l'interlocutrice.
- Agencement pertinent des idées.

Activités d'apprentissage

Discipline : 602 – Français, langue seconde
 Code : 602-102-MQ
 Titre : Langue française et culture
 Pondération : 2-1-3
 Nombre d'unités : 2

Objectif**Standard****Énoncé de la compétence**

Traiter d'un sujet culturel et littéraire.

Éléments de la compétence**Critères de performance**

1. Rédiger un texte sur un sujet culturel ou littéraire.

- Formulation claire et cohérente d'un texte d'environ 550 mots.
- Respect du sujet.
- Respect du code grammatical et orthographique.
- Adaptation au lecteur ou à la lectrice.
- Utilisation judicieuse des principaux éléments du corpus.
- Articulation claire d'un point de vue personnel.

2. Réviser et corriger un texte portant sur un sujet culturel ou littéraire.

- Utilisation appropriée de stratégies de révision.
- Correction appropriée du texte.

3. Analyser un texte culturel ou littéraire.

- Formulation personnelle des éléments principaux du texte.
- Inventaire des thèmes principaux.
- Relevé d'indices qui permettent de situer le texte dans son contexte socioculturel et historique.
- Repérage juste des valeurs véhiculées.
- Repérage juste de la structure du texte.
- Articulation claire d'un point de vue personnel.

Activités d'apprentissage

Discipline : 602 – Français, langue seconde
 Code : 602-103-MQ
 Titre : Culture française et littérature
 Pondération : 3-0-3
 Nombre d'unités : 2

Objectif**Standard****Énoncé de la compétence**

Appliquer des notions fondamentales de la communication en français, liées au champ d'études de l'élève.

Éléments de la compétence

1. Rédiger et réviser un court texte lié à son champ d'études.
2. Dégager le sens et les caractéristiques d'un texte lié à son champ d'études.
3. Émettre un message oral simple lié à son champ d'études.

Critères de performance

- Repérage précis de difficultés dans l'expression écrite.
- Utilisation pertinente des techniques d'écriture.
- Utilisation pertinente du vocabulaire courant et spécialisé.
- Formulation claire et cohérente du texte.
- Utilisation appropriée de stratégies de révision.
- Correction satisfaisante des erreurs orthographiques et grammaticales.
- Repérage précis des difficultés de compréhension du texte.
- Distinction juste des caractéristiques du texte.
- Repérage précis du vocabulaire spécialisé.
- Distinction claire des principaux éléments du texte.
- Description précise du sens général et des idées essentielles du texte.
- Repérage précis des difficultés d'expression orale.
- Utilisation pertinente des techniques d'expression orale.
- Utilisation pertinente du vocabulaire courant et spécialisé.
- Expression intelligible du propos.

Français, langue seconde (niveau I)

Code : 4SFP

4. Dégager le sens d'un message oral simple lié à son champ d'études.
- Repérage précis des difficultés de compréhension du message.
 - Distinction juste des caractéristiques du message.
 - Repérage juste du vocabulaire spécialisé.
 - Distinction claire des principaux éléments du message.
 - Description précise du sens général et des idées essentielles du message.

Activités d'apprentissage

Discipline : 602 – Français, langue seconde
 Nombre d'heures-contact : 45
 Nombre d'unités : 2

Objectif**Standard****Énoncé de la compétence**

Communiquer en français sur des sujets liés au champ d'études de l'élève.

Éléments de la compétence**Critères de performance**

1. Rédiger un texte lié à son champ d'études.

- Emploi pertinent du vocabulaire spécialisé et des conventions propres aux différents types de textes.
- Respect du niveau de langue, du code grammatical et du code orthographique.
- Formulation claire et cohérente du propos.
- Utilisation pertinente des techniques d'écriture.

2. Réviser et corriger un texte portant sur un sujet lié à son champ d'études.

- Utilisation appropriée de stratégies de révision.
- Correction satisfaisante des erreurs orthographiques et grammaticales.

3. Distinguer les types de textes propres à son champ d'études.

- Distinction précise des caractéristiques formelles de chacun des principaux types de textes et des conventions utilisées.

4. Interpréter des textes représentatifs de son champ d'études.

- Distinction claire des principaux éléments du texte.
- Interprétation claire du vocabulaire spécialisé.
- Repérage précis des idées et des sujets traités.
- Utilisation pertinente des techniques de lecture et d'écoute.

Activités d'apprentissage

Discipline : 602 – Français, langue seconde
 Nombre d'heures-contact : 45
 Nombre d'unités : 2

Objectif**Standard****Énoncé de la compétence**

Communiquer avec aisance en français sur des sujets liés au champ d'études de l'élève.

Éléments de la compétence**Critères de performance**

1. Produire un texte sur un sujet lié à son champ d'études.

- Respect du sujet.
- Emploi pertinent du vocabulaire spécialisé et des conventions propres aux différents types de textes.
- Respect du niveau de langue, du code grammatical et du code orthographique.
- Formulation claire et cohérente du propos.
- Agencement pertinent des idées.
- Adéquation entre forme et fond.

2. Réviser et corriger un texte portant sur un sujet lié à son champ d'études.

- Utilisation appropriée de stratégies de révision.
- Correction satisfaisante des erreurs orthographiques et grammaticales.

3. Commenter des textes propres à son champ d'études.

- Distinction précise des caractéristiques formelles des principaux types de textes et des conventions utilisées.
- Explication précise du sens des mots dans le texte.
- Repérage précis de la structure du texte.
- Reformulation juste des idées principales et secondaires, des faits et des opinions.
- Emploi juste du vocabulaire spécialisé.

Activités d'apprentissage

Discipline : 602 – Français, langue seconde
 Nombre d'heures-contact : 45
 Nombre d'unités : 2

Objectif**Standard****Énoncé de la compétence**

Dissenter en français sur un sujet lié au champ d'études de l'élève.

Éléments de la compétence

1. Rédiger un texte sur un sujet lié à son champ d'études.
2. Réviser et corriger un texte portant sur un sujet lié à son champ d'études.
3. Analyser un texte lié à son champ d'études.

Critères de performance

- Respect du sujet.
- Emploi pertinent du vocabulaire spécialisé et des conventions propres aux différents types de textes.
- Choix judicieux des principaux éléments du corpus en fonction du type de texte.
- Formulation claire et cohérente du texte.
- Respect du niveau de langue, du code grammatical et du code orthographique.
- Articulation claire d'un point de vue personnel.
- Utilisation appropriée de stratégies de révision.
- Correction satisfaisante des erreurs orthographiques et grammaticales.
- Distinction précise des caractéristiques formelles des types particuliers de textes.
- Formulation personnelle des éléments principaux.
- Inventaire des thèmes principaux.
- Repérage juste de la structure du texte.
- Relevé d'indices qui permettent de situer le texte dans son contexte.
- Articulation claire d'un point de vue personnel.
- Association juste des éléments du texte au sujet traité.

