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English translation

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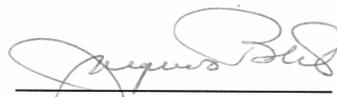
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Identification du programme

Titre du programme : Musique
Numéro du programme : 501.A0
Type de sanction : Diplôme d'études collégiales
Conditions particulières d'admission : Musique 534
Nombre d'unités : 58 ^{2/3}
— formation générale : 26 ^{2/3}
— formation spécifique : 32
Nombre d'heures-contact totales : 1500
— formation générale : 660
— formation spécifique : 840
Champ d'études : Musique

Recommandations

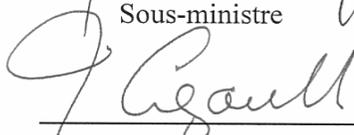

Sous-ministre adjoint

99.10.05
Date


Sous-ministre

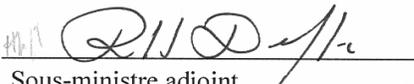
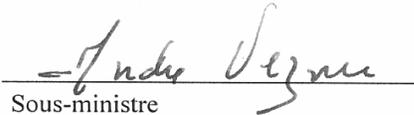
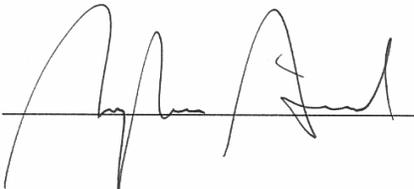
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Approbation du ministre

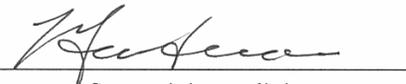
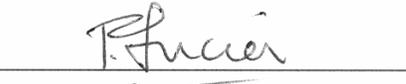
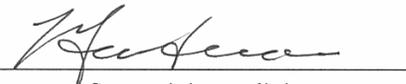
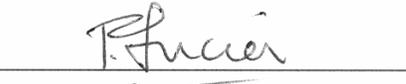
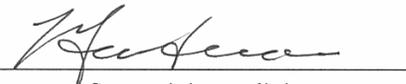
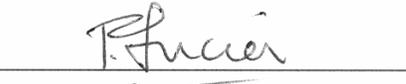

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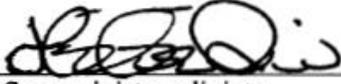
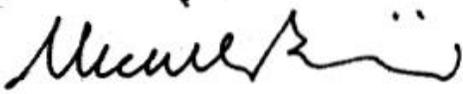
**Décision relative à la modification
d'un programme d'études préuniversitaires**

IDENTIFICATION DU PROGRAMME	
Type de sanction :	Diplôme d'études collégiales
Numéro et titre du programme :	501.A0 (Musique)
Nombre total d'unités allouées pour le programme :	58 2/3
Nombre d'heures-contact allouées à la composante de formation spécifique :	840
Modification(s) proposée(s) :	Remplacer les pondérations prescrites des objectifs 01DG, 01DH ainsi que 01DK par leur équivalent en heures-contact.
Session et année d'entrée en vigueur :	Automne 2002
APPROBATION	
Recommandations :	
	 _____ Sous-ministre adjoint Enseignement supérieur
	<u>02-01-15</u> Date
	 _____ Sous-ministre adjoint Formation professionnelle et technique
	<u>02-02-05</u> Date
	 _____ Sous-ministre
	<u>02-02-08</u> Date
Approbation du Ministre :	 _____
	<u>02/02/05</u> Date

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

IDENTIFICATION DU PROGRAMME							
Titre et numéro du programme :	Musique (501.A0)						
Type de sanction :	Diplôme d'études collégiales						
Nombre total d'unités allouées pour le programme :	58 2/3						
Nombre d'heures-contact allouées pour le programme :	1 500						
Modifications proposées :	<ul style="list-style-type: none">▪ ajouter le tableau d'équivalences entre la formation générale complémentaire et le programme Sciences, lettres et arts (700.A0);▪ ajouter le tableau d'équivalences entre la formation générale complémentaire du régime 3 et celle du régime 2.						
Session et année d'entrée en vigueur :	Automne 2002						
APPROBATION							
Recommandations :	<table><tr><td> Sous-ministre adjoint Enseignement supérieur</td><td><u>19/11/03</u> Date</td></tr><tr><td> Sous-ministre</td><td><u>03.11.24</u> Date</td></tr><tr><td>Approbation du ministre :</td><td> <u>03.11.27</u> Date</td></tr></table>	 Sous-ministre adjoint Enseignement supérieur	<u>19/11/03</u> Date	 Sous-ministre	<u>03.11.24</u> Date	Approbation du ministre :	 <u>03.11.27</u> Date
 Sous-ministre adjoint Enseignement supérieur	<u>19/11/03</u> Date						
 Sous-ministre	<u>03.11.24</u> Date						
Approbation du ministre :	 <u>03.11.27</u> Date						

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

Type de sanction :	Diplômes d'études collégiales
Modifications proposées :	Modifier, pour les programmes concernés, les conditions particulières d'admission pour celles apparaissant à l'annexe.
Session et année d'entrée en vigueur :	Automne 2010
APPROBATION DES PROGRAMMES	
Recommandations :	
 _____ Sous-ministre adjointe Enseignement supérieur	<u>09/12/08</u> Date
 _____ Sous-ministre	<u>2008.12.29</u> Date
Approbation de la ministre :	 _____ Date <u>2009/01/20</u>

