

3

FOOD SERVICES AND TOURISM

TOURISM

PROGRAM OF STUDY
414.A0

Sector: 03, Food Services and Tourism

Diploma of college studies

TOURISM
414.A0

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| 414.A0 | Tourism | 2000 |
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Type of certification: Diploma of college studies

Number of credits: 91 2/3

Duration: 2 520 hours of instruction

General education component : 660 hours of instruction

Specific program component :

Common core and specialization stream A : Hospitality and Tour-Guiding 1 860 hours of instruction

Common core and specialization stream B : Tourist Product Development 1 860 hours of instruction

Common core and specialization stream C : Development and Promotion of Travel Products 1 860 hours of instruction

Special conditions for admission :

For students who have obtained their Secondary School Diploma or their Secondary School Vocational Diploma on or before May 31, 1997, and who, consequently, are not required to meet all the general conditions for admission as set out in section 2, paragraph 2, of the *College Education Regulations*, the following conditions for admission apply:

- Secondary V English Language Arts and French as a second language courses;
- Secondary V mathematics or a Secondary IV mathematics course with objectives of a comparable level of difficulty, to be determined by the Minister.

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INTRODUCTION TO THE PROGRAM

The *Tourism* program is in keeping with the aims and orientations of technical education that guide the Direction générale de la formation professionnelle et technique. It has been designed in accordance with the framework for developing technical programs, which requires participation by partners from the business and educational communities.

This program is formulated in terms of competencies, objectives and standards. It was designed using an approach that takes into account training needs, the employment situation and the general goals of technical education, and it will provide the basis for the definition and evaluation of learning activities. It lends itself to the application of the program-based approach.

The *Tourism* program includes a general education component common to all programs (16 2/3 credits), a general education component specific to the program (6 credits), a general education component complementary to the other program components (4 credits) and a specific program component of (65 credits).

This document has two parts. Part one presents an overview of the program, and part two describes the objectives and standards for the general education components and the specific program component.

VOCABULARY USED

Program

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

Competency

For the specific program component of a technical program: an integrated set of cognitive and psychomotor skills and socio-affective behaviours that enable a student to exercise a role or function, perform a task or carry out an activity at entry level on the job market (*Cadre technique d'élaboration de la partie ministérielle des programmes d'études techniques*, p. 3).

Objective

The competency, skills or knowledge to be acquired or mastered (*College Education Regulations*, section 1).

Statement of the competency

For the specific program component of a technical program, the statement of the competency is the result of an analysis of the work situation, the general goals of technical education and, in certain cases, other factors. It consists of an action verb and an object. It must be clear and unequivocal.

For the general education component, the statement of the competency is the result of an analysis of the needs of general education.

Elements of the competency

For the specific program component of a technical program, the elements of the competency include only what is necessary in order to understand the competency. They specify the major steps in exercising the competency or the essential elements of the competency.

For the general education component, the elements of the objective, formulated in terms of a competency, specify the essential elements of the competency. They include only what is necessary in order to understand and attain the competency.

Standard

The level of performance at which an objective is considered to be achieved (*College Education Regulations*, section 1).

Achievement context

For the specific program component of a technical program, the achievement context corresponds to the situation in which the competency is exercised at entry level on the job market. The achievement context does not specify the context for learning or evaluation.

Performance criteria

For the specific program component of a technical program, the performance criteria define the requirements that make it possible to judge the attainment of each of the elements of the competency and consequently of the competency itself. The performance criteria are based on the requirements at entry level on the job market. The performance criteria are not the evaluation instrument but, rather, they serve as a reference for the development of the evaluation instrument. Each element of the competency requires at least one performance criterion.

For the general education component, the performance criteria define the requirements for recognition of the attainment of the standard. All the criteria must be respected for the objective to be attained.

Learning activities

For the specific program component of a technical program, the learning activities are classes (labs, workshops, seminars, practicums or other educational activities) designed to ensure the attainment of the targeted objectives and standards. Colleges are entirely responsible for defining the learning activities and applying the program-based approach.

For the general education component, the elements of the learning activities that may be determined in whole or in part by the Minister are the field of study, the discipline(s), the weightings, the total hours of instruction, the number of credits and any details deemed essential.

PART ONE

GOALS OF THE PROGRAM

The aim of the *Tourism* program is to produce graduates qualified to exercise the occupation of a tourism professional.

The job of a tourism professional consists mainly in welcoming tourists and providing services for them; guiding and animating groups; developing, marketing and selling tourism products and services; managing tourism events and performing administrative tasks in tourism businesses.

The *field of activity* is an important concept to bear in mind for anyone wishing to examine the profile of this occupation. There are two major fields of activity: **customer** services and **technical and administrative** services. The first category involves working on site, in direct contact with customers. The second is associated principally with the office work of **marketing** and developing **products and services**. The particular responsibilities of persons working in each of these major fields will depend on the size of the business. A job in a small business can include a broad range of functions, while jobs in larger operations tend to be more specialized and hierarchically organized.

A variety of job titles are used to describe the occupation of tourism professional. They include the following:

- tour manager
- local tour guide
- tour leader
- driver-guide
- animator
- destination representative
- reservation agent
- customer services agent
- hospitality agent
- hospitality coordinator
- visitor information counsellor
- tourism development agent
- marketing agent
- sales representative
- sales manager
- promotion agent
- convention and special events coordinator
- festival coordinator
- operations agent
- tour organizer
- tariff agent
- wholesaler/tour operator

The *Tourism* program is designed, primarily, to satisfy the educational intentions underlying the general education components common to all programs, specific to the program and complementary to the program.

Secondly, in accordance with the general goals of vocational and technical education, the aims of the program-specific component of the *Tourism* program are:

- to enable students to acquire competence in the exercise of the occupation; to carry out the functions, tasks and activities of the occupation at the level required for entry into the job market;
- to help students integrate into professional life by giving them a general knowledge of the job market in general, as well as an understanding of the specific context of the selected occupation;
- to foster the students' personal growth and encourage continuing professional development;
- to provide for the future job mobility of students by helping them to acquire career-management skills.

The *Tourism* program takes into account two essential requirements of training: versatility and technical competency. It provides versatility, especially by means of the common core, by enabling students to acquire the general knowledge required in the tourism industry, combined with mastery of the tools graduates need to adapt quickly to the job market. It also provides specific skills by helping tourism professionals to participate actively in the comprehensive development of Québec's tourism industry by specializing in one of the three streams described below.

First Specialization Stream: Hospitality and Tour-Guiding

Graduates who complete the *Hospitality and Tour-Guiding* stream will be able to welcome and guide tourists in a variety of contexts. To do this, they must be able to adapt to different cultures by understanding the beliefs, values and lifestyles of people from other cultures. The mastery of a third language, which is an aspect of this option, will help to enrich the communication involved in welcoming and guiding people from other cultures. Furthermore, specialists in this stream would be able to operate a hospitality service in accordance with the specific requirements of the culture. This could lead to modifying such a service, as required.

In the job market, the graduates of this stream could fill such posts as hospitality officer, visitor information agent, reservation agent, hospitality coordinator, tour guide, tour leader, or destination representative.

Second Specialization Stream: Tourism Product Development

Those who select the *Tourism Product Development* stream will be qualified to develop tourism products and services according to the real or perceived needs of consumers. Graduates of this stream will take advantage of the characteristics of each region of Québec. This will enable them to market these products and ensure the quality and durability of Québec's supply of tourism products and services.

These specialists could also coordinate activities for a tourism event, taking into account the size of the event, its context, the time and place of its occurrence, its requirements in terms of human resources and related budgetary constraints.

In the job market, the graduates of this stream could fill such posts as tourism development officer, marketing officer, marketing representative, promotion officer, convention and special events coordinator or festival coordinator.