Activités d'apprentissage

Discipline : 602 – Français, langue seconde
 Nombre d'heures-contact : 45
 Nombre d'unités : 2

French, Second Language (Level I)

Code: 4SF0

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

To apply basic concepts for communicating in standard French.

Elements of the Competency**Performance Criteria**

1. To 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. To understand the meaning of a simple text.

- Clear description of the general meaning and essential ideas of a 500-word text.
- Precise identification of the difficulties in understanding the text.
- Appropriate use of reading techniques.
- Clear differentiation of the main elements of the text.

3. To convey a simple oral message.

- Clear and coherent formulation of a presentation at least four minutes long.
- Appropriate use of standard vocabulary.
- Intelligible statements.

4. To understand the meaning of a simple oral message.

- Precise differentiation of the general meaning and essential ideas of a message at least four minutes long.
- Precise identification of the difficulties in understanding the message.
- Precise description of the general meaning and essential ideas of the message.

Learning Activities

Discipline: 602 – French as a Second Language
 Code: 602-100-MQ
 Title: Basic French
 Weighting: 2-1-3
 Number of credits: 2

French, Second Language (Level II)

Code: 4SF1

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

To communicate in standard French with some ease.

Elements of the Competency**Performance Criteria**

1. To write and revise a simple text.

- Writing of a text of about 350 words.
- Respect of 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. To interpret a written text.

- Precise identification of the main ideas and structure of a text of 700 to 1000 words.
- Clear differentiation of the main elements of the text.
- Precise explanation of the meaning of the words of the text.

3. To produce a planned oral text.

- Clear and coherent formulation of a presentation at least five minutes long.
- Appropriate use of standard vocabulary.
- Respect of the level of language and rules of grammar and pronunciation.

4. To interpret a simple oral text.

- Clear differentiation of the main elements of an oral text at least five minutes long.
- Precise identification of the ideas and subjects dealt with in the text.
- Precise explanation of the meaning of the words of the text.

Learning Activities

Discipline:	602 – French as a Second Language
Code:	602-101-MQ
Title:	French Language and Communication
Weighting:	2-1-3
Number of credits:	2

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

To communicate with ease in standard French.

Elements of the Competency**Performance Criteria**

1. To write a text of moderate complexity.

- Writing of a text of about 450 words.
- Respect of grammar and spelling rules.
- Adaptation to the reader.
- 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. To revise and correct a text of moderate complexity.

- Appropriate use of revision strategies.
- Appropriate correction of the text.

3. To comment on a written text of moderate complexity.

- Clear differentiation of the main elements of a text of between 2500 and 3000 words.
- Precise explanation of the meaning of the words of the text.
- Precise differentiation of the main and secondary ideas, of facts and opinions.
- Accurate differentiation of what is implicit and what is explicit.

4. To produce a planned oral text of moderate complexity.

- Clear and coherent formulation of a presentation at least five minutes long.
- Appropriate use of standard vocabulary.
- Respect of the level of language and rules of grammar and pronunciation.
- Adaptation to the listener.
- Appropriate sequence of ideas.

Learning Activities

Discipline:	602 – French as a Second Language
Code:	602-102-MQ
Title:	French Language and Culture
Weighting:	2-1-3
Number of credits:	2

French, Second Language (Level IV)

Code: 4SF3

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

To deal with a cultural and literary topic.

Elements of the Competency**Performance Criteria**

1. To write a text on a cultural or literary topic.

- Clear and coherent formulation of a text of about 550 words.
- Respect of the topic.
- Respect of grammar and spelling rules.
- Adaptation to the reader.
- Appropriate use of the main elements of the corpus.
- Clear articulation of a personal point of view.

2. To revise and correct a text on a cultural or literary topic.

- Appropriate use of revision strategies.
- Appropriate correction of the text.

3. To 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:	602 – French as a Second Language
Code:	602-103-MQ
Title:	French Culture and Literature
Weighting:	3-0-3
Credits:	2

French, Second Language (Level I)

Code: 4SFP

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

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

Elements of the Competency**Performance Criteria**

1. To write and revise a short text related to the student's field of study.
2. To understand the meaning and characteristics of a text related to the student's field of study.
3. To convey a simple oral message related to the student's field of study.
4. To understand the meaning of a simple oral message related to the student's field of study.

- Precise 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.
- Precise identification of difficulties in understanding the text.
- Accurate differentiation of the characteristics of the text.
- Precise identification of specialized vocabulary.
- Clear differentiation of the main elements of the text.
- Precise description of the general meaning and essential ideas of the text.
- Precise 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.
- Precise identification of difficulties in understanding the message.
- Accurate differentiation of the characteristics of the message.
- Accurate identification of specialized vocabulary.
- Clear differentiation of the main elements of the message.
- Precise description of the general meaning and essential ideas of the message.

Learning Activities

Discipline: 602 – French as a Second Language
 Number of contact hours : 45
 Number of credits: 2

French, Second Language (Level II)

Code: 4SFQ

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

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

Elements of the Competency**Performance Criteria**

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. To write a text related to the student's field of study. 2. To revise and correct a text on a topic related to the student's field of study. 3. To differentiate the types of texts specific to the student's field of study. 4. To interpret texts representative of the student's field of study. | <ul style="list-style-type: none"> • Appropriate use of specialized vocabulary and of conventions specific to different types of texts. • Respect of the level of language and rules of grammar and spelling. • Clear and coherent formulation of the text. • Appropriate use of writing techniques. • Appropriate use of revision strategies. • Satisfactory correction of spelling and grammatical errors. • Precise differentiation of the formal characteristics of each of the main types of texts and the conventions used. • Clear differentiation of the main elements of the text. • Clear interpretation of specialized vocabulary. • Precise identification of the ideas and subjects dealt with. • Appropriate use of reading and listening techniques. |
|---|--|

Learning Activities

Discipline:	602 – French as a Second Language
Number of contact hours :	45
Number of credits:	2

French, Second Language (Level III)

Code: 4SFR

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

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

Elements of the Competency

1. To produce a text on a topic related to the student's field of study.
2. To revise and correct a text on a topic related to the student's field of study.
3. To comment on texts specific to the student's field of study.

Performance Criteria

- Respect of the topic.
- Appropriate use of specialized vocabulary and the conventions specific to different types of texts.
- Respect of the level of language and rules of grammar and spelling.
- Clear and coherent formulation of the text.
- Appropriate sequence of ideas.
- Appropriate form for the content.
- Appropriate use of revision strategies.
- Satisfactory correction of spelling and grammatical errors.
- Precise differentiation of the formal characteristics of the main types of texts and the conventions used.
- Precise explanation of the meaning of the words in the text.
- Precise 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: 602 – French as a Second Language
 Number of contact hours: 45
 Number of credits: 2

French, Second Language (Level IV)

Code: 4SFS

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

To discourse in French on a topic related to the student's field of study.

