Liberal Arts (700.B0)

Pre-University Program

College Education

Québec

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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	02-08-12 Date
	Sous-ministre	02.08.28 Date
Approbation du ministre		10 septembre 2002 Date

Québec

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

Québec

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 :

Hélène Deacy — Sous-ministre adjointe, Enseignement supérieur — 19 fév. 06 — Date

Julie Snyder — Sous-ministre — 06-02-24 — Date

Approbation du ministre : — 06.03.24 — Date

Ministère
de l'Éducation,
du Loisir et du Sport
Québec

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 : 09/12/08

Sous-ministre — Date : 2008.12.29

Approbation de la ministre : — Date : 2009/01/20

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 5e** **Physique 5e** **Chimie 5e**
200.C0	**Sciences informatiques et mathématiques**	Mathématique 536 Physique 534 Chimie 534	**TS ou SN 5e** **Physique 5e** **Chimie 5e**
300.A0	**Sciences humaines**	Mathématique 526 **ou** Mathématique 536 (pour les objectifs 022X, 022Y et 022Z)	**TS ou SN 5e** **(pour les objectifs 022X, 022Y et 022Z)**
501.A0	**Musique**	Musique 534	**Musique 5e**
700.A0	**Sciences, lettres et arts**	Mathématique 536 Physique 534 Chimie 534	**TS ou SN 5e** **Physique 5e** **Chimie 5e**
700.B0	**Histoire et civilisation**	Mathématique 526 **ou** Mathématique 536 (pour les objectifs 022X, 022Y et 022Z)	**TS ou SN 5e** **(pour les objectifs 022X, 022Y et 022Z)**

Signification des abréviations des nouveaux cours préalables

Mathématique

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

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

Science et technologie

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

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

Arts

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

Ministère
de l'Éducation,
du Loisir et du Sport
Québec

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 : 16/06/09

Sous-ministre — Date : 2009.06.18

Approbation de la ministre : — Date : 2009-06-25

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 4e** **TS ou SN 5e (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 4e** **TS ou SN 5e (pour les objectifs 022X, 022Y et 022Z)**

Signification des abréviations des nouveaux cours préalables

Mathématique

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

DEFINITION OF THE PROGRAM

Program title	:	Liberal Arts
Type of program	:	Pre-university program
Program code and version	:	700.B0 (2002)
Type of certification	:	Diploma of College Studies
Special conditions 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
Number of credits	:	Between 56⅔ and 58
— General education component	:	22⅔
— Program-specific component	:	Between 34 and 35⅓
Number of periods of instruction	:	Between 1395 and 1455
— General education component	:	570
— Program-specific component	:	Between 825 and 885
Field of study	:	It includes the disciplines of: French, Language of Instuction and Literature; English, Language of Instruction and Literature; French as a Second Language; English as a Second Language; Spanish; Italian; German; Russian; Hebrew; Yiddish; Chinese; Arabic; Classical Languages; Arts; Aesthetics and Art History; Theatre; Music; Dance; Film; Communication; Mathematics; Philosophy; Religious Studies; Computer Science; Oral Communication Arts; Administration; Anthropology; Classics; Economics; Geography; History; Psychology; Political Science; Sociology; Biology; Chemistry; Physics; Geology.

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College-Level Programs

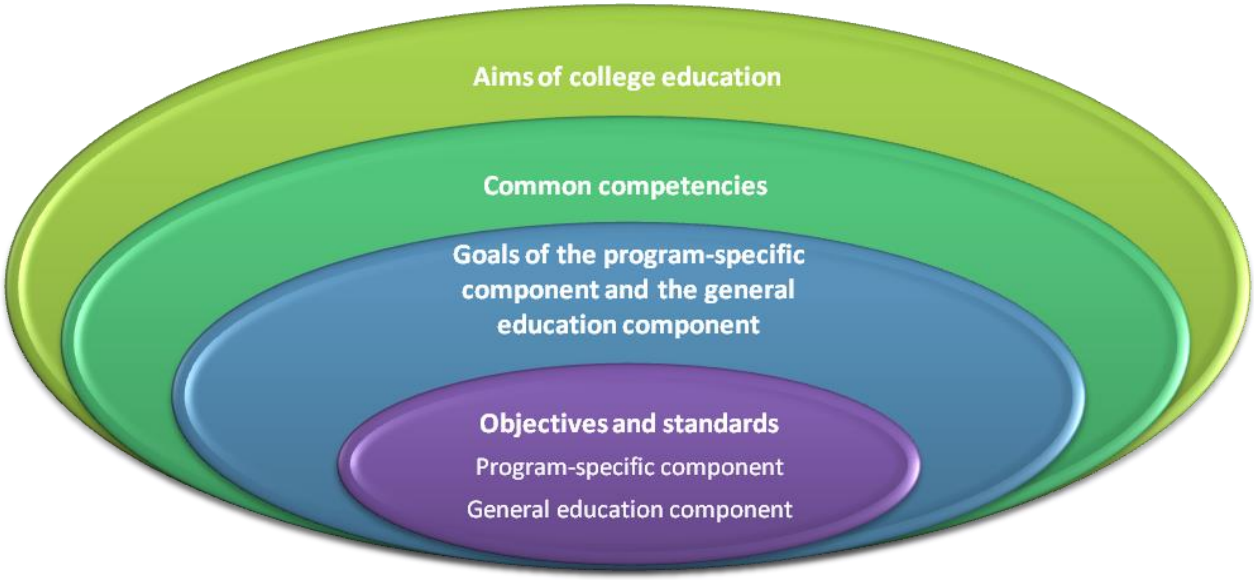
In Québec, college is the next stage after the compulsory years of schooling (elementary and secondary school). College graduates enter the labour market directly or proceed to university studies. The Minister of Education, Recreation and Sports establishes the programs of study, while individual colleges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