Annexe

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

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

La légende au bas de la liste
donne la signification des
abréviations

Signification des abréviations des nouveaux cours préalables

Mathématique

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

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

Science et technologie

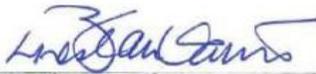
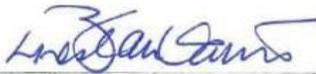
Chimie 5^e Chimie de la 5^e secondaire (051504)

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

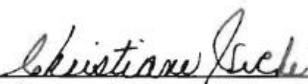
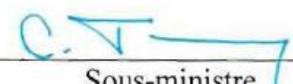
Arts

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

Décision relative à des modifications à un programme d'études préuniversitaires

IDENTIFICATION DU PROGRAMME	
Titre du programme	: Musique
Numéro du programme	: 501.A0
Modifications	: Les objectifs et standards suivants de la formation spécifique peuvent être atteints par des cours comptant moins de 45 périodes d'enseignement : 01DG Interpréter des pièces musicales; 01DM Assimiler des notions et techniques complémentaires propres à la musique; 01DJ Explorer des éléments du langage musical; 01DL Interpréter des œuvres musicales comme membre d'un ensemble.
Entrée en vigueur	: Automne 2010
APPROBATION	
Recommandations	:  Sous-ministre adjointe à l'enseignement supérieur  Sous-ministre  Date
	: 7-12-2010 Date
	: 110304 Date
Approbation de la ministre	:  Date
	: 23 mars 2011 Date

Décision relative à des modifications à un programme d'études préuniversitaires

IDENTIFICATION DU PROGRAMME	
Titre du programme	: Musique
Numéro du programme	: 501.A0
Modifications	: Le retrait de la condition particulière d'admission, soit la réussite du cours de Musique de la cinquième secondaire. Pour être admis, l'élève pourrait devoir passer une audition en théorie musicale, en solfège, en dictée et à l'instrument.
Entrée en vigueur	: Hiver 2013
APPROBATION	
Recommandations	:  Sous-ministre adjointe à l'enseignement supérieur, à la recherche, à la science et à la technologie  Sous-ministre
	: <u>16-11-2012</u> Date <u>16/12/2012</u> Date
Approbation du ministre	:  <u>19/12/12</u> Date

DEFINITION OF THE PROGRAM

Program title	:	Music
Type of program	:	Pre-university program
Program code and version	:	501.A0 (1999)
Type of certification	:	Diploma of College Studies
Special conditions for admission	:	None
Number of credits	:	58 $\frac{2}{3}$
— General education component:	:	26 $\frac{2}{3}$
— Program-specific component	:	32
Number of periods of instruction	:	1500
— General education component:	:	660
— Program-specific component	:	840
Objectives that can be achieved by courses comprising less than 45 periods of instruction	:	01DG, 01DM, 01DJ et 01DL

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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 *Music* Program

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

- The program-specific component consists of 32 credits.
- The general education component that is common to all programs consists of $16\frac{2}{3}$ credits:
 - Language of Instruction and Literature: $7\frac{1}{3}$ credits
 - Philosophy or Humanities: $4\frac{1}{3}$ credits
 - Physical Education: 3 credits
 - Second Language: 2 credits
- The general education component that is specific to the program consists of 6 credits:
 - Language of Instruction and Literature: 2 credits
 - Philosophy or Humanities: 2 credits
 - Second Language: 2 credits
- The complementary general education component, which aims to expose students to subject areas outside their program of study, consists of 4 credits and includes courses in the following areas:
 - Social Sciences
 - Science and Technology
 - Modern Language
 - Mathematics Literacy and Computer Science
 - Art and Aesthetics
 - Contemporary Issues

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

Aim of the Program

The *Music* program is intended to give students a balanced education that includes a general education component and a component specific to music. This will prepare students for university studies in the field of music.

Goals of the Program

Program-Specific Component

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

- Integrate the knowledge and skills they have acquired during their college education
- Integrate the basic elements of musical language
- Demonstrate an artistic sense in the performance of musical works
- Explore various aspects of the world of music
- Develop the qualities necessary for artistic development
- Acquire attitudes that favour interaction in musical activities
- Work autonomously and efficiently

Integrate the knowledge and skills students have acquired during their college education

The integration of knowledge and skills presumes that the students have the capacity to:

- Acquire a common cultural core
- Demonstrate the acquisition of generic skills
- Interrelate the various fields of study in the program
- Develop and transfer basic knowledge and skills in dealing with situations and carrying out activities

Integrate the basic elements of musical language

The integration of the basic elements of musical language refers to the acquisition of knowledge and its application to musical styles and genres, works in the repertoire and performance practice.

Demonstrate an artistic sense in the performance of musical works

The demonstration of an artistic sense in the performance of musical works implies that students develop their musical sensibility, and integrate both technical skills and knowledge of theory and style into their instrumental playing.

Explore various aspects of the world of music

The exploration of various aspects of the world of music involves a sensitization to different musical languages, such as classical, jazz and popular, and an understanding of the technology appropriate to each, thus fostering a varied musical education and an attitude of openness.

Develop the qualities necessary for artistic development

Artistic development is fostered by the students' awareness of their capacities and limitations, the development of artistic curiosity and the determination to excel in their art.

Acquire attitudes that favour interaction in musical activities

The adoption of attitudes that favour interaction implies that the students learn how to listen, to respect others, to develop a sense of responsibility and sharing and to acquire a sense of ethics.

Work autonomously and efficiently

Autonomous, efficient work is facilitated by acquiring a working method that includes a good sense of organization and an ability to analyze and synthesize. It also requires music students to acquire personal thoroughness and discipline in their musical activities.