Third Specialization Stream: Development and Promotion of Travel Products

Those who choose the stream *Development and Promotion of Travel Products* will be qualified to analyze the supply available in international tourism destinations in order to create and modify packages. They will be able to perform all operations required to develop a package/tour tailor-made to the specific requests of travel agents. As well as filling these requests, graduates will be required to promote their products, taking into account the usual practices in the travel distribution system.

In the job market, the graduates of this stream could fill such posts as wholesaler/tour operator, operationsagent, tour organizer, tariff agent, or reservation agent with a tour operator.

THE GOALS OF GENERAL EDUCATION

In Québec, college is the next stage after the compulsory years of schooling (elementary and secondary school) during which students acquire basic knowledge and skills. It represents a major crossroads in that there is greater emphasis on the cultural aspect of academic subjects and leads students directly to the labour market or to university. The college system is responsive to current needs with respect to technical and pre-university education. It allows students to further their education without, however, narrowing their options, since they may switch from one type of program to the other. Finally, it provides students with a well-rounded, balanced education.

Each college program features a general education component that is common to all programs, one that is adapted to the specific field of study, and one that is complementary. The goals of general education are to provide students with a common cultural core, to help them learn and develop generic skills, and to foster desirable attitudes. The desired outcomes are to educate students, to prepare them for their role as responsible members of society and to enable them to share in the common cultural heritage.

The common cultural core

Transmission of the common cultural core is aimed at allowing students to develop or acquire the following:

- mastery of the language of instruction as a tool for communication and reflection, and mastery of the basic rules of rational thought, discourse and argumentation;
- the ability to communicate in other languages, primarily French or English;
- openness to the world and to cultural diversity;
- appreciation of the riches of their cultural heritage through familiarization with the accomplishments of human civilization;
- the ability to situate themselves with respect to the major schools of thought;
- the ability to think critically, independently and reflectively;
- personal and social ethics;
- mastery of knowledge relevant to the development of physical and intellectual well-being;
- awareness of the need to develop habits conducive to good health.

Generic skills

General education allows students to acquire and develop the following generic skills:

- conceptualization, analysis and synthesis;
- coherent reasoning;
- critical judgment;
- articulate expression;
- the ability to apply what they have learned in analyzing situations;

- the ability to apply what they have learned in determining appropriate action;
- mastery of work methods;
- the ability to reflect on what they have learned.

Desirable attitudes

Cultural literacy and generic skills help students to acquire and develop the following attitudes:

- autonomy;
- a critical sense;
- awareness of their responsibilities toward themselves and others;
- openmindedness;
- creativity;
- openness to the world.

These outcomes apply to the three general education components, more specifically:

- General education common to all programs, which is allotted 16 2/3 credits distributed as follows:
 - language of instruction and literature: 7 1/3 credits;
 - humanities or *philosophie*: 4 1/3 credits;
 - physical education: 3 credits;
 - second language: 2 credits.
- General education adapted to programs, which introduces tasks or learning situations that are relevant to the field of study. The breakdown of credits, for a total of 6, is as follows:
 - language of instruction and literature: 2 credits;
 - humanities or *philosophie*: 2 credits;
 - second language: 2 credits.
- Complementary general education, which allows students to complete their training with learning activities chosen with a view to achieving balance and complementarity in relation to the program-specific component. Students may choose courses for a total of 4 credits in the following areas:
 - social sciences;
 - science and technology;
 - modern languages;
 - mathematics literacy and computer science;
 - art and aesthetics.

The general and the specific education components are designed to contribute to students' education in an integrative fashion. In other words, the knowledge and skills transmitted in one component are reinforced and, whenever possible, reapplied in the other.

Each college-level institution must provide such general education through learning activities that are consistent with its educational project, within the framework of the stated outcomes, the given subject areas and ministerial guidelines.

All the sets of objectives and standards in the general education component are developed in keeping with the provisions of the *College Education Regulations* (R.S.Q., c. C-29, s. 18; 1993, c. 25, s. 11). Revised Edition, August 1998.

EDUCATIONAL INTENTIONS OF GENERAL EDUCATION

The educational intentions explain in detail the contribution of each field of studies included in the three components of general education (common to all programs, adapted to programs or complementary) to the achievement of the goals of general education. For the first two components, the educational intentions include a general statement of the role of each field of studies, the principles which underlie this role, the contribution of each field, in the form of outcome objectives, to the achievement of the goals of general education in terms of knowledge, abilities and attitudes, and an explanation of the sequence of objectives and standards.

The integral text of the educational intentions is at the end of this document.

LIST OF PROGRAM OBJECTIVES

GENERAL EDUCATION COMMON TO ALL PROGRAMS

(16 2/3 credits)

- 0004 To analyze and produce various forms of discourse.
- 0005 To apply a critical approach to literary genres.
- 0006 To apply a critical approach to a literary theme.
- 00B2 To apply a logical analytical process to how knowledge is organized and used.
- 000G To apply a critical thought process to world views.
- 0017 Appliquer les notions de base de la communication en français courant.
or
- 000A Communiquer en français avec une certaine aisance.
or
- 000B Communiquer avec aisance en français.
or
- 000C Traiter d'un sujet culturel et littéraire.
- 0064 To establish the role that being physically active plays amongst the lifestyle behaviours which promote health.
- 0065 To improve one's effectiveness when practising a physical activity.
- 0066 To demonstrate one's responsibility for being physically active in a manner which promotes health.

GENERAL EDUCATION ADAPTED TO PROGRAMS**(6 credits)**

- 000L To communicate in the forms of discourse appropriate to one or more fields of study.
- 000U To apply a critical thought process to ethical issues relevant to the field of study.
- 0018 Appliquer des notions fondamentales de la communication en français, liées à un champ d'études.
or
000Q Communiquer en français dans un champ d'études particulier.
or
000R Communiquer avec aisance en français dans un champ d'études particulier.
or
000S Dissserter en français sur un sujet lié au champ d'études.

COMPLEMENTARY GENERAL EDUCATION**(4 credits)**

- 000V To estimate the contribution of the social sciences to an understanding of contemporary issues.
- 000W To analyze one of the major problems of our time using one or more social scientific approaches.
- 000X To explain the general nature of science and technology and some of the major contemporary scientific or technological issues.
- 000Y To resolve a simple problem by applying the basic scientific method.
- 000Z To communicate with limited skill in a modern language.
- 0010 To communicate on familiar topics in a modern language.
- 0067 To communicate with relative ease in a modern language.
- 0011 To recognize the role of mathematics or informatics in contemporary society.
- 0012 To use various mathematical or computer concepts, procedures and tools for common tasks.
- 0013 To consider various forms of art produced by aesthetic practices.
- 0014 To produce a work of art.