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

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

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

Figure 1 – Elements of a College-Level Program



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

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

Aims of College Education

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

To educate students to live responsibly in society

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

To help students integrate cultural knowledge into their studies

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

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

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

Common Competencies of College Education

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

Solve problems

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

Use creativity

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

Adapt to new situations

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

Exercise a sense of responsibility

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

Communicate

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

Implementation of College-Level Programs

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

The *Liberal Arts* Program

The *Liberal Arts* program was designed in keeping with the *Cadre général d'élaboration des programmes d'études préuniversitaires*, the framework for the development of pre-university programs, whose aim is to:

- Harmonize the general education and program-specific components of programs (program-based approach)
- Harmonize pre-university programs with university programs (training continuum)
- Foster the acquisition of comparable competencies throughout the college network
- Foster a type of education that contributes to the overall development of the person

This document was developed in cooperation with a program advisory committee composed of university representatives, academic deans and college teachers.

The *Liberal Arts* program includes three components: a program-specific component, a general education component that is common to all programs, and a general education component that is specific to each program. The program does not include a complementary general education component, given that the goals of such a component are met through the diversity of the fields of knowledge covered.

- The program-specific component consists of 34 to 35⅓ credits.

- The general education component that is common to all programs consists of 16⅔ credits:
  - Language of Instruction and Literature: 7⅓ credits
  - Philosophy or Humanities: 4⅓ credits
  - Physical Education: 3 credits
  - Second Language: 2 credits

- The general education component that is specific to the program consists of 6 credits:
  - Language of Instruction and Literature: 2 credits
  - Philosophy or Humanities: 2 credits
  - Second Language: 2 credits

Aim of the Program

The *Liberal Arts* program is intended to give students an integrated education within the humanities and related disciplines in order to enable them to pursue 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.

Goals of the Program

Program-Specific Component

At the end of the *Liberal Arts* program, students will be able to:

- Situate the development of Western civilization since ancient times within its historical context
- 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
- Understand and evaluate important ideas in Western religious, philosophical and scientific thought, and their character and influence in Western and other societies
- Communicate clearly and coherently in the language of instruction
- Use the work and research methods specific to various fields of learning as an independent learner
- Use appropriate information technologies
- Take responsibility for intellectual and personal development

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.).

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.

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.

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.

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.

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*.

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

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

- for the aim *To educate students to live responsibly in society*:
    - Demonstrate independence and creativity in thought and action
    - Demonstrate rational, critical and ethical thinking
    - Develop strategies that promote reflection on their knowledge and actions
    - Pursue the development of a healthy and active lifestyle
    - Assume their social responsibilities

- for the aim *To help students integrate cultural knowledge into their studies*:
    - Recognize the influence of culture and lifestyle on the practice of physical activity and sports
    - Recognize the influence of the media, sciences or technology on culture and lifestyle
    - Analyse works in philosophy or the humanities emanating from different historical periods and movements
    - Appreciate literary and non-literary works of other artistic expressions emanating from different historical periods and movements

- for the aim *To help students master language as a tool for thought, communication and openness to the world*:
    - Improve communication in the second language
    - Master the basic rules of discourse and argumentation
    - Refine oral and written communication in the language of instruction