Elements of the Competency**Performance Criteria**

1. To write a text on a topic related to the student's field of study.

- Respect of 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 of the level of language and rules of grammar and spelling.
- Clear articulation of a personal point of view.

2. To 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. To 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: 602 – French as a Second Language
 Number of contact hours: 45
 Number of credits: 2

Physical Education

Code: 4EP0

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

To analyze physical activity from the standpoint of lifestyle behaviours that promote health.

Elements of the Competency**Performance Criteria**

1. To establish the relationship between lifestyle habits and health.
2. To be physically active in a manner that promotes health.
3. To recognize needs, abilities and motivational factors with respect to regular and sufficient physical activity.
4. To propose physical activities that promote 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.
- Establish pertinent relationships between main lifestyle behaviours and their impact on health.
- Respect for the rules of physical activity.
- Respect for the rules of ethics and safety regulations.
- Respect for personal abilities when practising physical activities.
- Appropriate use of the quantitative and qualitative physical evaluation strategies.
- Statement of main physical needs and abilities.
- Statement of main motivational factors with respect to being sufficiently active on a regular basis.
- Appropriate choice of physical activities according to needs, abilities and motivational factors.
- Use of clear arguments to explain the choice of physical activity.

Learning Activities

Discipline: 109 – Physical Education
 Code: 109-101-MQ
 Title: Physical Activity and Health
 Weighting: 1-1-1
 Number of credits: 1

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

To improve effectiveness when practising a physical activity.

Elements of the Competency

1. To plan an approach leading to improved effectiveness in a physical activity.
2. To use an approach leading to improved effectiveness in a physical activity.

Performance Criteria

- Initial assessment of abilities and attitudes when practising a physical activity.
- Statement of expectations and needs with respect to the ability to practise the activity.
- Appropriate formulation of personal objectives.
- Appropriate choice of the means to achieve the objectives.
- Use of clear arguments to explain the choice of physical activity.
- Respect for the rules of the physical activity.
- Respect for the rules of ethics and safety regulations.
- Appropriate use of the quantitative and qualitative physical evaluation strategies of motor skills.
- Periodic statement of abilities and attitudes when practising a physical activity.
- Meaningful interpretation of progress achieved and the difficulties experienced during the physical activity.
- Pertinent, periodic and proper adjustments of objectives or means.
- Appreciable improvement of motor skills, techniques or complex strategies required by the physical activity.

Learning Activities

Discipline: 109 – Physical Education
 Code: 109-102-MQ
 Title: Physical Activity and Effectiveness
 Weighting: 0-2-1
 Number of credits: 1

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

To demonstrate the ability to manage health-enhancing physical activity.

Elements of the Competency**Performance Criteria**

1. To plan a personal program of physical activities.

- Mention of priorities according to 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 practice.
- Appropriate planning of how the physical activity or activities in the personal program are to be carried out.

2. To combine the elements of a regular and sufficient practice in a health enhancing approach to physical activity.

- Respect for the rules of physical activity.
- Respect for the rules of ethics and safety regulations.
- Regular and sufficient practice of a physical activity while maintaining the balance between a search for effectiveness and health-enhancing factors.

3. To manage a personal physical activity program.

- Appropriate choice of criteria to measure program objective attainment.
- Appropriate use of the quantitative and qualitative physical evaluation strategies.
- Periodic statement of time invested and activities carried out during the program.
- Appropriate, periodic and proper adjustment of objectives or means.
- Meaningful interpretation of the progress achieved and difficulties experienced during the activity.
- Recognition of the influence of physical activity on lifestyle.

Learning Activities

Discipline: 109 – Physical Education
 Code: 109-103-MQ
 Title: Physical Activity and Autonomy
 Weighting: 1-1-1
 Number of credits: 1

Objective

Standard

Statement of the Competency

To conduct research in the liberal arts.

Elements of the Competency

1. To describe the principal methods of research.

2. To apply a research strategy.

3. To prepare a research project.

Performance Criteria

- Correct characterization of research methods used in history, biography, ethnography, iconography, textual and conceptual analysis, etc.
- Pertinent distinction between kinds of qualitative and quantitative research.
- Correct identification of research instruments and resources.
- Adequate definition of a research subject.
- Adequate justification of the choice of method(s).
- Assembling and adequate organization of pertinent information from relevant documentary and other sources.
- Cogent analysis of information.
- Careful adherence to received ethical standards, notably with respect to intellectual integrity in academic research work.
- Clear and coherent exposition.
- Use of correct vocabulary and technical terms.
- Use of appropriate modes of expression.
- Adequate documentation of quotation, citation, paraphrase and other use of sources.
- Clear written or oral communication of the completed research results.

Objective	Standard
Statement of the Competency To demonstrate the importance of the principles, ideas and methods of logic and mathematics as disciplines.	Achievement Context Using appropriate laboratory exercises. Using appropriate texts.
Elements of the Competency 1. To recognize the nature of logical reasoning and of mathematical reasoning. 2. To formulate arguments in accordance with the central concepts of mathematics and logic. 3. To explain relationships between mathematics, logic and other disciplines. 4. To apply deductive systems and inductive systems in various instances. 5. To do an assignment in an area of mathematics and logic.	Performance Criteria • Accurate definition of concepts such as proof, axiom or postulate, consistency, validity and soundness of arguments, and so on. • Appropriate illustration of the nature of proof by the use of these concepts. • Accurate identification of the component parts of arguments. • Appropriate use of various forms of valid argument. • Explication of the use of valid argument in mathematics. • Clear statement of concepts common to philosophy, sciences and mathematics. • Appropriate illustration of the uses or importance of mathematics in arts and in sciences. • Adequate description of accomplishments in mathematics that are important in the history of other fields. • Correct distinction between the respective natures of deductive and inductive systems. • Appropriate illustration of deductive and inductive systems. • Demonstration of proof in such systems. • Correct use of appropriate terms in an area of mathematics and logic. • Correct solution of problems in an area of mathematics and logic.

Objective

Statement of the Competency

To relate the achievements and development of modern science, scientific thought and methods to their historical context.

Elements of the Competency

1. To describe important features of science in pre-modern periods.
2. To describe the main developments in the sciences and mathematics after ca. 1500.
3. To explain the interaction between theory and practice in science.
4. To prepare a research paper on a topic related to the history of science.

Standard

Achievement Context

Using appropriate laboratory exercises.
Using appropriate texts.