SPECIFIC PROGRAM COMPONENT

(65 credits)

Common core

- 010U To analyze the occupation
- 010V To establish professional relationships in tourism
- 010W To provide both regional and national tourism information
- 010X To analyze the tourism potential of the world's regions
- 010Y To carry out administrative operations
- 010Z To carry out research in terms of tourism
- 0110 To supervise a work team
- 0111 To do business in a second language
- 0112 To establish connections between supply and demand in tourism
- 0113 To use tourism marketing strategies
- 0114 To ensure the quality of tourism supply
- 0115 To carry out financial operations
- 0116 To carry out commercial transactions
- 0117 To use various methods employed in the fields of information, public relations and advertising
- 0118 To communicate in a third language
- 0119 To identify trends in international tourism

Specialization stream A – Hospitality and Tour-Guiding

- 011A To situate themselves in relation to cultural differences
- 011B To interact with clients in a third language
- 011C To lead groups of tourists
- 011D To guide groups of tourists
- 011E To adapt arrangements for a tourist reception centre
- 011F To operate a tourist hospitality service

Specialization stream B – Tourist Product Development

- 011G To develop tourism projects
- 011H To market tourist products and services
- 011J To coordinate a tourist event

Specialization stream C – Development and Promotion of Travel Products

- 011K To analyze the potential of foreign tourist destinations
- 011L To use data from integrated reservation systems
- 011M To create and modify tour packages
- 011N To promote the products and services of tour operators

PART TWO

**OBJECTIVES AND STANDARDS -
GENERAL EDUCATION COMMON TO ALL
PROGRAMS**

GENERAL EDUCATION COMMON TO ALL PROGRAMS :
LANGUAGE OF INSTRUCTION AND LITERATURE

CODE : 0004

| OBJECTIVE | STANDARD |
|--|---|
| <p>Statement of the competency</p> <p>To analyze and produce various forms of discourse.</p> <p>Elements</p> <p>1 To identify the characteristics and functions of the components of discourse.</p> <p>2 To determine the organization of facts and arguments of a given discourse.</p> <p>3 To prepare ideas and strategies for a projected discourse.</p> <p>4 To formulate a discourse.</p> <p>5 To edit the discourse.</p> | <p>Performance criteria</p> <p>1.1 Accurate explanation of the denotation of words.</p> <p>1.2 Adequate recognition of the appropriate connotation of words.</p> <p>1.3 Accurate definition of the characteristics and function of each component.</p> <p>2.1 Clear and accurate recognition of the main idea and structure.</p> <p>2.2 Clear presentation of the strategies employed to develop an argument or thesis.</p> <p>3.1 Appropriate identification of topics and ideas.</p> <p>3.2 Adequate gathering of pertinent information.</p> <p>3.3 Clear formulation of a thesis.</p> <p>3.4 Coherent ordering of supporting material.</p> <p>4.1 Appropriate choice of tone and diction.</p> <p>4.2 Correct development of sentences.</p> <p>4.3 Clear and coherent development of paragraphs.</p> <p>4.4 Formulation of a 750-word discourse.</p> <p>5.1 Thorough revision of form and content.</p> |
| LEARNING ACTIVITIES | |
| <p>Discipline : English</p> <p>Weighting : 2-2-4, 1-3-4</p> <p>Credits : 2 2/3</p> | |

| OBJECTIVE | STANDARD |
|--|--|
| <p>Statement of the competency</p> <p>To apply a critical approach to literary genres.</p> <p>Elements</p> <p>1 To distinguish genres of literary discourse.</p> <p>2 To recognize the use of literary conventions within a specific genre.</p> <p>3 To situate a discourse within its historical and literary period.</p> <p>4 To explicate a discourse representative of a literary genre.</p> | <p>Performance criteria</p> <p>1.1 Clear recognition of the formal characteristics of a literary genre.</p> <p>2.1 Accurate recognition of the figurative communication of meaning.</p> <p>2.2 Adequate explanation of the effects of significant literary and rhetorical devices.</p> <p>3.1 Appropriate recognition of the relationship of a text to its period.</p> <p>4.1 Selective use of appropriate terminology.</p> <p>4.2 Effective presentation of a 1000-word integrated response to a text.</p> |

LEARNING ACTIVITIES

Discipline : English
Weighting : 2-2-3
Credits : 2 1/3

GENERAL EDUCATION COMMON TO ALL PROGRAMS :
LANGUAGE OF INSTRUCTION AND LITERATURE

CODE : 0006

| OBJECTIVE | STANDARD |
|--|---|
| <p>Statement of the competency</p> <p>To apply a critical approach to a literary theme.</p> <p>Elements</p> <p>1 To recognize the treatment of a theme within a literary text.</p> <p>2 To situate a literary text within its cultural context.</p> <p>3 To detect the value system inherent in a literary text.</p> <p>4 To explicate a text from a thematic perspective.</p> | <p>Performance criteria</p> <p>1.1 Clear recognition of elements within the text which define and reinforce a theme and its development.</p> <p>1.2 Adequate demonstration of the effects of significant literary and rhetorical devices.</p> <p>2.1 Appropriate recognition of a text as an expression of cultural context.</p> <p>2.2 Adequate demonstration of the effects of significant literary and rhetorical devices.</p> <p>3.1 Appropriate identification of expression (explicit/implicit) of a value system in a text.</p> <p>4.1 Selective use of an appropriate terminology.</p> <p>4.2 Effective presentation of a 1000-word integrated response to a text.</p> |
| LEARNING ACTIVITIES | |
| <p>Discipline : English</p> <p>Weighting : 2-2-3</p> <p>Credits : 2 1/3</p> | |

| GENERAL EDUCATION COMMON TO ALL PROGRAMS : HUMANITIES CODE : 00B2 | |
|---|--|
| OBJECTIVE | STANDARD |
| <p>Statement of the competency</p> <p>To apply a logical analytical process to how knowledge is organized and used.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 To recognize the basic elements of a field of knowledge. 2 To define the modes of organization and utilization of a field of knowledge. 3 To situate a field of knowledge within its historical context. 4 To organize the main components into coherent patterns. 5 To produce a synthesis of the main components. | <p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Appropriate description of the basic elements. 1.2 Appropriate use of terminology relevant to fields of knowledge. 2.1 Adequate definition of the dimensions, limits, and uses of fields of knowledge. 3.1 Accurate identification of the main components in the historical development of fields of knowledge. 3.2 Accurate description of the effects of historical development and societal milieu on the limitations and uses of a field of knowledge. 4.1 Coherent organization of the main components. 5.1 Appropriate analysis of the components. 5.2 Coherent synthesis of the main components. 5.3 Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the organization and uses of knowledge. |
| LEARNING ACTIVITIES | |
| <p>Discipline : Humanities</p> <p>Weighting : 3-1-3</p> <p>Credits : 2 1/3</p> | |

| GENERAL EDUCATION COMMON TO ALL PROGRAMS : HUMANITIES CODE : 000G | |
|--|---|
| OBJECTIVE | STANDARD |
| <p>Statement of the competency</p> <p>To apply a critical thought process to world views.</p> <p>Elements</p> <p>1 To describe world views.</p> <p>2 To explain the major ideas, values, and implications of a world view.</p> <p>3 To organize the ideas, values and experiences of a world view into coherent patterns.</p> <p>4 To compare world views.</p> | <p>Performance criteria</p> <p>1.1 Accurate description of a society or group with a distinctive world view.</p> <p>1.2 Appropriate use of terminology relevant to these societies or groups.</p> <p>2.1 Adequate explanation of the salient components of a world view.</p> <p>3.1 Coherent organization of ideas about a world view.</p> <p>3.2 Appropriate expression, including a significant individual written component, of an analysis of the context, importance, and implications of world views.</p> <p>4.1 Comparative analysis of these world views.</p> <p>4.2 Appropriate inclusion of central elements, relationships, and organizational principles of the societies or groups in the analysis.</p> |
| LEARNING ACTIVITIES | |
| <p>Discipline : Humanities</p> <p>Weighting : 3-0-3</p> <p>Credits : 2</p> | |