English, Language of Instruction and Literature

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

- will be able to demonstrate their knowledge of the following:
    - the basic vocabulary and terminology used when discussing literary works
    - ways to apply an independent analytical approach to literary genres
    - ways to apply an independent analytical approach to literary themes
    - the appreciation of literary and non-literary works or other artistic expressions of different historical periods and movements
    - ways to identify the socio-cultural and historical context of different periods and movements
    - ways to refine oral and written communication in the language of instruction

- will be able to demonstrate their ability to do the following:
    - read, write, listen and speak at a college level of proficiency
    - develop their own ideas in arguments and theses
    - organize their arguments and theses in a discourse and edit their work
    - produce and analyze various styles of discourse
    - communicate in the styles of discourse appropriate to one or more fields of study

- will be encouraged to develop the following attitudes:
    - independence, individuality, and open-mindedness in thought and action
    - an appreciation of literature and other artistic works from different periods
    - a recognition of the role of media within a society and its culture
    - an awareness of strategies that foster self-reflective practice in their learning and actions
    - critical and ethical thought

Humanities

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

- will be able to demonstrate their knowledge of the following:
    - the main concepts, limits and uses of a form of knowledge including significant historical reference points
    - the main concepts, limits and uses of a world view
    - the nature and organization of the basic elements of an ethical question
    - methods for coherent integration of concepts and the formulation and synthesis of ideas
    - the importance and practice of adequately substantiated argumentation, written and oral

- will be able to demonstrate their ability to do the following:
    - describe, explain and organize the main elements, ideas, values and implications of a world view in a coherent fashion
    - compare world views
    - recognize the basic elements in a specific example of the organization, transmission, and use of knowledge
    - recognize forms of creativity and original thought
    - define the dimensions, limits and uses of knowledge in appropriate historical contexts
    - identify, organize and synthesize the salient elements of a particular example of knowledge
    - situate important ethical and social issues in their appropriate historical and intellectual contexts
    - explain, analyze and debate ethical issues in a personal and professional context
    - utilize the multiple strategies of critical thinking

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

French as a Second Language

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

- will be able to demonstrate their knowledge of the following:
    - different reading techniques
    - the formal elements needed to produce a structured text, both orally and in writing
    - different forms of discourse and their specific uses

- will be able to demonstrate their ability to do the following:
    - question, analyze, judge and defend an argument in French
    - reflect on their knowledge and actions notably by revising their written productions
    - maintain social relationships and share in the cultural life of Québec
    - establish and maintain work-related relationships in French

- will be encouraged to develop: the following attitudes of:
    - openness to the various aspects of Québec culture
    - recognition and promotion of creativity
    - readiness to participate in social and economic life

Physical Education

Students who have achieved the general education objectives in physical education

- will be able to demonstrate their knowledge of the following:
  - notions and concepts based on the findings of scientific research and how to apply them methodically to physical or sporting activities
  - the relationship between lifestyle, physical activity, physical fitness and health
  - ways to evaluate their own abilities and needs with respect to activities that can enhance their health and fitness
  - the rules, techniques and conditions involved in different types of physical or sporting activity
  - the main socio-cultural determinants of physical activity and a healthy lifestyle

- will be able to demonstrate their ability to do the following:
  - give an initial account of their abilities, attitudes and needs
  - choose physical activities on the basis of their motivation, their ability to adapt to effort and their need for change
  - apply the rules and techniques of a certain number of physical activities with a view to practising them sufficiently on a regular basis
  - set goals that are realistic, measurable, challenging and situated within a specific time frame
  - improve their mastery of basic techniques and strategies associated with physical activities
  - evaluate their skills, attitudes and progress in order to adapt their means or objectives in their practice of physical activities
  - autonomously maintain or increase their physical activity and fitness levels in order to develop a healthy and active lifestyle
  - use their creativity in physical activities
  - express their choice of activities in a clear and reasoned manner

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

Program Objectives and Standards

List of Objectives

Program-Specific Component
Between 34 and 35⅓ credits, between 825 and 885 periods of instruction

Common Objectives
At least 21⅓ credits

032A Conduct research in the liberal arts
032B Demonstrate the importance of the principles, ideas and methods of logic and mathematics as disciplines
032C Relate the achievements and development of modern science, scientific thought and methods to their historical context
032D Demonstrate the importance and the extent of the contribution of ancient civilization to the development of the Western world
032E Analyze the historical development of the postclassical Western world (from the 6th to the 20th century)
032F Explain the meaning and the scope of Western ideas and institutions
032G Demonstrate the importance of religious and mythic phenomena in Western civilization
032H Analyze art and artistic achievement as a cultural reality in the history of Western civilization
032J Demonstrate integration of knowledge and abilities acquired in *Liberal Arts*