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

Complementary General Education Component

Social Sciences

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

Science and Technology

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

Modern Language

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

Mathematics Literacy and Computer Science

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

Art and Aesthetics

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

Contemporary Issues

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

Program Objectives and Standards

List of Objectives

Program-Specific Component

32 credits, 840 periods of instruction

Common Objectives

- 01DG Perform musical works
- 01DH Demonstrate auditory acuity in the transcription and vocal performance of musical scores
- 01DJ Explore elements of musical language
- 01DK Appreciate various characteristics of musical works
- 01DL Perform musical works as a member of an ensemble
- 01DM Assimilate complementary concepts and techniques related to music
- 01DN Integrate their knowledge and learning in a musical production

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

16½ credits and 420 periods of instruction, 6 credits and 150 periods of instruction

English, Language of Instruction and Literature

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

Humanities

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

French as a Second Language

One objective to be met from the following:

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

One objective to be met from the following:

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

Physical Education

4EP0 Analyze one's physical activity from the standpoint of a healthy lifestyle

4EP1 Improve one's effectiveness when practising a physical activity

4EP2 Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity

Complementary General Education Component

4 credits, 90 periods of instruction

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

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

Program-Specific Component

Common Objectives and Standards

Code: 01DG

<i>Objective</i>	<i>Standard</i>
Statement of the Competency	Achievement Context
Perform musical works.	<ul style="list-style-type: none"> • According to the particular musical language: classical, jazz or popular • As a soloist, accompanied or unaccompanied • In styles representative of periods or artistic currents • During public exercises, master classes, concerts or performances
Elements of the Competency	Performance Criteria
1. Describe its instrument.	<ul style="list-style-type: none"> • Distinction among different components of the instrument • Analysis of the instrument's sound production mechanism • Knowledge of the relationship between the evolution of the instrument and the repertoire • Knowledge of techniques of maintenance for the instrument
2. Acquire an instrumental technique.	<ul style="list-style-type: none"> • Precision of tone • Expressive sound production • Sound projection • Demonstration of speed • Precision of play • Physical relaxation in performance • Effective prevention of physical discomfort related to the playing of the instrument
3. Apply a sightreading technique appropriate to the instrument.	<ul style="list-style-type: none"> • Effective method of decoding • Acquisition of sightreading reflexes • Fluency of sightreading
4. Appreciate the quality of their playing.	<ul style="list-style-type: none"> • Constant attention to the quality of sound • Critical attitude to their playing of the instrument • Constant correction and improvement of their playing • Demonstration of listening ability
5. Experience different styles of music appropriate to the instrument.	<ul style="list-style-type: none"> • Appropriate exploration of the repertoire and stylistic components, in relation to the instrument • Adaptation of sound quality to style

Elements of the Competency	Performance Criteria
6. Display a sense of artistry when performing.	<ul style="list-style-type: none"> • Pursuit of aesthetic qualities • Respect for the style and the score • Demonstration of sensitivity and expressiveness • Dynamic expression and rhythmic sense • Communication, interaction and timing when performing with accompaniment • Improvisation appropriate to the style and the instrument • Use of technologies that respect: <ul style="list-style-type: none"> ○ the style ○ the characteristics of the instrument ○ consistency on an artistic level • Quality of presentation on stage • Integration of artistic sense and technical elements
Learning Activities	
Periods of instruction:	at least 120
Note:	<p>This objective implies a training in classical music or in jazz and popular music. The repertoire for each instrument, suggested in the <i>Music</i> (500.02) program approved in 1993, remains valid as an example of the level of competency to be attained. This objective can be achieved by courses comprising less than 45 periods of instruction.</p>

<i>Objective</i>		<i>Standard</i>	
Statement of the Competency		Achievement Context	
Demonstrate auditory acuity in the transcription and vocal performance of musical scores.		<ul style="list-style-type: none"> Based on musical texts from classical, jazz and popular music 	
Elements of the Competency		Performance Criteria	
1. Sightread a musical text by naming the notes.		<ul style="list-style-type: none"> Easy and accurate vocal reproduction of a tonal melody, including chromatic elements Precise and dynamic vocal reproduction of rhythms appropriate to the musical language 	
2. Transcribe a musical selection upon hearing it.		<ul style="list-style-type: none"> Transcription of a tonal melody, including chromatic elements Transcription of segments of a two-part melody Transcription of three- and four-note chords Notation in symbols of harmonic formulae appropriate to the musical language Transcription of the bass line and the harmonic progression Transcription of rhythms appropriate to the language 	
Learning Activities			
Periods of instruction: at least 180			
Note: For the classical language, <i>vocal and written reproductions of a tonal melody</i> should be limited to closely related keys. The <i>notation in symbols of harmonic formulae</i> applies more precisely to the languages of jazz and popular music.			

<i>Objective</i>		<i>Standard</i>	
Statement of the Competency		Achievement Context	
Explore elements of musical language.		<ul style="list-style-type: none"> • Based on musical texts from classical, jazz and popular music • Based on simple works or excerpts from works 	
Elements of the Competency		Performance Criteria	
1. Write melodies.		<ul style="list-style-type: none"> • Application of the rules of musical notation • Integration of melodic, harmonic and formal elements • Written transposition of musical scores 	
2. Establish the harmonic framework of melodies.		<ul style="list-style-type: none"> • Application of the principles of chord progression • Choice of chords based on melody • Writing figures and symbols for chords 	
3. Explore the rules of harmony.		<ul style="list-style-type: none"> • Analysis of four-voiced chorales • Observance of basic rules for writing for four voices • Attention to aesthetic aspects 	
4. Analyze the melodic, harmonic and formal structures of works or excerpts from works.		<ul style="list-style-type: none"> • Use of an analytic approach appropriate to the musical language • Identification of musical phrases with cadences • Recognition of ornamental notes or different tensions • Analysis of harmonic, diatonic and modulating progressions • Analysis of modulations • Recognition of musical forms 	
Learning Activities			
Note: This objective can be achieved by courses comprising less than 45 periods of instruction.			