Performance Criteria

- Adequate identification of ancient concepts of knowledge and theories of natural phenomena.
- Adequate identification of medieval ideas of the physical and moral universe.
- Correct description of the state of the natural sciences and their relation to the arts during the European Renaissance.
- Accurate identification of discoveries or novel developments in various sciences, and of practitioners of science and mathematics associated with them.
- Familiarity with important scientific ideas and their development in various sciences, including the concept of scientific method.
- Appropriate use of relevant vocabulary.
- Appropriate connection of scientific ideas and methods to their intellectual and historical influences and contexts.
- Adequate observation or replication of appropriate procedures in one or more sciences in natural or laboratory setting.
- Production of an appropriate written report on the aims and results of a procedure in one or more sciences.
- Use of appropriate resources.
- Relevant links with the intellectual and historical context.
- Clear and coherent exposition.

Objective	Standard
Statement of the Competency	
To demonstrate the importance and the extent of the contribution of ancient civilization to the development of the Western world.	
Elements of the Competency	
1. To situate the civilizations of the ancient world in their geographical and chronological context.	- Precise description of the geography of the ancient world. - Accurate distinction of the periods of ancient history. - Correct placement of important events in the chronology of ancient history.
2. To understand the nature and the limits of the evidence and sources for the study of the ancient world.	- Clear identification of the types of sources for ancient history evidence. - Recognition of the limits of the sources. - Adequate distinction of different disciplinary approaches: archeology, epigraphy, literature, etc.
3. To demonstrate the connections between the political, social and cultural development of ancient civilizations.	- Coherent characterization of the types of political, social and economic organization prevalent in the ancient world. - Clear characterization of the principal cultural forms. - Relevant connections between the political, social and cultural development of ancient civilizations. - Pertinent description of major historical figures.
4. To explain the principal intellectual and creative achievements of classical antiquity.	- Accurate characterization of the major thinkers and authors of ancient Greece and Rome. - Cogent description of major achievements in the arts and sciences. - Coherent characterization of the major themes and ideas in classical works. - Analysis of selected classical texts.
5. To recognize the influence of the ancient world on the modern world.	- Selection of an appropriate point of comparison. - Cogent comparison of the main elements. - Evaluation of the legacy of the ancient world.

Objective

Standard

Statement of the Competency

To analyze the historical development of the postclassical Western world (from the 6th to the 20th century).

Elements of the Competency

1. To identify the main periods in the history of postclassical western civilization.
2. To explain the main historical events.
3. To describe the evolution of different kinds of social and cultural order that mark the history of western civilization.
4. To explain important developments in thought, art, and material culture.
5. To produce written integrative work on issues or themes important in postclassical history.

Performance Criteria

- Accurate identification of historical periods and chronology.
- Correct placement of important events in the chronology of postclassical history.
- Adequate contextual setting of important historical developments.
- Cogent description and explanation of the historical causes and consequences of important historical developments.
- Adequate description and explanation of the main institutions and their influences.
- Adequate description and explanation of important public ideas and cultures.
- Accurate presentation of the major thinkers and authors.
- Adequate explanation of intellectual and cultural movements in their historical contexts.
- Adequate and appropriate exploration of texts, documents, or other forms of historical evidence.
- Use of appropriate resources.
- Relevant links between the subject and historical context.
- Clear and coherent exposition in written or oral form.

Objective	Standard
Statement of the Competency	Achievement Context
To explain the meaning and the scope of Western ideas and institutions.	In the same vein as the learning activities designed to achieve the objectives and standards for general education in Humanities or Philosophy.
Elements of the Competency	Performance Criteria
1. To characterize the main ideas of important ancient thinkers.	• Correct description of ideas and schools of thought in their historical context. • Adequate explanation of debates and influences among schools of thought. • Adequate analysis of major works or their excerpts there of.
2. To characterize the main ideas of important medieval thinkers.	• Correct description of ideas and schools of thought in their historical context. • Adequate explanation of debates and influences among schools of thought. • Adequate analysis of major works or excerpts there of. • Adequate description of the change in world-views between the Middle Ages and the Renaissance.
3. To characterize the main ideas of important modern thinkers.	• Correct description of ideas and schools of thought in their historical context. • Adequate explanation of debates and influences among schools of thought. • Adequate analysis of major works or excerpts there of. • Adequate description of mutual influences between philosophical ideas and scientific thought.
4. To relate the development of ideas to their historical and institutional context.	• Accurate description of historical contexts and institutions important for the development of ideas. • Correct explanation of reciprocal influences between the development of ideas and changes in historical contexts and institutions.
5. To compare Western and non-Western world-views.	• Correct description of world-views. • Pertinent connections between world-views. • Understanding the limits of the comparison method.

Code: 032F

6. To analyze themes and debates in the history of thought, world-views, and institutions.
- Adequate description of significant themes and debates in their historical context.
 - Adequate analysis of works or excerpts there of illustrating significant themes or debates.
 - Logical discussion, in written or oral form, of one or several significant themes or debates, particularly in the area of ethics.

Learning Activities

Discipline: When not offered as part of the general education component, the discipline must be Philosophy.

Number of contact hours: at least 90

Objective	Standard
Statement of the Competency	
To demonstrate the importance of religious and mythic phenomena in Western civilization.	
Elements of the Competency	
1. To describe the religious and mythic traditions and movements in their historical contexts.	• Accurate description of the main elements of myths: themes, symbols, personalities, structure, etc. • Adequate description of the main precepts and institutions of major religions, including Judaism, Christianity and Islam. • Pertinent connection between the mythic and religious traditions and actual practice.
2. To analyze the central texts of major religions using an historical and comparative approach.	• Correct characterization of the origins of ancient and modern interpretations of mythic or sacred texts. • Comparison and pertinent analysis of significant excerpts of such texts.
3. To understand the interaction between different religious traditions.	• Description of the different types of intercultural contact: ethnocentrism, syncretism, sectarian conflict, etc. • Establishment of relevant links between the nature and structure of religious groups and the character of their relations: domination, competition, etc.
4. To produce work on an aspect of religion or myth.	• Accurate description of the phenomenon under study. • Use of appropriate sources. • Coherent relation of the aims of the project with its results. • Cogent presentation of the results in written or oral form.

Objective

Standard

Statement of the Competency

To analyze art and artistic achievement as a cultural reality in the history of Western civilization.

Elements of the Competency

1. To describe the principal characteristics of various forms of art.
2. To employ the art-historical methods of description and analysis.
3. To discuss a work of art.

Performance Criteria

- Correct identification of the main artistic currents, genres and periods.
- Correct description of the development of the main artistic movements, genres and periods.
- Adequate use of art-historical methods to describe and analyze a pictorial, sculptural, or architectural work of art.
- Adequate use of appropriate vocabulary.
- Appropriate critical analysis placing the work of art in its historical context and explaining content and form.
- Reasoned aesthetic appreciation of a work of art.
- Clear and cogent communication in written or oral form.