Optional Objectives

032K Identify intellectual achievements in at least one of the liberal arts
032L Discuss one or more issues in at least one of the liberal arts
032M Apply a disciplinary or multidisciplinary method in at least one of the liberal arts
032N Produce a work in at least one of the liberal arts
032P Communicate with limited skill in a language
032Q Communicate on familiar topics in a language
032R Communicate with relative ease in a language
032S Produce a work of art
032T Express oneself in a performing art
022K Explain the foundations of human behaviour and mental processes
022M Explain the economic foundations of society
022P Apply statistical tools to the interpretation of data related to contexts of study in the field of Social Science
022V Explain the cellular and systemic regulation and the reproductive system of the human organism
022W Apply advanced statistical tools, based on the probability theory, to decision making in contexts of study in the field of Social Science
022X Apply methods of differential calculus to the study of functional models in the field of Social Science
022Y Apply methods of integral calculus to the study of functional models in the field of Social Science
022Z Apply methods of linear algebra and vector geometry to the study of various phenomena of human activity

General Education Component Common to All Programs and General Education Component Specific to the Program 16⅔ credits and 420 periods of instruction, 6 credits and 150 periods of instruction

English, Language of Instruction and Literature

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

Humanities

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

French as a Second Language

One objective to be met from the following:

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

One objective to be met from the following:

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

Physical Education

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

Program-Specific Component

Common Objectives and Standards

Code: 032A

Objective	*Standard*
Statement of the Competency	
Conduct research in the liberal arts.	
Elements of the Competency	**Performance Criteria**
1. Describe the principal methods of research.	• 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
2. Apply a research strategy.	• 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
3. Prepare a research project.	• 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

Code: 032B

Objective ***Standard***

Statement of the Competency	**Achievement Context**
Demonstrate the importance of the principles, ideas and methods of logic and mathematics as disciplines.	• Using appropriate laboratory exercises • Using appropriate texts

Elements of the Competency	**Performance Criteria**
1. Recognize the nature of logical reasoning and of mathematical reasoning.	• 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
2. Formulate arguments in accordance with the central concepts of mathematics and logic.	• 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
3. Explain relationships between mathematics, logic and other disciplines.	• 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
4. Apply deductive systems and inductive systems in various instances.	• Correct distinction between the respective natures of deductive and inductive systems • Appropriate illustration of deductive and inductive systems • Demonstration of proof in such systems
5. Do an assignment in an area of mathematics and logic.	• Correct use of appropriate terms in an area of mathematics and logic • Correct solution of problems in an area of mathematics and logic

Code: 032C

Objective — *Standard*

Statement of the Competency	**Achievement Context**
Relate the achievements and development of modern science, scientific thought and methods to their historical context.	• Using appropriate laboratory exercises • Using appropriate texts

Elements of the Competency	**Performance Criteria**
1. Describe important features of science in pre-modern periods.	• 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
2. Describe the main developments in the sciences and mathematics after ca. 1500.	• 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
3. Explain the interaction between theory and practice in science.	• Adequate observation or replication of appropriate procedures in one or more sciences in natural or laboratory setting • Production of an appropriate written a report on the aims and results of a procedure in one or more sciences
4. Prepare a research paper on a topic related to the history of science.	• Use of appropriate resources • Relevant links with the intellectual and historical context • Clear and coherent exposition

Code: 032D

Objective ***Standard***

Statement of the Competency
Demonstrate the importance and the extent of the contribution of ancient civilization to the development of the Western world.

Elements of the Competency	**Performance Criteria**
1. 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. 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. 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. 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. 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

Code: 032E

Objective ***Standard***

Statement of the Competency
Analyze the historical development of the postclassical Western world (from the 6th to the 20th century).

Elements of the Competency	**Performance Criteria**
1. Identify the main periods in the history of postclassical western civilization.	• Accurate identification of historical periods and chronology • Correct placement of important events in the chronology of postclassical history
2. Explain the main historical events.	• Adequate contextual setting of important historical developments • Cogent description and explanation of the historical causes and consequences of important historical developments
3. Describe the evolution of different kinds of social and cultural order that mark the history of western civilization.	• Adequate description and explanation of the main institutions and their influences • Adequate description and explanation of important public ideas and cultures
4. Explain important developments in thought, art, and material culture.	• 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
5. Produce written integrative work on issues or themes important in postclassical history.	• Use of appropriate resources • Relevant links between the subject and historical context • Clear and coherent exposition in written or oral form

Code: 032F

Objective ***Standard***

Statement of the Competency	**Achievement Context**
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. 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. 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. 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. 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. Compare Western and non-Western world-views.	• Correct description of world-views • Pertinent connections between world-views • Understanding the limits of the comparison method

Elements of the Competency	Performance Criteria
6. 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.
Periods of instruction:	at least 90

Code: 032G

Objective ***Standard***

Statement of the Competency
Demonstrate the importance of religious and mythic phenomena in Western civilization.