<i>Objective</i>		<i>Standard</i>	
Statement of the Competency		Achievement Context	
Appreciate various characteristics of musical works.		<ul style="list-style-type: none"> • Based on excerpts from works or important works representative of various periods, styles and Western musical languages 	
Elements of the Competency		Performance Criteria	
1. Situate the work in its context.		<ul style="list-style-type: none"> • Determination of the significant characteristics of the period or the style • Identification of the composers and musicians representative of a period or style • Establishment of basic relationships with other art forms 	
2. Distinguish the main components of a work.		<ul style="list-style-type: none"> • Recognition of forms and stylistic elements • Recognition of the details of instrumentation • Identification of elements of musical language 	
3. Appreciate the basic characteristics of a work.		<ul style="list-style-type: none"> • Careful choice of appreciation criteria • Use of appropriate terminology • Use of coherent arguments • Demonstration of a critical sense • Demonstration of open-mindedness 	
4. Compare works of different periods and styles.		<ul style="list-style-type: none"> • Recognition of the main distinctions and similarities between works in terms of: <ul style="list-style-type: none"> ○ forms and stylistic elements ○ details of instrumentation ○ components of musical language 	
Learning Activities			
Periods of instruction:		at least 180	
Note:		The objective favours the adoption of an approach based on the appreciation and comparison of various styles and periods in order to distinguish their main characteristics. The appreciation and comparison suggested in the third and fourth elements of the competency should be based on works that display obvious characteristics.	

Objective

Standard

Statement of the Competency	Achievement Context
Perform musical works as a member of an ensemble.	<ul style="list-style-type: none"> • According to a particular musical language: classical or jazz and popular • During rehearsals, public exercises, concerts or other types of performances • In a small or large ensemble
Elements of the Competency	Performance Criteria
1. Adapt their playing to the needs of the ensemble.	<ul style="list-style-type: none"> • Synchronization with the ensemble in the performance of works • Accurate rhythm appropriate to the ensemble and the musical style • Observance of musical phrasing • Attention to the balance of sound • Demonstration of sightreading reflexes
2. Interact with the members of the ensemble.	<ul style="list-style-type: none"> • Attentive listening to other members of the ensemble • Punctuality and discipline when working • Professional attitude • Observance of conductor's direction
3. Participate in the preparation of a program as part of a musical ensemble.	<ul style="list-style-type: none"> • Judicious selection of repertoire appropriate to the situation • Appropriate preparation of repertoire • Regular attendance at rehearsals • Efficient organization of rehearsals • Effective collaboration with the technical team, where applicable
Learning Activities	
Note: This objective can be achieved by courses comprising less than 45 periods of instruction.	

<i>Objective</i>		<i>Standard</i>	
Statement of the Competency		Achievement Context	
Assimilate complementary concepts and techniques related to music.		<ul style="list-style-type: none"> • In one or more of the selected musical languages • Based on concepts and techniques related to the area of study: jazz arrangement, music workshops, sound design and production, instrumental performance, complementary instrument or musical technology • Using appropriate supports or techniques 	
Elements of the Competency		Performance Criteria	
1. Demonstrate the acquisition of knowledge and techniques.		<ul style="list-style-type: none"> • Definition of appropriate concepts and techniques • Application of these techniques 	
2. Realize musical activities.		<ul style="list-style-type: none"> • Appropriate planning of activities • Observance of the rules appropriate to each type of activity • Observance of the particular aspects of each concept or technique • Demonstration of an artistic sense • Assimilation of the concepts and techniques that complement basic musical skills 	
Learning Activities			
Note: This objective can be achieved by courses comprising less than 45 periods of instruction.			

<i>Objective</i>		<i>Standard</i>	
Statement of the Competency		Achievement Context	
Integrate their knowledge and learning in a musical production.		<ul style="list-style-type: none"> • According to the selections of the educational institution • Based on references appropriate to the project • Using instruments and equipment appropriate to the project 	
Elements of the Competency		Performance Criteria	
1. Plan a project.		<ul style="list-style-type: none"> • Clear formulation of objectives and musical intentions in the preparation of an activity to demonstrate the acquisition of the essential elements of the program • Selection of production tools • Appropriate planning of activities • Establishment of a work schedule 	
2. Carry out a project.		<ul style="list-style-type: none"> • Application of a good working method • Adherence to the plan and the work schedule • Conformity of the project with the initial objectives and intentions • Demonstration of the acquisition of the qualities necessary for the pursuit of studies: autonomy, discipline, concern for excellence, capacity for self-criticism • Demonstration of a capacity for synthesis and integration • Quality of oral and written communication • Proper appreciation of the procedure 	

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

English, Language of Instruction and Literature		Code: 4EA0
<i>Objective</i>	<i>Standard</i>	
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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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:	2½	

Objective

Standard

Statement of the Competency

Apply an analytical approach to literary genres.

Elements of the Competency

Performance Criteria

1. Distinguish genres of literary texts.	<ul style="list-style-type: none"> • Clear recognition of the formal characteristics of a literary genre
2. Recognize the use of literary conventions within a specific genre.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Appropriate recognition of the relationship of a text to its period
4. Write a critical analysis of a literary genre.	<ul style="list-style-type: none"> • Selective use of appropriate terminology • Effective presentation of a 1000-word coherent response to a literary text
5. Revise the work.	<ul style="list-style-type: none"> • 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: 2½

Objective

Standard

Statement of the Competency

Apply an analytical approach to a literary theme.