Objective	Standard
Statement of the Competency	
To demonstrate integration of knowledge and abilities acquired in <i>Liberal Arts</i> .	
Elements of the Competency	Performance Criteria
1. To establish the themes and scope of acquired knowledge and skills.	• Pertinent characterization of different skills and areas of knowledge. • Cogent evaluation of the scope of acquired knowledge and skills.
2. To apply acquired knowledge and skills in new or more complex subject areas.	• Correct identification of the pertinence of acquired knowledge and skills in other subject areas. • Accurate connection of acquired knowledge and skills with other subject areas. • Cogent explanation and connection of issues raised in other subject areas.
3. To produce a project involving the integrative implementation of acquired knowledge and skills.	• Detailed outline of an integrative project and the disciplines involved. • Competent production of the project. • Adequate analysis of the project results. • Clear communication of the project results in written or oral form.
4. To evaluate the integrative project.	• Detailed outline of the project. • Statement of key steps taken to resolve problems encountered in completing the project. • Cogent analysis of the strengths and weaknesses of the project. • Relevant statement of project results.

Objective

Standard

Statement of the Competency

To identify intellectual achievements in at least one of the liberal arts.

Elements of the Competency

1. To understand the theoretical and factual aspects of the discipline.
2. To relate the forms of expression to the knowledge in the discipline.
3. To examine culturally important achievements in the discipline.

Performance Criteria

- Accurate characterization of procedures, empirical and theoretical structures and results.
- Adequate use of the appropriate vocabulary, concepts and patterns of argument.
- Appropriate utilization of relevant forms of expression: document, report, literary work, image, etc.
- Accurate statement of the relevant contexts and data.
- Use of appropriate materials and sources.
- Clear and accurate oral or written presentation.

Objective	Standard
Statement of the Competency	
To discuss one or more issues in at least one of the liberal arts.	
Elements of the Competency	Performance Criteria
1. To situate the issue within the discipline.	• Relevant selection of facts, concepts, languages, theories and methods. • Appropriate application of vocabulary in various types of explication. • Relevant links between theoretical aspects and the issue under study.
2. To analyze the issue and its different aspects.	• Appropriate characterization of the issue under study. • Cogent and accurate formulation.
3. To illustrate the contribution of the discipline to the advancement of knowledge or techniques.	• Coherent explanation of the issue. • Clear and accurate oral or written presentation.

Objective

Standard

Statement of the Competency

To apply a disciplinary or multidisciplinary method in at least one of the liberal arts.

Elements of the Competency

1. To identify particular subjects of study.
2. To apply concepts and methods.
3. To establish results or conclusions.

Performance Criteria

- Selection of appropriate subjects and sub-topics.
- Cogent characterization of the subject.
- Selection of relevant concepts and methods.
- Appropriate use of the concepts and methods.
- Adequate statement of results.
- Determination of appropriate evaluation criteria.
- Establishment of significant links between the subject and the concepts used.
- Elaboration of the issue.
- Clear and accurate oral or written presentation.

Code: 032N

Objective

Standard

Statement of the Competency

To produce a work in at least one of the liberal arts.

Elements of the Competency

1. To devise a work plan.
2. To employ knowledge that is useful for the project.
3. To carry out the project.

Performance Criteria

- Clear and accurate elaboration of the content and form of the project.
- Correct use of the acquired knowledge.
- Relevant application of the acquired knowledge.
- Coherent final project.
- Clear and accurate oral or written presentation.

Objective

Statement of the Competency

To communicate with limited skill* in a language.

Elements of the Competency

1. To understand the meaning of a message.

2. To express a simple message.

Standard

Achievement Context

For modern languages that use the Latin alphabet, students will:

- have a conversation that includes at least 8 lines of dialogue;
- write a text consisting of at least 8 sentences.

For modern languages that use a writing system other than the Latin alphabet, students will:

- have a conversation that includes at least 6 lines of dialogue;
- write a text consisting of at least 6 sentences.

Students will be exposed to learning situations on familiar themes.

Reference materials may be used.

Performance Criteria

The acquisition of a modern language requires an awareness of the culture of the people who use the language.

- 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.
- 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.
- Coherent sequence of simple sentences.

* This refers to the limited use of language structures, grammar and vocabulary. This limitation varies depending on the complexity of the modern language.

Objective	Standard
Statement of the Competency To communicate on familiar topics in a language.	Achievement Context For modern languages, students will: • have a conversation that includes at least 15 lines of dialogue; • write a text consisting of at least 20 sentences for Latin-alphabet languages; • write a text consisting of at least 10 sentences for languages not using the Latin alphabet. Students will be exposed to: • common situations in everyday life; • simple topics from everyday life. Reference materials may be used.
Elements of the Competency 1. To understand the meaning of a message. 2. To express a simple message, using sentences of average complexity.	Performance Criteria The acquisition of a modern language requires an awareness of the culture of the people who use the language. • 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. • 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. • Coherent sequence of sentences of average complexity.

Objective

Statement of the Competency

To communicate with relative ease in a language.

Elements of the Competency

1. To understand the meaning of a message.
2. To express a message.

Standard

Achievement Context

For modern languages, students will:

- work alone;
- have a conversation that includes at least 20 lines of dialogue;
- write a text of medium length (at least 25 sentences for Latin-alphabet languages and 15 sentences for other languages).

Using documents of a sociocultural nature.

Reference materials for the written text may be used.

Performance Criteria

The acquisition of a modern language requires an awareness of the culture of the people who use the language.

- Accurate explanation of the general meaning and essential ideas of the message.
- Clear identification of structural elements of the language.
- Appropriate use of the structural elements of the language according to the message to be expressed.
- Appropriate use of everyday vocabulary.
- Coherence of the message expressed.
- Pertinent responses to questions.

Objective	Standard
Statement of the Competency To produce a work of art.	Achievement Context Students will work alone. This is a practical exercise in creation or interpretation in which students will use the basic elements of the language and techniques specific to the medium selected.
Elements of the Competency 1. To recognize the primary forms of expression of an artistic medium. 2. To use the medium.	Performance Criteria • Identification of specific features: originality, essential qualities, means of communication, styles, genres. • Personal, coherent use of elements of language. • Satisfactory application of artistic techniques. • Observance of the requirements of the method of production.

Objective

Standard

Statement of the Competency

To express oneself in a performing art.

Elements of the Competency

1. To grasp the work.
2. To perform a scene.

Performance Criteria

- Outline of the author's conception.
- Personal adaptation of the role or work.
- Contribution to the staging of the work.
- Smooth integration of performance techniques.
- Exercise of interpretative abilities.
- Incorporation of artistic sensibility in the performance.