Elements of the Competency	**Performance Criteria**
1. 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. 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. 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. 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

Code: 032H

Objective ***Standard***

Statement of the Competency
Analyze art and artistic achievement as a cultural reality in the history of Western civilization.

Elements of the Competency	**Performance Criteria**
1. Describe the principal characteristics of various forms of art.	• Correct identification of the main artistic currents, genres and periods • Correct description of the development of the main artistic movements, genres and periods
2. Employ the art-historical methods of description and analysis.	• Adequate use of art-historical methods to describe and analyze a pictorial, sculptural, or architectural work of art • Adequate use of appropriate vocabulary
3. Discuss a work of art.	• 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

Code: 032J

Objective ***Standard***

Statement of the Competency
Demonstrate integration of knowledge and abilities acquired in *Liberal Arts*.

Elements of the Competency	**Performance Criteria**
1. 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. 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. 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. 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

Optional Objectives and Standards

Code: 032K

Objective	*Standard*
Statement of the Competency	
Identify intellectual achievements in at least one of the liberal arts.	
Elements of the Competency	**Performance Criteria**
1. Understand the theoretical and factual aspects of the discipline.	• Accurate characterization of procedures, empirical and theoretical structures and results • Adequate use of the appropriate vocabulary, concepts and patterns of argument
2. Relate the forms of expression to the knowledge in the discipline.	• Appropriate utilization of relevant forms of expression: document, report, literary work, image, etc. • Accurate statement of the relevant contexts and data
3. Examine culturally important achievements in the discipline.	• Use of appropriate materials and sources • Clear and accurate oral or written presentation

Code: 032L

Objective ***Standard***

Statement of the Competency	
Discuss one or more issues in at least one of the liberal arts.	

Elements of the Competency	**Performance Criteria**
1. 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. Analyze the issue and its different aspects.	• Appropriate characterization of the issue under study • Cogent and accurate formulation
3. 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

Code: 032M

Objective ***Standard***

Statement of the Competency
Apply a disciplinary or multidisciplinary method in at least one of the liberal arts.

Elements of the Competency	**Performance Criteria**
1. Identify particular subjects of study.	• Selection of appropriate subjects and sub-topics • Cogent characterization of the subject
2. Apply concepts and methods.	• Selection of relevant concepts and methods • Appropriate use of the concepts and methods
3. Establish results or conclusions.	• 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
Produce a work in at least one of the liberal arts.

Elements of the Competency	**Performance Criteria**
1. Devise a work plan.	• Clear and accurate elaboration of the content and form of the project
2. Employ knowledge that is useful for the project.	• Correct use of the acquired knowledge • Relevant application of the acquired knowledge
3. Carry out the project.	• Coherent final project • Clear and accurate oral or written presentation

Code: 032P

Objective	*Standard*
Statement of the Competency	**Achievement Context**

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

Elements of the Competency	**Performance Criteria**
1. Understand the meaning of a message.	• Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning of simple messages • Logical connection between the various elements of the message
2. Express a simple 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

Learning Activities	
Note:	The acquisition of a modern language requires an awareness of the culture of its native speakers. “Limited skill” refers to the limited use of language structures, grammar and vocabulary. This limitation varies depending on the complexity of the modern language.

Code: 032Q

Objective ***Standard***

Statement of the Competency	**Achievement Context**

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

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

Learning Activities	
Note:	The acquisition of a modern language requires an awareness of the culture of its native speakers.

Code: 032R

Objective	*Standard*
Statement of the Competency	**Achievement Context**
Communicate with relative ease in a language.	• Working alone • During a conversation consisting of at least 20 lines of dialogue • In a written text of medium length (at least 25 sentences for Latin-alphabet languages and 15 sentences for other languages) • Given documents of a sociocultural nature • Using reference materials for the written text
Elements of the Competency	**Performance Criteria**
1. Understand the meaning of a message.	• Accurate explanation of the general meaning and essential ideas of the message • Clear identification of structural elements of the language
2. Express a message.	• 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
Learning Activities	
Note: The acquisition of a modern language requires an awareness of the culture of its native speakers.	

Code: 032S

Objective	*Standard*
Statement of the Competency	**Achievement Context**
Produce a work of art.	• 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	**Performance Criteria**
1. Recognize the primary forms of expression of an artistic medium.	• Identification of specific features: originality, essential qualities, means of communication, styles, genres
2. Use the medium.	• Personal, coherent use of elements of language • Satisfactory application of artistic techniques • Observance of the requirements of the method of production

Code: 032T

Objective ***Standard***

Statement of the Competency
Express oneself in a performing art.