Elements of the Competency

Performance Criteria

1. Recognize the treatment of a theme within a literary text.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Appropriate identification of expression (explicit / implicit) of a value system in a text
4. Write an analysis on a literary theme.	<ul style="list-style-type: none"> • Selective use of appropriate terminology • Effective presentation of a 1000-word coherent response to a literary text
5. Revise the work.	<ul style="list-style-type: none"> • 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: 2½

Objective

Standard

Statement of the Competency

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

Elements of the Competency

Performance Criteria

1. Identify the forms of discourse appropriate to given fields of study.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Clear and accurate recognition of the main ideas and structure • Appropriate distinction between fact and argument
3. Formulate an oral and a written discourse.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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

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

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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Adequate definition of the dimensions, limits, and uses of a field of knowledge
3. Situate a field of knowledge within its historical context.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Coherent organization of the main components
5. Produce a synthesis of the main components.	<ul style="list-style-type: none"> • Appropriate analysis of the components • Coherent synthesis of the main components • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the organization and uses of knowledge • Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

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

Objective

Standard

Statement of the Competency

Apply a critical thought process to world views.

Elements of the Competency

Performance Criteria

1. Describe world views.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Adequate explanation of the salient components of a world view
3. Organize the ideas, values and experiences of a world view into coherent patterns.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Coherent integration of the importance and implications of the world views for the given societies or groups • Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

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

Objective

Standard

Statement of the Competency

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

Elements of the Competency

Performance Criteria

1. Situate significant ethical issues in appropriate world views and fields of knowledge.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Adequate description of the salient components of the issues
3. Organize the ethical questions and their implications into coherent patterns.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Adequate development of substantiated argumentation including context and diverse points of view • Clear articulation of an individual point of view • Appropriate use of revision strategies • Appropriate revision of form and content

Learning Activities

Discipline:	Humanities
Periods of instruction:	45
Credits:	2

Objective

Standard

Statement of the Competency

Apply basic concepts for communicating in standard French.

Elements of the Competency

Performance Criteria

1. Write and revise a simple text.

- Clear, coherent formulation of a text of about 250 words
- Adequate development of the text: intention, topic, reader
- Formulation of simple, well-constructed sentences
- Use of adequate vocabulary for the task
- Satisfactory application of the rules of grammar, in particular agreement in gender and number; regular verbs; verb tenses in the present, compound past and simple future
- Satisfactory correction of errors in spelling or grammar
- Appropriate use of revision strategies

2. Understand the meaning of a simple text.

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

3. Convey a simple oral message.

- Clear and coherent formulation of an oral presentation of at least four minutes
- Appropriate use of standard vocabulary
- Clear and coherent statements

4. Understand the meaning of a simple oral message.

- Accurate identification of the general meaning and essential ideas of an oral message of at least four minutes
- Accurate identification of the difficulties in understanding the message
- Accurate description of the general meaning and essential ideas of the message

Learning Activities

Discipline: French as a Second Language

Weighting: 2-1-3

Credits: 2

Objective

Standard

Statement of the Competency

Communicate in standard French with some ease.

Elements of the Competency

Performance Criteria

1. Write and revise a simple text.

- Writing of a text of about 350 words
- Respect for grammar and spelling rules
- Appropriate use of the main elements of the corpus
- Clear, coherent formulation of sentences
- Coherent organization of paragraphs
- Appropriate use of revision strategies
- Satisfactory correction of spelling and grammatical errors

2. Interpret a written text.

- Accurate identification of the main ideas and structure of a text of 700 to 1 000 words
- Accurate identification of the main elements of the text
- Accurate explanation of the meaning of the words of the text

3. Produce a planned oral text.

- Clear and coherent formulation of an oral presentation of at least five minutes
- Appropriate use of standard vocabulary
- Respect for the level of language and rules of grammar and pronunciation

4. Interpret a simple oral text.

- Accurate identification of the main elements of an oral text of at least five minutes
- Accurate identification of the ideas and subjects dealt with in the text
- Accurate explanation of the meaning of the words of the text

Learning Activities

Discipline: French as a Second Language

Weighting: 2-1-3

Credits: 2

Objective

Standard

Statement of the Competency

Communicate with ease in standard French.

Elements of the Competency

Performance Criteria

1. Write a text of moderate complexity.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Appropriate revision of the text
3. Comment on a written text of moderate complexity.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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

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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Appropriate revision of the text
3. Analyze a cultural or literary text.	<ul style="list-style-type: none"> • 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

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

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

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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Accurate identification of the main elements of the text • Accurate interpretation of specialized vocabulary • Accurate identification of the ideas and subjects dealt with • Appropriate use of reading and listening techniques

Learning Activities

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

Objective

Standard

Statement of the Competency

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

Elements of the Competency

Performance Criteria

<p>1. Produce a text on a topic related to the student's field of study.</p>	<ul style="list-style-type: none"> • 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
<p>2. Revise and correct a text on a topic related to the student's field of study.</p>	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Satisfactory correction of spelling and grammatical errors
<p>3. Comment on texts specific to the student's field of study.</p>	<ul style="list-style-type: none"> • 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