Objective

Standard

Statement of the Competency

To explain the foundations of human behaviour and mental processes.

Elements of the Competency

1. To demonstrate the contribution of psychology to the understanding of human beings.
2. To distinguish the main perspectives, the main schools of thought and their proponents, and the methodology used in the field of psychology.
3. To describe the biological, cognitive and affective processes that underlie human behaviour.
4. To demonstrate the adaptation process of individuals to their environment.
5. To interpret various patterns of human behaviour using concepts and theories related to the field of psychology.

Performance Criteria

- Correct use of the concepts and vocabulary related to the field of psychology.
- Clear identification of major perspectives, schools of thought and fields of intervention in the field of psychology.
- Explanation of the methodology used in psychology based on the main discoveries in the field of human behaviour.
- Description and interaction of the biological, cognitive and affective processes.
- Satisfactory demonstration of the adaptation process of individuals to their environment.
- Satisfactory interpretation of various patterns of human behaviour based on various psychological approaches.

Learning Activities

Field of study: Social Science
Discipline: 350 – Psychology
Number of credits: 2

Objective

Standard

Statement of the Competency

To explain the economic foundations of society.

Elements of the Competency

1. To identify the specific contribution of economics to the understanding of social organization.
2. To provide a general explanation of the functioning of a mixed-market economy and a free-market economy.
3. To identify the major schools of thought in the field of economics.
4. To measure and interpret economic activity based on the main economic indicators, as part of the overall economic climate.
5. To explain economic policies using a model of macroeconomic activity.
6. To establish links between economic theory and the current economic situation.

Performance Criteria

- Satisfactory explanation of the contribution of economics to the understanding of social organization.
- Formal identification, in their institutional context, of the roles and interactions of economic agents.
- Accurate identification of the major schools of thought in the field of economics and of their main proponents.
- Characterization, utilization and interpretation of economic indicators.
- Accurate explanation of economic policies that are relevant to the economic situation.
- Correct representation of economic theories and models.
- Rigorous analysis of the current economic situation.
- Correct and rigorous use of quantitative methods specific to economics.

Learning Activities

Field of study: Social Science
Discipline: 383 – Economics
Number of credits: 2

Objective	Standard
Statement of the Competency To apply statistical tools to the interpretation of data related to contexts of study in the field of Social Science.	Achievement Context Using primary or secondary data employed in the field of Social Science. Using an appropriate data processing software and a calculator capable of doing at least bivariate frequency distribution.
Elements of the Competency 1. To situate the analysis of data, and more specifically its interpretation, within the scientific approach used in Social Science. 2. To present the data in satisfactory forms. 3. To analyze data using various forms of measurement. 4. To determine the nature and intensity of the link between the variables. 5. To estimate the parameters of a given population based on the corresponding statistics obtained from a sample.	Performance Criteria • Accurate use of appropriate concepts and vocabulary. • Identification of various types of variables and scales of measurement. • Presentation of data in the form of tables and charts. • Correct use and interpretation of measures of central tendency, dispersion and position, rates, proportions, percentages, indices and ratios, and of measures of temporal variation. • Plausible identification of the sampling method used based on an observed sample of the target population. • Interval estimation of averages and proportions in a given population, taking confidence levels into account. • Formal verification of the presence of a statistical link between two variables using the chi-square test of independence, and determination of the strength of the relationship using an appropriate coefficient. • Identification of the presence of a linear relationship between two variables using a scatter plot, the linear correlation coefficient and a description of the relationship based on the regression line. • Critical interpretation of texts containing quantitative information.

Code: 022P

Learning Activities

Field of study: Social Science
Discipline: Within the field of study or Mathematics
Number of credits: 2
Number of contact hours: 60

The college can identify learning activities that contribute to the achievement of objectives 022P and 022W. The learning activities have the following features:

Discipline: 201 – Mathematics
Number of credits: 2 2/3
Number of contact hours: 75

Code: 022V

Objective	Standard
Statement of the Competency To explain the cellular and systemic regulation and the reproductive system of the human organism.	Achievement Context In the classroom and the laboratory. As part of at least one experiment.
Elements of the Competency 1. To identify the cell as the basic unit of regulation and reproduction. 2. To explain how the nervous system ensures homeostasis. 3. To explain how the endocrine system ensures homeostasis. 4. To illustrate the mechanisms of human reproduction. 5. To explain the mechanisms of heredity.	Performance Criteria • Satisfactory description of cellular structures in relation to their functions in the regulatory and reproductive systems. • Consistent explanation of the relationship between the activity of the nervous system and the regulation of the human organism. • Consistent explanation of the relationship between the activity of the endocrine system and the regulation of the human organism. • Clear demonstration of how the nervous and endocrine systems influence human behaviour. • Appropriate illustration of the mechanisms of human reproduction. • Satisfactory illustration of the transmission of inherited characteristics. • Relevant illustration of at least one example of genetic engineering. • Appropriate use of concepts and terminology.
Learning Activities	
Discipline:	101 – Biology
Number of credits:	2

Code: 022W

Objective

Statement of the Competency

To apply advanced statistical tools, based on the probability theory, to decision making in contexts of study in the field of Social Science.

Elements of the Competency

1. To correctly incorporate the concepts of probability in the decision-making process.
2. To correctly use the various probability distributions in the decision-making process.
3. To standardize data.
4. To estimate an average in a given population using confidence intervals, small samples and taking confidence levels into account.
5. To perform the most appropriate test of hypothesis.

Standard

Achievement Context

Using primary or secondary data employed in the field of Social Science.

Using an appropriate data processing software or a calculator that permits statistical interpretation.

Performance Criteria

- Accurate use of appropriate concepts and vocabulary.
- Accurate evaluation of the probability of events using combinatory analysis, binomial distribution or normal distribution.
- Appropriate calculation of the probability distribution of a discrete random variable and of its expectation and standard deviation.
- Correct use of probability distributions in a decision-making process.
- Satisfactory transformation of data into standardized data based on a rating scale commonly used in psychology and education.
- Interval estimation of an average in a given population, using small samples and taking confidence levels into account.
- Rigorous performance of hypotheses testing on an average, a proportion and a population, and test for the goodness of fit on a distribution, taking into account the significance level.
- Formal verification of the effect of the treatment on a group by comparing two averages using paired samples or independent samples.

Learning Activities

Field of study: Social Science
Discipline: Within the field of study or Mathematics
Number of credits: 2
Number of contact hours: 45

The college can identify learning activities that contribute to the achievement of objectives 022P and 022W. The learning activities have the following features:

Discipline: 201 – Mathematics
Number of credits: 2 2/3
Number of contact hours: 75

Objective

Statement of the Competency

To apply methods of differential calculus to the study of functional models in the field of Social Science.