Elements of the Competency	**Performance Criteria**
1. Grasp the work.	• Outline of the author's conception • Personal adaptation of the role or work • Contribution to the staging of the work
2. Perform a scene.	• Smooth integration of performance techniques • Exercise of interpretative abilities • Incorporation of artistic sensibility in the performance

Code: 022K

Objective	*Standard*

Statement of the Competency
Explain the foundations of human behaviour and mental processes.

Elements of the Competency	**Performance Criteria**
1. Demonstrate the contribution of psychology to the understanding of human beings. 2. Distinguish the main perspectives, the main schools of thought and their proponents, and the methodology used in the field of psychology. 3. Describe the biological, cognitive and affective processes that underlie human behaviour. 4. Demonstrate the adaptation process of individuals to their environment. 5. Interpret various patterns of human behaviour using concepts and theories related to the field of psychology.	• 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	
Discipline:	Psychology
Credits:	2

Code: 022M

Objective	*Standard*

Statement of the Competency
Explain the economic foundations of society.

Elements of the Competency	**Performance Criteria**
1. Identify the specific contribution of economics to the understanding of social organization. 2. Provide a general explanation of the functioning of a mixed-market economy and a free-market economy. 3. Identify the major schools of thought in the field of economics. 4. Measure and interpret economic activity based on the main economic indicators, as part of the overall economic climate. 5. Explain economic policies using a model of macroeconomic activity. 6. Establish links between economic theory and the current economic situation.	• 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	
Discipline:	Economics
Credits:	2

Code: 022P

Objective	*Standard*
Statement of the Competency	**Achievement Context**
Apply statistical tools to the interpretation of data related to contexts of study in the field of Social Science.	• 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	**Performance Criteria**
1. Situate the analysis of data, and more specifically its interpretation, within the scientific approach used in Social Science. 2. Present the data in satisfactory forms. 3. Analyze data using various forms of measurement. 4. Determine the nature and intensity of the link between the variables. 5. Estimate the parameters of a given population based on the corresponding statistics obtained from a sample.	• 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

Learning Activities

Discipline:	In the field of study of social science or Mathematics
Credits:	2
Periods of instruction:	60

If learning activities contribute to the achievement of objectives 022P and 022W:

Discipline:	Mathematics
Credits:	2⅔
Periods of instruction:	75

Code: 022V

Objective	*Standard*
Statement of the Competency	**Achievement Context**
Explain the cellular and systemic regulation and the reproductive system of the human organism.	• In the classroom and the laboratory • As part of at least one experiment
Elements of the Competency	**Performance Criteria**
1. Identify the cell as the basic unit of regulation and reproduction. 2. Explain how the nervous system ensures homeostasis. 3. Explain how the endocrine system ensures homeostasis. 4. Illustrate the mechanisms of human reproduction. 5. Explain the mechanisms of heredity.	• 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:	Biology
Number of credits:	2

Code: 022W

Objective — *Standard*

Statement of the Competency	Achievement Context
Apply advanced statistical tools, based on the probability theory, to decision making in contexts of study in the field of Social Science.	• 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

Elements of the Competency	Performance Criteria
1. Correctly incorporate the concepts of probability in the decision-making process. 2. Correctly use the various probability distributions in the decision-making process. 3. Standardize data. 4. Estimate an average in a given population using confidence intervals, small samples and taking confidence levels into account. 5. Perform the most appropriate test of hypothesis.	• 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

Discipline:	In the field of study of social science or Mathematics
Credits:	2
Periods of instruction:	45

If learning activities contribute to the achievement of objectives 022P and 022W:

Discipline:	Mathematics
Credits:	2⅔
Periods of instruction:	75

Code: 022X

Objective	*Standard*
Statement of the Competency	**Achievement Context**
Apply methods of differential calculus to the study of functional models in the field of Social Science.	• 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
Elements of the Competency	**Performance Criteria**
1. Situate the historical context of the development of differential calculus. 2. Recognize and describe the characteristics of algebraic, exponential, logarithmic and trigonometric functions expressed in symbolic or graphic form. 3. Analyze the behaviour of a function represented in symbolic or graphic form using an intuitive approach to the concept of limits. 4. Define the derivative of a function, to interpret it and apply derivative techniques. 5. Analyze the variations of a function using differential calculus. 6. Solve optimization and rate of change problems.	• 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

Learning Activities

Discipline: Mathematics
Credits: 2 ⅔
Periods of instruction: 75
Note: Students must have successfully completed Secondary V Mathematics: Technical and Scientific Option or Science Option.