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

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

<p>1. Write a text on a topic related to the student's field of study.</p>	<ul style="list-style-type: none"> • 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
<p>2. Revise and correct a text on a topic related to the student's field of study.</p>	<ul style="list-style-type: none"> • Appropriate use of revision strategies • Satisfactory correction of spelling and grammatical errors
<p>3. Analyze a text related to the student's field of study.</p>	<ul style="list-style-type: none"> • Precise differentiation of the formal characteristics of specific types of texts • Personal formulation of the main elements • Listing of the main themes • Accurate identification of the structure of the text • Identification of clues that help situate the text in its context • Clear articulation of a personal point of view • Accurate association of elements of the text with the topic

Learning Activities

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

Objective

Standard

Statement of the Competency

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

Elements of the Competency

Performance Criteria

1. Establish the relationship between one's lifestyle habits and health.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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

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

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

Complementary General Education Component

Social Sciences		Code: 000V
<i>Objective</i>		<i>Standard</i>
Statement of the Competency	Achievement Context	
Estimate the contribution of the social sciences to an understanding of contemporary issues.	<ul style="list-style-type: none"> • Working alone • In an essay of approximately 750 words on the contribution of the social sciences to an understanding of contemporary issues • Using documents and data from the field of social sciences 	
Elements of the Competency	Performance Criteria	
1. Recognize the focus of one or more of the social sciences and their main approaches.	<ul style="list-style-type: none"> • Formulation of the focus specific to one or more of the social sciences • Description of the main approaches used in the social sciences 	
2. Identify some of the issues currently under study in the social sciences.	<ul style="list-style-type: none"> • Association of issues with the pertinent areas of research in the social sciences 	
3. Demonstrate the contribution of one or more of the social sciences to an understanding of contemporary issues.	<ul style="list-style-type: none"> • Presentation of contemporary issues by highlighting the interpretation of the social sciences • Illustration of the interaction between certain social changes and the contribution of the social sciences 	
Learning Activities		
Periods of instruction:	45	
Credits:	2	
Note:	Use the 300 or 400 series of codes (except codes 300 and 360) to link a course to objective 000V. Use code 305 for a multidisciplinary course. Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.	

Social Sciences

Code: 000W

Objective**Standard**

Statement of the Competency	Achievement Context
Analyze one of the major problems of our time using one or more social scientific approaches.	<ul style="list-style-type: none"> • Working alone • In an essay of approximately 750 words on a topic related to human existence • Using reference materials from the field of social sciences
Elements of the Competency	Performance Criteria
1. Formulate a problem using one or more social scientific approaches.	<ul style="list-style-type: none"> • Presentation of the background to the problem • Use of appropriate concepts and language • Brief description of individual, collective, spatio-temporal and cultural aspects of the problem
2. Address an issue using one or more social scientific approaches.	<ul style="list-style-type: none"> • Clear formulation of an issue • Selection of pertinent reference materials • Brief description of historical, experimental and survey methods
3. Draw conclusions.	<ul style="list-style-type: none"> • Appropriate use of the selected method • Determination of appropriate evaluation criteria • Identification of strengths and weaknesses of the conclusions • Broadening of the issue analyzed
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Use the 300 or 400 series of codes (except codes 300 and 360) to link a course to objective 000W.</p> <p>Use code 305 for a multidisciplinary course.</p> <p>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Explain the general nature of science and technology and some of the major contemporary scientific or technological issues.	<ul style="list-style-type: none"> • Working alone • Using a written commentary on a scientific discovery or technological development • In an essay of approximately 750 words
Elements of the Competency	Performance Criteria
1. Describe scientific thinking and the standard scientific method.	<ul style="list-style-type: none"> • Brief description of the essential characteristics of scientific thinking, including quantification and demonstration • Ordered list and brief description of the essential characteristics of the main steps in the standard scientific method
2. Demonstrate how science and technology are complementary.	<ul style="list-style-type: none"> • Definition of terms and description of the primary ways in which science and technology are interrelated: logical and temporal connections, and mutual contributions
3. Explain the context and the stages related to several scientific and technological discoveries.	<ul style="list-style-type: none"> • Pertinent and coherent explanation of the relationship between the determining contexts related to several scientific and technological discoveries • Listing of the main stages of scientific and technological discoveries
4. Deduce different consequences and questions resulting from certain recent scientific and technological developments.	<ul style="list-style-type: none"> • Brief description of important consequences (of different types) and the current major challenges resulting from several scientific and technological discoveries • Formulation of relevant questions and credibility of responses to the questions formulated
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	Use the 100 or 200 series of codes to link a course to objective 000X. Use code 105 for a multidisciplinary course. Codes 109, 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.

Objective**Standard**

Statement of the Competency	Achievement Context
Resolve a simple problem by applying the basic scientific method.	<ul style="list-style-type: none"> Working alone or in groups Applying the standard scientific method to a given, simple scientific and technological problem Using common scientific instruments and reference materials (written or other)
Elements of the Competency	Performance Criteria
1. Describe the main steps of the standard scientific method.	<ul style="list-style-type: none"> Ordered list and brief description of the characteristics of the steps of the standard scientific method
2. Formulate a hypothesis designed to solve a simple scientific and technological problem.	<ul style="list-style-type: none"> Clear, precise description of the problem Observance of the principles for formulating a hypothesis (observable and measurable nature of data, credibility, etc.)
3. Verify a hypothesis by applying the fundamental principles of the basic experimental method.	<ul style="list-style-type: none"> Pertinence, reliability and validity of the experimental method used Observance of established experimental method Appropriate choice and use of instruments Clear, satisfactory presentation of results Validity of the connections established between the hypothesis, the verification and the conclusion
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	Use the 100 or 200 series of codes to link a course to objective 000Y. Use code 105 for a multidisciplinary course. Codes 109, 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.