Elements of the Competency

1. To situate the historical context of the development of differential calculus.
2. To recognize and describe the characteristics of algebraic, exponential, logarithmic and trigonometric functions expressed in symbolic or graphic form.
3. To analyze the behaviour of a function represented in symbolic or graphic form using an intuitive approach to the concept of limits.
4. To define the derivative of a function, to interpret it and apply derivative techniques.
5. To analyze the variations of a function using differential calculus.
6. To solve optimization and rate of change problems.

Learning Activities

Discipline: 201 – Mathematics
Number of credits: 2 2/3
Number of contact hours: 75

Note: Students must have successfully completed Secondary V *Mathematics: Technical and Scientific Option* or *Science Option*

Standard

Achievement Context

Using contexts related to the field of Social Science such as population growth, the spread of disease or rumour, financial mathematics, cost-benefit analysis: cost, revenue, profit.

Using appropriate information technologies.

Performance Criteria

- Basic knowledge of the historical context of the development of differential calculus.
- Appropriate use of concepts.
- Adequate functional representation of a given situation.
- Adequate graph of functions.
- Performing algebraic operations in conformity with rules.
- Correct selection and application of rules and techniques.
- Accuracy of calculations.
- Explanation of steps in the procedure for solving optimization and rate of change problems.
- Correct interpretation of results.
- Use of appropriate terminology.

Objective

Statement of the Competency

To apply methods of integral calculus to the study of functional models in the field of Social Science.

Elements of the Competency

1. To situate the historical context of the development of integral calculus.
2. To find the indefinite integral of a function using integration techniques.
3. To calculate the definite integral of a function on an interval and provide its interpretation.
4. To calculate the limits of a function with indeterminate forms using l'Hospital's rule.
5. To calculate the improper integral of a function on an interval and provide its interpretation.
6. To analyze a phenomenon using differential equations with separable variables.
7. To analyze a phenomenon by checking for convergence of a series.

Learning Activities

Discipline: 201 – Mathematics
Number of credits: 2 2/3
Number of contact hours: 75

Note: Students must have successfully completed Secondary V *Mathematics: Technical and Scientific Option* or *Science Option*

Standard

Achievement Context

Using contexts related to the field of Social Science such as population growth, the spread of disease or rumour, financial mathematics, cost-benefit analysis: cost, revenue, profit.

Using appropriate information technologies.

Performance Criteria

- Basic knowledge of the historical context of the development of integral calculus.
- Appropriate use of concepts.
- Adequate representation of situations in the form of equations, series and graphs.
- Performing algebraic operations in conformity with rules.
- Correct selection and application of rules and techniques.
- Accuracy of calculations.
- Explanation of the steps involved in calculation and analysis.
- Correct interpretation of results.
- Use of appropriate terminology.

Objective	Standard
Statement of the Competency To apply methods of linear algebra and vector geometry to the study of various phenomena of human activity.	Achievement Context Using contexts related to the field of Social Science such as transportation, resource distribution, optimization of economic functions, Markov chains, etc. Using appropriate information technologies.
Elements of the Competency 1. To situate the historical context of the development of linear algebra and vector geometry. 2. To use matrices to solve concrete problems. 3. To apply different methods of solving systems of linear equations. 4. To use vector operations to solve concrete problems. 5. To establish connections between vector geometry and linear algebra. 6. To apply the methods of linear algebra and vector geometry to the study of line and plane geometry. 7. To solve optimization problems using methods of solving systems of linear inequations with two or more variables.	Performance Criteria • Basic knowledge of the historical context of the development of linear algebra and vector geometry. • Appropriate use of concepts. • Accurate representation of situations using matrices, vectors, and systems of equations and inequations. • Satisfactory graphic representation of loci. • Algebraic operations in conformity with rules. • Correct selection and application of methods of solving systems of linear equations. • Correct application of algorithms. • Accuracy of calculations. • Explanation of steps in the problem solving procedure. • Correct interpretation of results. • Use of appropriate terminology.
Learning Activities	
Discipline:	201 – Mathematics
Number of credits:	2 2/3
Number of contact hours:	75
Note:	Students must have successfully completed Secondary V <i>Mathematics: Technical and Scientific Option</i> or <i>Science Option</i>

APPENDIX I:

THE LIBERAL ARTS: AN HISTORICAL SKETCH

THE MAIN DISTINCTIONS BETWEEN THE *LIBERAL ARTS* (700.B0) AND THE *SOCIAL SCIENCE* (300.A0) PROGRAMS

The Liberal Arts: an historical sketch

The liberal arts are as old as western civilization itself. The particular name, 'liberal arts', *arts liberaux*, is medieval. Their subject matter, their wide scope and concepts of knowledge, and their inquiring spirit are classical. We see them first in the institutions of learning and the arts, and in the works of the ancient Greek philosophers, scientists, writers and artists, from the 'pre-Socratics' to Plato's Academy, and to Hellenistic Alexandria of the second century. Then and since, the liberal arts have changed and grown immensely in content and organization. Their entirely pagan or secular character was transformed by the christianization of the Roman Empire. Christian scholars of the late Western Roman Empire and of the early middle ages made a deliberate effort to preserve in writing the essential branches of knowledge and study that were their intellectual and spiritual inheritance from ancient Greece and Latin Rome. Witnesses themselves to the disintegration of their state, and the barbarization of their culture, they were the "Latin transmitters". Martianus Capella (late 4th and early 5th century), Boethius and Cassiodorus (late 5th and early 6th century) took pains to compress within their works the essential elements of the civilized and educated mind. They shaped the seven liberal arts that so deeply influenced the culture and the intellectual life of medieval Europe. The 'literary' trivium - grammar, dialectic, and rhetoric - and the 'mathematical' quadrivium - geometry, arithmetic, astronomy and music - became the studium generale of the cathedral schools and early universities of the high middle ages. Then the liberal arts were literally the arts of a free person, for only the personally free could travel to Bologna or Paris, Cologne or Cracow, Cordova or Oxford to be educated in the universal language of education - Latin. With much controversy, medieval scholars cultivated pagan learning in order to make it the instrument of Christian purpose, so that the truths of Reason might explain the truths of Revelation. One of many important results was the theology of Thomas Aquinas. It exemplified a greater result: the triumph of the idea that knowledge, however diverse in origin or subject, has an essential unity or coherence.