| FORMATION GÉNÉRALE COMMUNE : LANGUE SECONDE (NIVEAU I)CODE : 0017 | |
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| OBJECTIF | STANDARD |
| <p>Énoncé de la compétence</p> <p>Appliquer les notions de base de la communication en français courant.</p> <p>Éléments</p> <p>1 Dégager le sens d'un message oral simple.</p> <p>2 Émettre un message oral simple.</p> <p>3 Dégager le sens d'un texte.</p> <p>4 Rédiger un texte simple.</p> | <p>Critères de performance</p> <p>1.1 Repérage précis des difficultés de compréhension du message.</p> <p>1.2 Utilisation pertinente des techniques d'écoute choisies.</p> <p>1.3 Distinction précise du sens général et des idées essentielles du message.</p> <p>1.4 Description précise du sens général et des idées essentielles du message.</p> <p>2.1 Repérage précis des difficultés d'expression.</p> <p>2.2 Utilisation pertinente des techniques d'expression orales choisies.</p> <p>2.3 Emploi pertinent du vocabulaire courant.</p> <p>2.4 Expression intelligible du propos.</p> <p>3.1 Repérage précis des difficultés de compréhension du texte.</p> <p>3.2 Utilisation pertinente des techniques de lecture choisies.</p> <p>3.3 Distinction claire des principaux éléments du texte.</p> <p>3.4 Description précise du sens général et des idées essentielles d'un texte de 500 mots.</p> <p>4.1 Repérage précis des difficultés d'écriture.</p> <p>4.2 Utilisation pertinente des techniques d'écriture choisies.</p> <p>4.3 Emploi pertinent du vocabulaire courant.</p> <p>4.4 Formulation claire et cohérente d'un texte de 100 mots.</p> |
| LEARNING ACTIVITIES | |
| <p>Discipline : Français, langue seconde</p> <p>Pondération : 2-1-3</p> <p>Unités : 2</p> | |

| FORMATION GÉNÉRALE COMMUNE : LANGUE SECONDE (NIVEAU II) | | CODE : 000A |
|---|--|---|
| OBJECTIF | STANDARD | |
| Énoncé de la compétence | | |
| Communiquer en français avec une certaine aisance. | | |
| Éléments | | Critères de performance |
| 1 | Interpréter un texte oral simple de trois minutes en français courant. | 1.1 Distinction claire des principaux éléments du texte oral. 1.2 Explication précise du sens des mots dans le texte. 1.3 Repérage précis des idées et des sujets traités dans le texte. |
| 2 | Produire un texte oral planifié de cinq minutes en français courant. | 2.1 Emploi pertinent du vocabulaire courant. 2.2 Respect du niveau de langue, du code grammatical et des règles de la prononciation. 2.3 Formulation claire et cohérente du propos. |
| 3 | Interpréter un texte écrit en français courant. | 3.1 Distinction claire des principaux éléments du texte. 3.2 Explication précise du sens des mots dans le texte. 3.3 Repérage précis des idées principales et de la structure d'un texte de 700 à 1000 mots. |
| 4 | Rédiger un texte simple en français courant. | 4.1 Respect du code grammatical et orthographique. 4.2 Utilisation judicieuse des principaux éléments du corpus. 4.3 Formulation claire et cohérente des phrases. 4.4 Articulation cohérente des paragraphes. 4.5 Rédaction d'un texte de 200 mots. |
| LEARNING ACTIVITIES | | |
| Discipline : | Français, langue seconde | |
| Pondération : | 2-1-3 | |
| Unités : | 2 | |

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| FORMATION GÉNÉRALE COMMUNE : LANGUE SECONDE (NIVEAU III) | | CODE : 000B |
| OBJECTIF | | STANDARD |
| Énoncé de la compétence Communiquer avec aisance en français. | | |
| Éléments 1 Produire un texte oral planifié de cinq minutes de complexité moyenne. 2 Commenter un texte écrit de complexité moyenne. 3 Rédiger un texte de complexité moyenne. | Critères de performance 1.1 Emploi pertinent du vocabulaire courant. 1.2 Adaptation à l'interlocuteur ou à l'interlocutrice. 1.3 Respect du niveau de langue, du code grammatical et des règles de la prononciation. 1.4 Formulation claire et cohérente du propos. 1.5 Agencement pertinent des idées. 2.1 Distinction claire des principaux éléments d'un texte comprenant entre 2 500 et 3 000 mots. 2.2 Explication précise du sens des mots dans le texte. 2.3 Distinction précise des idées principales et secondaires, des faits et des opinions. 2.4 Formulation d'éléments implicites. 3.1 Respect du code grammatical et orthographique. 3.2 Adaptation au lecteur ou à la lectrice. 3.3 Utilisation judicieuse des principaux éléments du corpus. 3.4 Formulation claire et cohérente des phrases, dont au moins trois sont complexes. 3.5 Articulation cohérente des paragraphes. 3.6 Rédaction d'un texte de 350 mots. | |
| LEARNING ACTIVITIES | | |
| Discipline : Pondération : Unités : | Français, langue seconde 2-1-3 2 | |

| FORMATION GÉNÉRALE COMMUNE : LANGUE SECONDE (NIVEAU IV) | | CODE : 000C |
|---|---|-------------|
| OBJECTIF | STANDARD | |
| Énoncé de la compétence Traiter d'un sujet culturel et littéraire. | | |
| Éléments 1 Analyser un texte culturel ou littéraire. 2 Rédiger un texte sur un sujet culturel ou littéraire. | Critères de performance 1.1 Formulation personnelle des éléments principaux du texte. 1.2 Inventaire des thèmes principaux. 1.3 Relevé d'indices qui permettent de situer le texte dans son contexte socioculturel et historique. 1.4 Repérage des valeurs véhiculées. 1.5 Repérage juste de la structure du texte. 1.6 Articulation claire d'un point de vue personnel. 2.1 Respect du sujet. 2.2 Respect du code grammatical et orthographique. 2.3 Adaptation au lecteur ou à la lectrice. 2.4 Utilisation judicieuse des principaux éléments du corpus. 2.5 Formulation claire et cohérente d'un texte de 500 mots. 2.6 Articulation claire d'un point de vue personnel. | |
| LEARNING ACTIVITIES | | |
| Discipline : | Français, langue seconde | |
| Pondération : | 3-0-3 | |
| Unités : | 2 | |

| GENERAL EDUCATION COMMON TO ALL PROGRAMS : PHYSICAL EDUCATION CODE : 0064 | |
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| OBJECTIVE | STANDARD |
| <p>Statement of the competency</p> <p>To establish the role that being physically active plays amongst the lifestyle behaviours which promote health.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 To establish the relationship between one's lifestyle and one's health. 2 To be physically active in a manner which promotes health. 3 To recognize one's needs, abilities, and motivational factors with respect to being physically active on a regular basis. 4 To propose physical activities which promote health. | <p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Proper use of documentation. 1.2 Appropriate relationships between the main lifestyle behaviours and their impact on health. 2.1 Observance of the rules involved in the physical activity, including safety guidelines. 2.2 Respect of one's abilities when practising physical activities. 3.1 Appropriate use of the physical quantitative and qualitative data. 3.2 Statement of one's main physical needs and abilities. 3.3 Statement of one's main motivational factors with respect to being physically active on a regular basis. 4.1 Appropriate and justified choice of physical activities according to one's needs, abilities, and motivational factors. |
| LEARNING ACTIVITIES | |
| <p>Discipline : Physical Education</p> <p>Weighting : 1-1-1</p> <p>Credits : 1</p> | |

GENERAL EDUCATION COMMON TO ALL PROGRAMS : PHYSICAL EDUCATION

CODE : 0065

| OBJECTIVE | STANDARD |
|---|--|
| <p>Statement of the competency</p> <p>To improve one's effectiveness when practising a physical activity.</p> <p>Elements</p> <p>1 To use a process designed to improve one's effectiveness in the practice of a physical activity.</p> | <p>Performance criteria</p> <p>1.1 Initial assessment of one's abilities and attitudes when practising a physical activity.</p> <p>1.2 Statement of one's expectations and needs with respect to one's ability to practise the activity.</p> <p>1.3 Appropriate formulation of personal objectives.</p> <p>1.4 Statement of the means to achieve one's objectives.</p> <p>1.5 Observance of the rules involved in the physical activity, including safety guidelines.</p> <p>1.6 Periodic evaluation of one's abilities and attitudes when practising a physical activity.</p> <p>1.7 Meaningful interpretation of the progress achieved and the difficulties experienced during the activity.</p> <p>1.8 Pertinent and periodic adjustments of objectives or action plan.</p> <p>1.9 Appreciable improvement of the motor skills required by the activity.</p> |
| LEARNING ACTIVITIES | |
| <p>Discipline : Physical Education</p> <p>Weighting : 0-2-1</p> <p>Credits : 1</p> | |