Code: 022Y

Objective	*Standard*
Statement of the Competency	**Achievement Context**
Apply methods of integral calculus to the study of functional models in the field of Social Science.	• 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
Elements of the Competency	**Performance Criteria**
1. Situate the historical context of the development of integral calculus. 2. Find the indefinite integral of a function using integration techniques. 3. Calculate the definite integral of a function on an interval and provide its interpretation. 4. Calculate the limits of a function with indeterminate forms using l'Hospital's rule. 5. Calculate the improper integral of a function on an interval and provide its interpretation. 6. Analyze a phenomenon using differential equations with separable variables. 7. Analyze a phenomenon by checking for convergence of a series.	• 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

Learning Activities

Discipline:	Mathematics
Credits:	2 ⅔
Periods of instruction:	75
Note:	Students must have successfully completed Secondary V Mathematics: Technical and Scientific Option or Science Option.

Code: 022Z

Objective — *Standard*

Statement of the Competency	Achievement Context
Apply methods of linear algebra and vector geometry to the study of various phenomena of human activity.	• 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	Performance Criteria
1. Situate the historical context of the development of linear algebra and vector geometry. 2. Use matrices to solve concrete problems. 3. Apply different methods of solving systems of linear equations. 4. Use vector operations to solve concrete problems. 5. Establish connections between vector geometry and linear algebra. 6. Apply the methods of linear algebra and vector geometry to the study of line and plane geometry. 7. Solve optimization problems using methods of solving systems of linear inequations with two or more variables.	• 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:	Mathematics
Credits:	2 ⅔
Periods of instruction:	75
Note:	Students must have successfully completed Secondary V Mathematics: Technical and Scientific Option or Science Option.

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

English, Language of Instruction and Literature	Code: 4EA0

Objective	*Standard*

Statement of the Competency
Analyze and produce various forms of discourse.

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

Learning Activities	
Discipline:	English, Language of Instruction and Literature
Weighting:	2-2-4 or 1-3-4
Credits:	2⅔

English, Language of Instruction and Literature	Code: 4EA1

Objective ***Standard***

Statement of the Competency
Apply an analytical approach to literary genres.

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

Learning Activities	
Discipline:	English, Language of Instruction and Literature
Weighting:	2-2-3
Credits:	2⅓

English, Language of Instruction and Literature	Code: 4EA2

Objective	*Standard*

Statement of the Competency
Apply an analytical approach to a literary theme.

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

Learning Activities	
Discipline:	English, Language of Instruction and Literature
Weighting:	2-2-3
Credits:	2⅓

English, Language of Instruction and Literature	Code: 4EAP

Objective	*Standard*

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

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

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

Humanities	Code: 4HU0

Objective ***Standard***

Statement of the Competency
Apply a logical analytical process to how knowledge is organized and used.

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

Learning Activities	
Discipline:	Humanities
Weighting:	3-1-3
Credits:	2⅓

Humanities	Code: 4HU1

Objective ***Standard***

Statement of the Competency
Apply a critical thought process to world views.

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

Learning Activities	
Discipline:	Humanities
Weighting:	3-0-3
Credits:	2

Humanities	Code: 4HUP

Objective	***Standard***

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

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

Learning Activities	
Discipline:	Humanities
Periods of instruction:	45
Credits:	2

French as a Second Language (Level I)	Code: 4SF0

Objective ***Standard***

Statement of the Competency	
Apply basic concepts for communicating in standard French.	

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

Learning Activities	
Discipline:	French as a Second Language
Weighting:	2-1-3
Credits:	2

French as a Second Language (Level II)	Code: 4SF1

Objective	***Standard***

Statement of the Competency
Communicate in standard French with some ease.

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

Learning Activities	
Discipline:	French as a Second Language
Weighting:	2-1-3
Credits:	2

French as a Second Language (Level III)	Code: 4SF2

Objective	***Standard***

Statement of the Competency
Communicate with ease in standard French.

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

Learning Activities	
Discipline:	French as a Second Language
Weighting:	2-1-3
Credits:	2

French as a Second Language (Level IV)	Code: 4SF3

Objective	***Standard***

Statement of the Competency
Explore a cultural and literary topic.