Objective**Standard**

Statement of the Competency	Achievement Context
Communicate with limited skill in a modern language.	<ul style="list-style-type: none"> • For modern Latin-alphabet languages: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ during a conversation consisting of at least six lines of dialogue ○ in a written text consisting of at least six sentences • Based on learning situations on familiar themes • Using reference materials
Elements of the Competency	Performance Criteria
1. Understand the meaning of an oral message.	<ul style="list-style-type: none"> • Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning of simple messages • Logical connection between the various elements of the message
2. Understand the meaning of a written message.	<ul style="list-style-type: none"> • Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning of simple messages • Logical connection between the various elements of the message
3. Express a simple message orally.	<ul style="list-style-type: none"> • Appropriate use of language structures in main and coordinate clauses • Appropriate application of grammar rules • Use of verbs in the present indicative • Appropriate use of basic vocabulary and idiomatic expressions • Clear pronunciation • Coherent sequencing of simple sentences • Spontaneous and coherent sequencing of sentences in a conversation
4. Write a text on a given subject.	<ul style="list-style-type: none"> • Appropriate use of language structures in main and coordinate clauses • Appropriate application of basic grammar rules • Use of verbs in the present indicative • Appropriate use of basic vocabulary and idiomatic expressions • Coherent sequencing of simple sentences • Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

Learning Activities

Periods of instruction: 45

Credits: 2

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

Objective**Standard**

Statement of the Competency	Achievement Context
Communicate on familiar topics in a modern language.	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ common situations in everyday life ○ simple topics from everyday life • Using reference materials
Elements of the Competency	Performance Criteria
1. Understand the meaning of an oral message.	<ul style="list-style-type: none"> • Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning and essential ideas of messages of average complexity • Logical connection between the various elements of the message
2. Understand the meaning of a written message.	<ul style="list-style-type: none"> • Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning and essential ideas of messages of average complexity • Logical connection between the various elements of the message
3. Express a simple message orally, using sentences of average complexity.	<ul style="list-style-type: none"> • Appropriate use of language structures in main or subordinate clauses • Appropriate application of grammar rules • Use of verbs in the present indicative • Appropriate use of enriched basic vocabulary and idiomatic expressions • Clear pronunciation • Coherent sequencing of sentences • Dialogue
4. Write a text on a given subject, using sentences of average complexity.	<ul style="list-style-type: none"> • Appropriate use of language structures in main or subordinate clauses • Appropriate application of grammar rules • Use of verbs in the present and past indicative • Appropriate use of enriched basic vocabulary and idiomatic expressions • Coherent sequencing of sentences of average complexity • Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

Learning Activities

Periods of instruction: 45

Credits: 2

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

Objective**Standard**

Statement of the Competency	Achievement Context
Communicate with relative ease in a modern language.	<ul style="list-style-type: none"> • Working alone • During a conversation consisting of at least 20 lines of dialogue • In a written text of medium length (at least 25 sentences for Latin-alphabet languages and 15 sentences for other languages) • Given documents of a sociocultural nature • Using reference materials for the written text
Elements of the Competency	Performance Criteria
1. Understand the meaning of an oral message in everyday language.	<ul style="list-style-type: none"> • Accurate explanation of the general meaning and essential ideas of the message • Clear identification of structural elements of the language
2. Understand the meaning of a text of average complexity.	<ul style="list-style-type: none"> • Accurate explanation of the general meaning and essential ideas of the text • Clear identification of structural elements of the language
3. Have a conversation on a subject.	<ul style="list-style-type: none"> • Appropriate use of the structural elements of the language according to the message to be expressed • Appropriate use of everyday vocabulary • Accurate pronunciation and intonation • Normal flow in a conversation in everyday language • Coherence of the message expressed • Pertinent responses to questions
4. Write a text of average complexity.	<ul style="list-style-type: none"> • Appropriate use of the structural elements of the language according to the text to be written • Accurate vocabulary • Coherence of the text as a whole • Observance of presentation and writing rules applicable to the text
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>The acquisition of a modern language requires an awareness of the culture of its native speakers.</p> <p>Use the 600 series of codes to link a course to objective 0067, with the exception of codes 601, 602, 603 and 604.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Recognize the role of mathematics or computer science in contemporary society.	<ul style="list-style-type: none"> • Working alone • In an essay of approximately 750 words • Using different personally selected concrete examples
Elements of the Competency	Performance Criteria
1. Demonstrate the acquisition of basic general knowledge of mathematics or computer science.	<ul style="list-style-type: none"> • Identification of basic notions and concepts • Identification of the main branches of mathematics or computer science • Appropriate use of terminology
2. Describe the evolution of mathematics or computer science.	<ul style="list-style-type: none"> • Descriptive summary of several major phases
3. Recognize the contribution of mathematics or computer science to the development of other areas of knowledge.	<ul style="list-style-type: none"> • Demonstration of the existence of important contributions, using concrete examples
4. Illustrate the diversity of mathematical or computer science applications.	<ul style="list-style-type: none"> • Presentation of a range of applications in various areas of human activity, using concrete examples
5. Evaluate the impact of mathematics or computer science on individuals and organizations.	<ul style="list-style-type: none"> • Identification of several major influences • Explanation of the way in which mathematics or computer science have changed certain human and organizational realities • Recognition of the advantages and disadvantages of these influences
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Only the following codes can be used to link a course to objective 0011: 105, 201, 204, 420.</p> <p>Use code 204 for a multidisciplinary course.</p> <p>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Use various mathematical or computer science concepts, procedures and tools for common tasks.	<ul style="list-style-type: none"> • Working alone • While carrying out a task or solving a problem based on everyday needs • Using familiar tools and reference materials
Elements of the Competency	Performance Criteria
1. Demonstrate the acquisition of basic functional knowledge in mathematics or computer science.	<ul style="list-style-type: none"> • Brief definition of concepts • Correct execution of basic operations • Appropriate use of terminology
2. Select mathematical or computing tools and procedures on the basis of specific needs.	<ul style="list-style-type: none"> • Listing of numerous possibilities available through the use of mathematical and computing tools and procedures • Analysis of concrete situations and recognition of the usefulness of mathematical or computing tools and procedures • Appropriate choice according to needs
3. Use mathematical or computing tools and procedures to carry out tasks and solve problems.	<ul style="list-style-type: none"> • Use of a planned and methodical process • Correct use of tools and procedures • Satisfactory results, given the context • Appropriate use of terminology specific to a tool or procedure
4. Interpret the quantitative data or results obtained using mathematical or computing tools and procedures.	<ul style="list-style-type: none"> • Accurate interpretation, given the context • Clear, precise formulation of the interpretation
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Only the following codes can be used to link a course to objective 0012: 105, 201, 204 and 420.</p> <p>Use code 204 for a multidisciplinary course.</p> <p>Codes 340 and 345 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Consider various forms of art produced according to aesthetic practices.	<ul style="list-style-type: none"> • Working alone • Given a specified work of art • In a written commentary of approximately 750 words
Elements of the Competency	Performance Criteria
1. Develop an appreciation for the dynamics of the imagination in art.	<ul style="list-style-type: none"> • Precise explanation of a creative process connected to the construction of an imaginary universe
2. Describe art movements.	<ul style="list-style-type: none"> • Descriptive list of the main characteristics of three art movements from different eras, including a modern movement
3. Give a commentary on a work of art.	<ul style="list-style-type: none"> • Coherent organization of observations, including identification of four fundamental elements of form and structure related to the language used as well as a reasoned description of the meaning of the work of art
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	Use the 500 series of codes (except 502) to link a course to objective 0013. Use code 504 for a multidisciplinary course. Codes 340, 345, 601, 602, 603 and 604 may be used, provided the courses are not related to the objectives of common or specific general education.