GENERAL EDUCATION COMMON TO ALL PROGRAMS :
PHYSICAL EDUCATION

CODE : 0066

| OBJECTIVE | STANDARD |
|--|--|
| <p>Statement of the competency</p> <p>To demonstrate one's responsibility for being physically active in a manner which promotes health.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 To combine effective practice with a health promotional approach to physical activity. 2 To manage a personal physical activity program. | <p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Integration of effective practice with factors which promote health in the practice of a physical activity. 2.1 Statement of one's priorities according to the needs abilities, and motivational factors with respect to being active on a regular basis. 2.2 Proper formulation of objectives to achieve in one's personal program. 2.3 Appropriate choice of activity or activities for one's personal program. 2.4 Appropriate planning of how the activity or activities in the personal program are carried out. 2.5 Appropriate choice of criteria to measure program objective attainment. 2.6 Periodic statement of the time invested and the activities carried out during the program. 2.7 Meaningful interpretation of the progress achieved and difficulties experienced during the activity. 2.8 Appropriate and periodic adjustment of objectives or action plan. |
| LEARNING ACTIVITIES | |
| <p>Discipline : Physical Education</p> <p>Weighting : 1-1-1</p> <p>Credits : 1</p> | |

**OBJECTIVES AND STANDARDS -
GENERAL EDUCATION ADAPTED TO PROGRAMS**

| GENERAL EDUCATION ADAPTED TO PROGRAMS : LANGUAGE OF INSTRUCTION AND LITERATURE | | CODE : 000L |
|--|--|---|
| OBJECTIVE | | STANDARD |
| Statement of the competency To communicate in the forms of discourse appropriate to one or more fields of study. Elements 1 To identify the forms of discourse appropriate to given fields of study. 2 To recognize the discursive frameworks appropriate to given fields of study. 3 To formulate a discourse. | | Performance criteria 1.1 Accurate recognition of specialized vocabulary and conventions. 1.2 Accurate recognition of the characteristics of the form of discourse. 2.1 Clear and accurate recognition of the main ideas and structure. 2.2 Appropriate distinction between fact and argument 3.1 Appropriate choice of tone and diction. 3.2 Correctly developed sentences. 3.3 Clearly and coherently developed paragraphs. 3.4 Appropriate use of program-related communication strategies. 3.5 Formulation of a 1000-word discourse. 3.6 Thorough revision of form and content. |
| LEARNING ACTIVITIES | | |
| Discipline : English Total Contact Hours : 60 Credits : 2 | | |

| GENERAL EDUCATION ADAPTED TO PROGRAMS : HUMANITIES | | CODE : 000U |
|--|---|-------------|
| OBJECTIVE | STANDARD | |
| Statement of the competency To apply a critical thought process to ethical issues relevant to the field of study. Elements 1 To situate significant ethical issues, in appropriate world views and fields of knowledge. 2 To explain the major ideas, values, and social implication of ethical issues. 3 To organize the ethical questions and their implications into coherent patterns. 4 To debate the ethical issues. | Performance criteria 1.1 Accurate recognition of the basic elements of ethical issues. 1.2 Appropriate use of relevant terminology. 1.3 Adequate identification of the main linkages with world views and fields of knowledge. 2.1 Adequate description of the salient components of the issues. 3.1 Coherent organization of the ethical questions and their implications. 3.2 Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the issues. 4.1 Adequate development of substantiated argumentation including context and diverse points of view. 4.2 Clear articulation of an individual point of view. | |
| LEARNING ACTIVITIES | | |
| Discipline : Humanities Total Contact Hours : 45 Credits : 2 | | |

| FORMATION GÉNÉRALE PROPRE : LANGUE SECONDE (NIVEAU I) | | CODE : 0018 |
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| OBJECTIVE | | STANDARD |
| Énoncé de la compétence Appliquer des notions fondamentales de la communication en français, liées à un champ d'études. Elements 1 Dégager le sens d'un message oral simple lié à un champ d'études. 2 Dégager le sens et les caractéristiques d'un texte lié à un champ d'études. 3 Émettre un message oral simple lié à un champ d'études. 4 Rédiger un court texte lié à un champ d'études. | | Performance criteria 1.1 Repérage précis des difficultés de compréhension du message. 1.2 Distinction juste des caractéristiques du message. 1.3 Repérage juste du vocabulaire spécialisé. 1.4 Utilisation pertinente des techniques d'écoute choisies. 1.5 Distinction claire des principaux éléments du message. 1.6 Description précise du sens général et des idées essentielles du message. 2.1 Repérage précis des difficultés de compréhension du texte. 2.2 Distinction juste des caractéristiques du texte. 2.3 Repérage précis du vocabulaire spécialisé. 2.4 Utilisation pertinente des techniques de lectures choisies. 2.5 Distinction claire des principaux éléments du texte. 2.6 Description précise du sens général et des idées essentielles du texte. 3.1 Repérage précis des difficultés d'expression orale. 3.2 Utilisation pertinente des techniques d'expression orale choisies. 3.3 Utilisation pertinente du vocabulaire courant et spécialisé. 3.4 Expression intelligible du propos. 4.1 Repérage précis des difficultés d'écriture. 4.2 Utilisation pertinente des techniques d'écriture choisies. 4.3 Utilisation pertinente du vocabulaire courant et spécialisé. 4.4 Formulation claire et cohérente du texte. |
| ACTIVITÉS D'APPRENTISSAGE | | |
| Discipline : | | Français, langue seconde |
| Nombre d'heures-contact : | | 45 |
| Nombre d'unités : | | 2 |

| FORMATION GÉNÉRALE PROPRE : LANGUE SECONDE (NIVEAU II) | | CODE : 000Q |
|--|--|---|
| OBJECTIVE | | STANDARD |
| Énoncé de la compétence Communiquer en français dans un champ d'études particulier. | | |
| Elements 1 Distinguer les types de textes propres au champ d'études. 2 Interpréter des textes représentatifs du champ d'études. 3 Utiliser des techniques de production de textes appropriées au champ d'études. | | Performance criteria 1.1 Distinction précise des caractéristiques formelles de chacun des principaux types de textes et des conventions utilisées. 2.1 Distinction claire des principaux éléments du texte. 2.2 Interprétation claire du vocabulaire spécialisé. 2.3 Repérage précis des idées et des sujets traités. 2.4 Utilisation pertinente des techniques de lecture et d'écoute. 3.1 Emploi pertinent du vocabulaire spécialisé et des conventions. 3.2 Respect du niveau de langue et du code grammatical. 3.3 Formulation claire et cohérente du propos. 3.4 Utilisation pertinente des techniques d'expression. |
| ACTIVITÉS D'APPRENTISSAGE | | |
| Discipline : Français, langue seconde Nombre d'heures-contact: 45 Nombre d'unités : 2 | | |