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

Learning Activities	
Discipline:	French as a Second Language
Weighting:	3-0-3
Credits:	2

French as a Second Language (Level I)	Code: 4SFP

Objective	*Standard*

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

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

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

French as a Second Language (Level II)	Code: 4SFQ

Objective	***Standard***

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

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

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

French as a Second Language (Level III)	Code: 4SFR

Objective	***Standard***

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

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

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

French as a Second Language (Level IV)	Code: 4SFS

Objective	***Standard***

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

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

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

Physical Education	Code: 4EP0

Objective ***Standard***

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

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

Learning Activities	
Discipline:	Physical Education
Weighting:	1-1-1
Credits:	1

Physical Education	Code: 4EP1

Objective ***Standard***

Statement of the Competency
Improve one's effectiveness when practising a physical activity.

Elements of the Competency	**Performance Criteria**
1. Plan an approach to improve one's effectiveness when practising a physical activity.	• Initial assessment of one's abilities and attitudes when practising a physical activity • Statement of one's expectations and needs with respect to the ability to practise the activity • Appropriate formulation of personal objectives • Appropriate choice of the means to achieve one's objectives • Use of clear reasoning to explain the choice of physical activity
2. Use a planned approach to improve one's effectiveness when practising a physical activity.	• Respect for the rules and regulations of the physical activity • Respect for codes of ethics, safety rules and regulations when being physically active • Appropriate use of strategies for the quantitative and qualitative evaluation of one's motor skills • Periodic assessment of one's abilities and attitudes when practising a physical activity • Meaningful interpretation of progress made and the difficulties encountered in the practice of physical activity • Pertinent, periodic and proper adjustments of one's objectives or means • Appreciable improvement in one's motor skills, techniques or complex strategies required by the physical activity

Learning Activities	
Discipline:	Physical Education
Weighting:	0-2-1
Credits:	1

Physical Education	Code: 4EP2

Objective ***Standard***

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

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

Learning Activities	
Discipline:	Physical Education
Weighting:	1-1-1
Credits:	1

Additional Information

Key Terms Used in Pre-University Programs

Program

A program is an integrated set of learning activities leading to the achievement of educational objectives based on set standards.

Aim

The aim encompasses all of the academic fields identified in a pre-university program in order to prepare students for university. As a whole, the elements of a program—i.e. the aims of college education, common competencies, goals, objectives and standards—help students meet the educational requirements of these academic fields.

Goals

The goals of a pre-university program highlight what the students should learn. Program goals contribute to program coherence, which in turn promotes the integration and transfer of learning. They are in keeping with the program-based approach in that they serve to harmonize the program-specific and the general education components, and give concrete expression to the aim of the program.

Competency

A competency is the ability to act. It includes knowledge, skills and attitudes and refers to the student's demonstrated ability to use his or her knowledge and skills in a given situation.

Objectives

The objectives of pre-university programs determine the results expected of the students. It is by attaining objectives and meeting set standards that the students master the college-level competencies that are deemed essential to successful university studies. In pre-university programs, each objective is formulated in terms of a statement of the competency and its elements.

Standard

A standard is the level of performance at which an objective is considered to be achieved. It is by attaining objectives and meeting the required standards that the students master the college-level competencies that are deemed essential to successful university studies. In pre-university programs, each standard is formulated in terms of performance criteria.

Statement of the competency

The statement of the competency specifies the overall training objective associated with a competency; it is based on expectations identified in an analysis of university education and general education needs.

Elements of the competency

The elements specify the essential components of a competency. They include only what is necessary in order to understand and develop the competency.

Performance criteria

The performance criteria define the requirements for recognition of attainment of a standard. They are not an evaluation framework *per se*, but may serve to develop one. Performance criteria must be taken into account in the evaluation of competency development.

Learning activities

The aspects of learning activities that the Minister can determine, in whole or in part, in a pre-university program include: the field of studies, the discipline(s), the course weighting, the number of periods of instruction, the number of credits, and such specific indications as are deemed essential.

Common objectives and standards

Common objectives and standards determine the core learning content for pursuing university studies in a given field, no matter what specialization a student may have taken.

Objectives and standards of an option

The objectives and standards of an option expose students to an academic field in order to guide them in their university course selection.

Optional objectives and standards

Optional objectives and standards may or may not be implemented by a college. They serve to develop learning activities based on local orientations.

Harmonization of Pre-University Programs and General Education

The harmonization of pre-university programs and general education 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. Additional information on the harmonization of pre-university programs and general education is available on the Ministère's Web site at:
www.education.gouv.qc.ca/en/colleges/etudiants-au-collegial/pre-university-programs.

Appendix I: An Historical Sketch of the Liberal Arts

The liberal arts are as old as western civilization itself. The particular name, 'liberal arts', *arts libéraux*, 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 the *Liberal Arts* program 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.

Appendix II: The Main Distinctions Between the *Liberal Arts* and the *Social Science* 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 chose 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.

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