The intellectual and artistic movements of the European Renaissance, humanism in particular, shifted the liberal arts to focus upon the human being, and created the modern ideal concept of the individual. The studia humanitatis, embracing grammar, rhetoric, poetry, history, politics, and moral philosophy, and linking the sciences to the humanities, were born as a designed curriculum, inspired by the works of the ancients. Renaissance scholars studied the ancients for their own sake, painstakingly reconstructing ancient texts, recovering the classical spirit in order to infuse it into individual and social life, to inspire vernacular literature and secular learning, and to encourage individual excellence and the fulfilment of one's moral and creative potential. Following classical example, they revived and founded the modern disciplines of critical history, art history, philology, political and social philosophy, biography, anatomy, geometry, perspective, optics, and much else. Soon they stepped beyond their revered ancients. Erasmus produced a fresh Greek New Testament, more accurate than the Church possessed. Copernicus described the mathematical coherence of a sun-centred universe: the earth moved. Paracelsus rejected the classical four elements of matter. Vesalius showed that, pace Galen, there was no hole in the septum of the heart. Renaissance cultivation of classical culture and the liberal arts produced the textual basis of the Protestant Reformation, and launched the scientific 'revolution' in astronomy, physiology, physics and mathematics.

The 18th century 'Enlightenment', inspired by the birth of modern science, greatly expanded both the subject matter and the ambition of the liberal arts. The range of Voltaire's interests, ideas and works, or of the famous *Encyclopédie*, are excellent examples; further evidence of that expansion and its refinement of focus is in the appearance of specialized disciplines. Specialization could be generally trusted because it took place within the fundamental precepts of the liberal arts, ancient and novel ideas governing the integrity of the intellectual pursuit and the requirements or characteristics of publicly verifiable knowledge. Enlightenment thinkers saw the liberal arts as the basis of all proper education, and they saw education as the main instrument of social, not just individual, betterment or 'progress', material and moral. In this respect, they completed a renaissance purpose. They re-elevated education to its classical ideal, as the proper or right schooling of good persons and good citizens: and not just for an elite, but for all.

By the end of the 19th century, the introduction of mass education under state supervision in most Western societies proceeded upon a concept of education rooted in Renaissance and Enlightenment thought. In this way, the tradition, conceptual framework and pedagogical ideals of the liberal arts became the basis for virtually all of 19th and 20th century education throughout the Western world. In Europe and the Americas, the liberal arts informed the very aims, structure and degrees of colleges, universities, and of their faculties, the organization and interaction of the various disciplines, and the avowed purposes of primary and secondary schooling. All of these reflected the vast accumulation and critical sifting of thought and experience within the historical growth of the liberal arts. By the late 19th century the liberal arts came to comprehend the three main branches of knowledge that emerged after: the humanities (literature, languages, philosophy, fine arts, history), the physical and biological sciences and mathematics, and the social sciences. College and university curricula across the western world, as well as their academic specializations, have organized and reorganized themselves within this overarching framework. The latter embraces a large number of Liberal Arts colleges or university programs across North America and Europe, and majors and minors, graduate and postgraduate programs in those same and other institutions. One essential element common to all of them, and thus to our Liberal Arts program, is the emphasis upon the age- old heritage of the written word, and upon the critical study and discussion of works from every era, valued for the universality, import, originality, penetration and beauty of their thought and expression.

The precise shape and aims of our *Liberal Arts* program (700.B0) is formed by the educational tradition sketched above, acting within the general context of post-secondary education in Quebec. Mathematics and the sciences, for example, are integral to the program because a knowledge of their fundamental proceedings are essential to an educated person. Since, however, other programs specialize in the teaching of the sciences and mathematics, *Liberal Arts* takes up these disciplines by placing their general principles within the context of their methods and development. Similarly, *Liberal Arts* offers students a survey of the basic ideas and development of the social sciences, because it concentrates on the development of Western thought and learning, and the works that exhibit that process. Its academic strength as a program design resides in the structure – the combination and coherence - of its disciplines and subject matter. This structure of studies reflects the ancient principle of the essential unity of knowledge and intellectual abilities given to us by the tradition of the liberal arts.

The main distinctions between the *Liberal Arts* (700.B0) and the *Social Science* (300.A0) programs

Although the *Liberal Arts* program gives students a good acquaintance with many of the ideas that inform the social sciences, it is certainly not a social science program either in its aims, materials, or structure.

Aims

The Social Science program aims to introduce students to the basic vocabulary, concepts, theories, problems and standard practices or methods of the social sciences as they are currently understood in the modern university, or used in the relevant media of public information. The intent is to show students in what ways the social sciences share the empirical and theoretical methods of the physical sciences, such that social scientists are enabled to describe, explain and predict social phenomena. Consonant with that aim, the historical career and development of the social sciences, and their changing relation to other sciences, become ancillary matters — if they are present at all — in the *Social Science* program. What is an ancillary consideration in the latter, however, is central in the *Liberal Arts* program. It aims to show students how our various fields of knowledge came to have the ideas and structure that distinguished them in the several historical periods from ancient to modern times. The intent is to show students the relative place of the evolving arts and sciences, including the social sciences, within the larger Western quest for verifiable knowledge, and the mutual influences of these arts and sciences and the general culture. That intent is served also by attention to the contributions of disciplines that are not considered social sciences.

Materials

The main materials used by students in the *Social Science* program are modern textbooks that portray the recently or currently accepted principles, procedures and conclusions — or body of knowledge — of the several disciplines included in the program. The different social sciences are presented as they are currently established. This is consistent with the main aim of the program. The crucial contributions of important thinkers may be mentioned or encapsulated in the relevant textbooks, but the works of those thinkers and the historically connected controversies usually cannot be studied in their own right. By contrast, the emphasis in the *Liberal Arts* program is upon important works, whose range extends beyond the social sciences. These works are read at least through excerpts; their contemporary and later interpretations and influences are studied, and attention is given to the problems that time, experience and analysis have revealed within them. In Liberal Arts, for example, it is important for students to study original works of fiction, poetry, drama, philosophy, science, mathematics, religion or history, in order to understand the context and development of the ideas involved. The emphasis upon texts, and upon the scholarship that explicates them, follows from the main aim of the program.

Structure

The structure of the Social Science curriculum reflects the aims of the program. Each of the social sciences is introduced by a general survey course, and four such courses are designated as obligatory. Students may choose to pursue one or another of the obligatory disciplines in a second set of courses. The two methodology courses and the Integrative Course, also compulsory, are the main instruments of integration; and the main object of that integration is the exhibition of principles common to the social sciences. The Liberal Arts program has a different structure. It integrates ten compulsory courses along broadly historical and thematic lines, within and across semesters, running from ancient to modern. Further, the program links these courses with seven of the general education courses through course materials, themes and abilities. The structure of obligatory and linked courses is designed to take the student through various stages of complexity and difficulty in the subjects concerned, both with respect to content and to transferable abilities.

Respectfully submitted by Aaron Krishtalka
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