| FORMATION GÉNÉRALE PROPRE : LANGUE SECONDE (NIVEAU IV) | | CODE : 000S |
|--|--|-------------|
| OBJECTIF | STANDARD | |
| <p>Énoncé de la compétence</p> <p>Dissserter en français sur un sujet lié au champ d'études.</p> <p>Éléments</p> <p>1 Analyser un texte lié au champ d'études.</p> <p>2 Rédiger un texte sur un sujet lié au champ d'études.</p> | <p>Critères de performance</p> <p>1.1 Distinction précise des caractéristiques formelles des types particuliers de textes.</p> <p>1.2 Formulation personnelle des éléments principaux.</p> <p>1.3 Inventaire des thèmes principaux.</p> <p>1.4 Repérage juste de la structure du texte.</p> <p>1.5 Relevé d'indices qui permettent de situer le texte dans son contexte.</p> <p>1.6 Articulation claire d'un point de vue personnel, s'il y a lieu.</p> <p>1.7 Association juste des éléments du texte au sujet traité.</p> <p>2.1 Respect du sujet.</p> <p>2.2 Emploi pertinent du vocabulaire spécialisé et des conventions.</p> <p>2.3 Choix judicieux des principaux éléments du corpus en fonction du type de texte.</p> <p>2.4 Formulation claire et cohérente du texte.</p> <p>2.5 Respect du code grammatical et orthographique.</p> <p>2.6 Articulation claire d'un point de vue personnel, s'il y a lieu.</p> | |
| ACTIVITÉS D'APPRENTISSAGE | | |
| Discipline : | Français, langue seconde | |
| Nombre d'heures-contact : | 45 | |
| Nombre d'unités : | 2 | |

| OBJECTIF | STANDARD |
|--|--|
| <p>Énoncé de la compétence</p> <p>Dissserter en français sur un sujet lié au champ d'études.</p> <p>Éléments</p> <p>1 Analyser un texte lié au champ d'études.</p> <p>2 Rédiger un texte sur un sujet lié au champ d'études.</p> | <p>Critères de performance</p> <p>1.1 Distinction précise des caractéristiques formelles des types particuliers de textes.</p> <p>1.2 Formulation personnelle des éléments principaux.</p> <p>1.3 Inventaire des thèmes principaux.</p> <p>1.4 Repérage juste de la structure du texte.</p> <p>1.5 Relevé d'indices qui permettent de situer le texte dans son contexte.</p> <p>1.6 Articulation claire d'un point de vue personnel, s'il y a lieu.</p> <p>1.7 Association juste des éléments du texte au sujet traité.</p> <p>2.1 Respect du sujet.</p> <p>2.2 Emploi pertinent du vocabulaire spécialisé et des conventions.</p> <p>2.3 Choix judicieux des principaux éléments du corpus en fonction du type de texte.</p> <p>2.4 Formulation claire et cohérente du texte.</p> <p>2.5 Respect du code grammatical et orthographique.</p> <p>2.6 Articulation claire d'un point de vue personnel, s'il y a lieu.</p> |

ACTIVITÉS D'APPRENTISSAGE

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

**OBJECTIVES AND STANDARDS -
COMPLEMENTARY GENERAL EDUCATION**

| COMPLEMENTARY GENERAL EDUCATION: SOCIAL SCIENCES | | CODE: 000V |
|---|--|---|
| OBJECTIVE | | STANDARD |
| Statement of the competency To estimate the contribution of the social sciences to an understanding of contemporary issues. Elements 1 Recognize the focus of one or more of the social sciences and their main approaches. 2 Identify some of the issues currently under study in the social sciences. 3 Demonstrate the contribution of one or more of the social sciences to an understanding of contemporary issues. | | Achievement context <ul style="list-style-type: none"> Students will work alone. They will write an essay of approximately 750 words on the contribution of the social sciences to an understanding of contemporary issues. Documents and data from the field of social sciences may be used. Performance criteria 1.1 Formulation of the focus specific to one or more of the social sciences. 1.2 Description of the main approaches used in the social sciences. 2.1 Association of issues with the pertinent areas of research in the social sciences. 3.1 Presentation of contemporary issues by emphasizing the interpretation of the social sciences. 3.2 Illustration of the interaction between certain social changes and the contribution of the social sciences. |
| LEARNING ACTIVITIES | | |
| Number of student-contact hours : | | 45 |
| Number of credits : | | 2 |

| COMPLEMENTARY GENERAL EDUCATION: SOCIAL SCIENCES | | CODE: 000W |
|---|--|---|
| OBJECTIVE | | STANDARD |
| Statement of the competency To analyze one of the major problems of our time using one or more social scientific approaches. | | Achievement context <ul style="list-style-type: none"> Students will work alone. They will write an essay of approximately 750 words on a topic related to human existence. Reference materials from the field of social sciences may be used. |
| Elements 1 Formulate a problem using one or more social scientific approaches. 2 Deal with an issue using one or more social scientific approaches. 3 Draw conclusions. | | Performance criteria 1.1 Presentation of the background to the problem. 1.2 Use of appropriate concepts and language. 1.3 Brief description of individual, collective, spatio-temporal and cultural aspects of the problem. 2.1 Clear formulation of an issue. 2.2 Selection of pertinent reference materials. 2.3 Brief description of historical, experimental and survey methods. 3.1 Appropriate use of the selected method. 3.2 Determination of appropriate evaluation criteria. 3.3 Identification of strengths and weaknesses of the conclusions. |
| LEARNING ACTIVITIES | | |
| Number of student-contact hours : 45 Number of credits : 2 | | |

| COMPLEMENTARY GENERAL EDUCATION: SCIENCE AND TECHNOLOGY CODE: 000X | |
|---|--|
| OBJECTIVE | STANDARD |
| <p>Statement of the competency</p> <p>To explain the general nature of science and technology and some of the major contemporary scientific or technological issues.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 Describe the standard scientific mode of thought and method. 2 Demonstrate how science and technology are complementary. 3 Explain the context and the stages related to several scientific and technological discoveries. 4 Deduce different consequences and questions resulting from certain recent scientific and technological developments. | <p>Achievement context</p> <ul style="list-style-type: none"> • Students will work alone. • They will use a written commentary on a scientific discovery or technological development. • They will write an essay of approximately 750 words. <p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Brief description of the essential characteristics of the scientific mode of thought, including quantification and demonstration. 1.2 Organized list and brief description of the essential characteristics of the main steps in the standard scientific method. 2.1 Definition of terms and description of the primary ways in which science, techniques and technology are interrelated: logical and temporal connections, and mutual contributions. 3.1 Pertinent and coherent explanation of the relationship between the determining contexts related to several scientific and technological discoveries. 3.2 List of the main stages of scientific and technological discoveries. 4.1 Brief description of important consequences (of different types) and the current major challenges resulting from several scientific and technological discoveries. 4.2 Formulation of relevant questions and credibility of responses to the questions formulated. |
| LEARNING ACTIVITIES | |
| <p>Number of student-contact hours : 45</p> <p>Number of credits : 2</p> | |

| COMPLEMENTARY GENERAL EDUCATION: SCIENCE AND TECHNOLOGY CODE: 000Y | |
|--|---|
| OBJECTIVE | STANDARD |
| <p>Statement of the competency</p> <p>To resolve a simple problem by applying the basic scientific method.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 Describe the main steps of the standard scientific method. 2 Formulate a hypothesis designed to solve a simple scientific and technological problem. 3 Verify a hypothesis by applying the fundamental principles of the basic experimental method. | <p>Achievement context</p> <ul style="list-style-type: none"> • Students will work alone or in groups. • They will be given a scientific and technological problem that is not complex and that can be resolved by applying the standard scientific method. • Common scientific instruments and reference materials (written or other) may be used. <p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Organized list and brief description of the characteristics of the steps of the standard scientific method. 2.1 Clear, precise description of the problem. 2.2 Observance of the principles for formulating a hypothesis (observable and measurable nature of data, credibility, etc.). 3.1 Pertinence, reliability and validity of the experimental method used. 3.2 Observance of established experimental method. 3.3 Appropriate choice and use of instruments. 3.4 Clear, satisfactory presentation of results. 3.5 Validity of the connections established between the hypothesis, the verification and the conclusion. |
| LEARNING ACTIVITIES | |
| <p>Number of student-contact hours : 45</p> <p>Number of credits : 2</p> | |