Objective**Standard**

Statement of the Competency	Achievement Context
Produce a work of art.	<ul style="list-style-type: none"> • Working alone • During a practical exercise • In the context of creating or interpreting a work of art • Using the basic elements of the language and techniques specific to the medium selected
Elements of the Competency	Performance Criteria
1. Recognize the primary forms of expression of an artistic medium.	<ul style="list-style-type: none"> • Identification of specific features: originality, essential qualities, means of communication, styles, genres
2. Use the medium.	<ul style="list-style-type: none"> • Personal, coherent use of elements of language • Satisfactory application of artistic techniques • Compliance with the requirements of the method of production
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	<p>Use the 500 series of codes to link a course to objective 0014, with the exception of code 502.</p> <p>Use code 504 for a multidisciplinary course.</p> <p>Codes 340, 345, 601, 602, 603 and 604 may be used, provided the courses are not related to the objectives of common or specific general education.</p>

Objective**Standard**

Statement of the Competency	Achievement Context
Consider contemporary issues from a transdisciplinary perspective.	<ul style="list-style-type: none"> • Individually or in groups • Drawing on different fields of knowledge • Using documents and data from various disciplines
Elements of the Competency	Performance Criteria
1. Identify major contemporary issues.	<ul style="list-style-type: none"> • Exploration of various contemporary issues • Description of the main perspectives concerning these issues • Clear formulation of objects to study related to these issues
2. Recognize the specific role of several disciplines in the understanding of an issue.	<ul style="list-style-type: none"> • Identification of some of the theories used in analyzing the issue • Clear description of the concepts and methods used
3. Demonstrate the contribution of several disciplines to the understanding of an issue.	<ul style="list-style-type: none"> • Clear formulation of the perspectives of the issue • Precise description of the main contributions of the disciplines • Pertinent explanation of the interaction among various disciplines • Appropriate use of language and concepts from the disciplines
Learning Activities	
Periods of instruction:	45
Credits:	2
Note:	This objective lends itself to teaching by one or more teachers. Use code 365 to link a course to objective 021L in order to maintain the transdisciplinary nature of the competency.

Contemporary Issues		Code: 021M
Objective		Standard
Statement of the Competency		Achievement Context
Explore a contemporary issue from a transdisciplinary perspective.		<ul style="list-style-type: none"> • Individually or in groups • Drawing on different fields of knowledge • Using documents and data from various disciplines
Elements of the Competency		Performance Criteria
1. Present a research problem.		<ul style="list-style-type: none"> • Justification of the choice of research problem • Brief description of the main issues involved in the problem • Clear formulation of the main dimensions of the problem • Appropriate use of language and concepts from the disciplines • Clear formulation of the research question
2. Analyze the research problem.		<ul style="list-style-type: none"> • Relevant description of a research approach or method • Appropriate selection of research data • Proper application of the approach or method used • Appropriate use of an analytical framework
3. Propose solutions.		<ul style="list-style-type: none"> • Clear description of the main contributions from the disciplines • Pertinent explanation of the interaction among various disciplines • Justification of solutions proposed • Assessment of the strengths and weaknesses of the proposed solutions
Learning Activities		
Periods of instruction:	45	
Credits:	2	
Note:	This objective lends itself to teaching by one or more teachers. Use code 365 to link a course to objective 021M in order to maintain the transdisciplinary nature of the competency.	

Additional Information

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.

**Éducation
et Enseignement
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