| COMPLEMENTARY GENERAL EDUCATION: MODERN LANGUAGES | | CODE: 000Z |
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| OBJECTIVE | STANDARD | |
| Statement of the competency To communicate with limited skill* in a modern language. (*This refers to the limited use of language structures, grammar and vocabulary. This limitation varies depending on the complexity of the modern language.) Elements 1 Understand the meaning of a verbal message. 2 Understand the meaning of a written message. 3 Express a simple message verbally. 4 Write a text on a given subject. | Achievement context For modern languages that use the Latin alphabet, students will: <ul style="list-style-type: none">• have a conversation that includes at least 8 lines of dialogue• write a text consisting of at least 8 sentences For modern languages that use a writing system other than the Latin alphabet, students will: <ul style="list-style-type: none">• have a conversation that includes at least 6 lines of dialogue• write a text consisting of at least 6 sentences Students will be exposed to learning situations on familiar themes. Reference materials may be used. Performance criteria 1.1 The acquisition of a modern language requires an awareness of the culture of the people who use the language. 1.2 Accurate identification of words and idiomatic expressions. 1.3 Clear recognition of the general meaning of simple messages. 1.4 Logical connection between the various elements of the message. 2.1 Accurate identification of words and idiomatic expressions. 2.2 Clear recognition of the general meaning of simple messages. 2.3 Logical connection between the various elements of the message. 3.1 Appropriate use of language structures in main and coordinate clauses. 3.2 Appropriate application of grammar rules. 3.3 Use of verbs in the present indicative. 3.4 Appropriate use of basic vocabulary and idiomatic expressions. 3.5 Understandable pronunciation. 3.6 Coherent sequence of simple sentences. 3.7 Spontaneous and coherent sequence of sentences during a conversation. 4.1 Appropriate use of language structures in main and coordinate clauses. 4.2 Appropriate application of basic grammar rules. 4.3 Use of verbs in the present indicative. 4.4 Appropriate use of basic vocabulary and idiomatic expressions. 4.5 Coherent sequence of simple sentences. 4.6 Acceptable application of graphic rules for writing systems other than the Latin alphabet. | |
| LEARNING ACTIVITIES | | |
| Number of student-contact hours : | 45 | |
| Number of credits : | 2 | |

| COMPLEMENTARY GENERAL EDUCATION: MODERN LANGUAGES | | CODE: 0010 |
|---|--|------------|
| OBJECTIVE | STANDARD | |
| Statement of the competency To communicate on familiar topics in a modern language. | Achievement context <ul style="list-style-type: none">Students will have a conversation that includes at least 15 lines of dialogue.They will write a text consisting of at least 20 sentences for Latin-alphabet languages.They will write a text consisting of at least 10 sentences for languages not using the Latin alphabet.Students will be exposed to:<ul style="list-style-type: none">common situations in everyday lifesimple topics from everyday lifeReference materials may be used. | |
| Elements 1 Understand the meaning of a verbal message. | Performance criteria The acquisition of a modern language requires an awareness of the culture of the people who use the language. 1.1 Accurate identification of words and idiomatic expressions. 1.2 Clear recognition of the general meaning and essential ideas of messages of average complexity. 1.3 Logical connection between the various elements of the message. | |
| 2 Understand the meaning of a written message. | 2.1 Accurate identification of words and idiomatic expressions. 2.2 Clear recognition of the general meaning and essential ideas of messages of average complexity. 2.3 Logical connection between the various elements of the message. | |
| 3 Express a simple message verbally, using sentences of average complexity. | 3.1 Appropriate use of language structures in main or subordinate clauses. 3.2 Appropriate application of grammar rules. 3.3 Use of verbs in the present indicative. 3.4 Appropriate use of enriched basic vocabulary and idiomatic expressions. 3.5 Understandable pronunciation. 3.6 Coherent sequence of sentences of average complexity. 3.7 Conversation | |
| 4 Write a text on a given subject, using sentences of average complexity. | 4.1 Appropriate use of language structures in main or subordinate clauses. 4.2 Appropriate application of grammar rules. 4.3 Use of verbs in the present and past indicative. 4.4 Appropriate use of enriched basic vocabulary and idiomatic expressions. 4.5 Coherent sequence of sentences of average complexity. 4.6 Acceptable application of graphic rules for writing systems other than the Latin alphabet. | |
| LEARNING ACTIVITIES | | |
| Number of student-contact hours : : 45 | | |
| Number of credits : 2 | | |

| OBJECTIVE | STANDARD |
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| <p>Statement of the competency</p> <p>To communicate with relative ease in a modern language.</p> <p>Elements</p> <p>1 Understand the meaning of a verbal message in everyday language.</p> <p>2 Understand the meaning of a text of average complexity.</p> <p>3 Have a conversation on a subject.</p> <p>4 Write a text of average complexity.</p> | <p>Achievement context</p> <ul style="list-style-type: none"> Students will work alone. They will have a conversation that includes at least 20 lines of dialogue. They will write a text of medium length (at least 25 sentences for Latin-alphabet languages and 15 sentences for other languages). They will use documents of a sociocultural nature. Reference materials for the written text may be used. <p>Performance criteria</p> <p>The acquisition of a modern language requires an awareness of the culture of the people who use the language.</p> <p>1.1 Accurate explanation of the general meaning and essential ideas of the message.</p> <p>1.2 Clear identification of structural elements of the language.</p> <p>2.1 Accurate explanation of the general meaning and essential ideas of the text.</p> <p>2.2 Clear identification of structural elements of the language.</p> <p>3.1 Appropriate use of the structural elements of the language according to the message to be expressed.</p> <p>3.2 Appropriate use of everyday vocabulary.</p> <p>3.3 Accurate pronunciation and intonation.</p> <p>3.4 Normal flow in a conversation in everyday language.</p> <p>3.5 Coherence of the message expressed.</p> <p>3.6 Pertinent responses to questions.</p> <p>4.1 Appropriate use of the structural elements of the language according to the text to be written.</p> <p>4.2 Accurate vocabulary.</p> <p>4.3 Coherence of the text as a whole.</p> <p>4.4 Observance of presentation and writing rules applicable to the text.</p> |
| LEARNING ACTIVITIES | |
| Number of student-contact hours : | 45 |
| Number of credits : | 2 |

| OBJECTIVE | STANDARD |
|---|--|
| <p>Statement of the competency</p> <p>To recognize the role of mathematics or informatics in contemporary society.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 Demonstrate the acquisition of basic general knowledge of mathematics or informatics. 2 Describe the evolution of mathematics or informatics. 3 Recognize the contribution of mathematics or informatics to the development of other areas of knowledge. 4 Illustrate the diversity of mathematical or informatics applications. 5 Evaluate the impact of mathematics or informatics on individuals and organizations. | <p>Achievement context</p> <ul style="list-style-type: none"> • Students will work alone. • They will write an essay of approximately 750 words, using numerous concrete examples that they themselves will have selected. <p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Identification of basic notions and concepts. 1.2 Identification of main branches of mathematics or informatics. 1.3 Appropriate use of terminology. 2.1 Descriptive summary of several major phases. 3.1 Demonstration of the existence of important contributions, using concrete examples. 4.1 Presentation of a range of applications in various areas of human activity, using concrete examples. 5.1 Identification of several major influences. 5.2 Explanation of the way in which mathematics or informatics have changed certain human and organizational realities. 5.3 Recognition of the advantages and disadvantages of these influences. |

LEARNING ACTIVITIES

Number of student-contact hours : 45
Number of credits : 2

| OBJECTIVE | STANDARD |
|---|---|
| <p>Statement of the competency</p> <p>To use various mathematical or computer concepts, procedures and tools for common tasks.</p> <p>Elements</p> <ol style="list-style-type: none"> 1 Demonstrate the acquisition of basic functional knowledge in mathematics or informatics. 2 Select mathematical or computer tools and procedures on the basis of specific needs. 3 Use mathematical or computer tools and procedures to carry out tasks and solve problems. 4 Interpret the quantitative data or results obtained using mathematical or computer tools and procedures. | <p>Achievement context</p> <ul style="list-style-type: none"> • Students will work alone. • They will carry out a task or solve a problem based on everyday needs. • Familiar tools and reference materials may be used. <p>Performance criteria</p> <ol style="list-style-type: none"> 1.1 Brief definition of concepts. 1.2 Correct execution of basic operations. 1.3 Appropriate use of terminology. 2.1 List of numerous possibilities available with mathematical and computer tools and procedures. 2.2 Analysis of concrete situations and recognition of the usefulness of mathematical or computer tools and procedures. 2.3 Appropriate choice according to needs. 3.1 Planned, methodical process. 3.2 Correct use of tools and procedures. 3.3 Satisfactory results, given the context. 3.4 Appropriate use of terminology specific to a tool or procedure. 4.1 Accurate interpretation, given the context. 4.2 Clear, precise formulation of the interpretation. |
| LEARNING ACTIVITIES | |
| <p>Number of student-contact hours : 45</p> <p>Number of credits : 2</p> | |

| COMPLEMENTARY GENERAL EDUCATION: ART AND AESTHETICS | | CODE: 0013 |
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| OBJECTIVE | STANDARD | |
| Statement of the competency To consider various forms of art produced by aesthetic practices. Elements 1 Develop an appreciation for the dynamics of the imagination in art. 2 Describe art movements. 3 Give a commentary on a work of art. | Achievement context <ul style="list-style-type: none">• Students will work alone.• They will use a specified work of art and write a commentary of approximately 750 words. Performance criteria 1.1 Precise explanation of a creative process connected to the construction of an imaginary universe. 2.1 Descriptive list of the main characteristics of three art movements from different eras, including a modern movement. 3.1 Coherent organization of observations, including identification of four fundamental elements of form and structure related to the language used as well as a justified description of the meaning of the work of art. | |
| LEARNING ACTIVITIES | | |
| Number of student-contact hours : 45 Number of credits : 2 | | |

| COMPLEMENTARY GENERAL EDUCATION: ART AND AESTHETICS | | CODE: 0014 |
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| OBJECTIVE | | STANDARD |
| Statement of the competency To produce a work of art. Elements 1 Recognize the primary forms of expression of an artistic medium. 2 Use the medium. | | Achievement context <ul style="list-style-type: none"> Students will work alone. of the language and techniques specific to the medium selected. Performance criteria 1.1 Identification of specific features: originality, essential qualities, means of communication, styles, genres. 2.1 Personal, coherent use of elements of language. 2.2 Satisfactory application of artistic techniques. 2.3 Observance of the requirements of the method of production. |
| LEARNING ACTIVITIES | | |
| Number of student-contact hours : 45 Number of credits : 2 | | |

**OBJECTIVES AND STANDARDS -
SPECIFIC PROGRAM COMPONENT**

Code: 010U

| OBJECTIVE | STANDARD |
|---|---|
| <p>Statement of the Competency</p> <p>To analyze the occupation.</p> <p>Elements of the Competency</p> <p>1 To describe the occupation and the working conditions.</p> <p>2 To examine the tasks and operations related to the occupation.</p> <p>3 To examine the abilities and behaviours necessary to practise the occupation.</p> | <p>Achievement Context</p> <p>On the basis of recent information about the occupation, as well as about businesses and organizations in the field.</p> <p>Performance Criteria</p> <p>1.1 Careful sorting of information gathered.</p> <p>1.2 Examination of the general characteristics of the occupation and the working conditions.</p> <p>1.3 Examination of the specific nature of the tourism industry in its national and international contexts and from a historical perspective.</p> <p>1.4 Study of links with other sectors of economic activity.</p> <p>1.5 Recognition of the entrepreneurial opportunities in the field.</p> <p>2.1 Examination of the conditions for achievement and performance criteria for each task.</p> <p>2.2 Determination of the relative importance of tasks.</p> <p>2.3 Correlation of steps in working methods with the tasks of the occupation.</p> <p>2.4 Understanding of the importance of time and stress management.</p> <p>3.1 Establishment of links between the skills, behaviours and various tasks involved in the practise of the occupation.</p> <p>3.2 Understanding of the professional ethics related to the practise of the occupation.</p> |

Code: 010V

| OBJECTIVE | STANDARD |
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| <p>Statement of the Competency To establish professional relationships in tourism.</p> <p>Elements of the Competency</p> <p>1 To welcome tourist clients.</p> <p>2 To intervene in situations that require the observance of protocol.</p> <p>3 To interact with different participants in a work environment.</p> | <p>Achievement Context</p> <ul style="list-style-type: none"> • Working individually or in a team. • Working in their mother tongue or in a second language. • Working with foreign clients. • Using communication tools, especially the telephone. <p>Performance Criteria</p> <p>1.1 Observance of the rules of politeness, civility, etiquette and decorum.</p> <p>1.2 Demonstration of empathy, enthusiasm, openness and approachability.</p> <p>1.3 Precise determination of clients' needs.</p> <p>1.4 Establishment of links between verbal and non-verbal messages.</p> <p>1.5 Appropriate use of the steps in the hospitality process and in client services.</p> <p>2.1 Precise identification of standards to be observed in business, appropriate to different cultural customs.</p> <p>2.2 Use of international protocol in the areas in which this applies.</p> <p>2.3 Logical ordering of the standards of protocol related to welcoming clients.</p> <p>3.1 Proper application of the techniques of telephone communication.</p> <p>3.2 Effective use of business language.</p> <p>3.3 Determination of a procedure relating to hospitality or to making reservations by telephone.</p> <p>3.4 Careful use of their capacity for listening and adapting.</p> |

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| Code: 010V | |
| 4 To intervene in conflict situations. | <p>4.1 Display of attitudes that are reassuring and supportive.</p> <p>4.2 Pertinent identification of needs and resources and of roots of conflicts.</p> <p>4.3 Understanding of the limitations of one's capacity to intervene.</p> <p>4.4 Evaluation of the usefulness of referring a client to a superior.</p> |

| Code: 010W | |
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| OBJECTIVE | STANDARD |
| <p>Statement of the Competency</p> <p>To provide both regional and national tourism information.</p> <p>Elements of the Competency</p> <p>1 To communicate geographical information.</p> <p>2 To communicate historical information.</p> | <p>Achievement Context</p> <ul style="list-style-type: none"> • Working individually. • Working in their mother tongue or in a second language. • Working with a partner or in a group. • Using maps, documentation, communication tools and computer equipment. <p>Performance Criteria</p> <p>1.1 Representative inventory of elements of physical-human-economic geography and natural sciences.</p> <p>1.2 Careful sorting of information to be communicated.</p> <p>1.3 Simplification of information adapted to clients.</p> <p>1.4 Taking into account the administrative divisions of tourism regions.</p> <p>1.5 Accurate location of the main geographical features.</p> <p>1.6 Distinction between the positive and negative effects of the principal human activities on the environment.</p> <p>2.1 Representative inventory of historical elements.</p> <p>2.2 Careful sorting of information to be communicated.</p> <p>2.3 Simplification of information, adapted to clients.</p> <p>2.4 Understanding of the parameters related to the occupation of the territory.</p> |

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| Code: 010W | |
| 3 To communicate cultural information. | 3.1 Representative inventory of cultural elements. 3.2 Careful sorting of information to be communicated. 3.3 Simplification of the information, adapted to clients. 3.4 Description of laws in effect at the national level. 3.5 Recognition of the contribution of cultural communities to a national cultural identity. 3.6 Presentation of the main features of regional gastronomy. |
| 4 Communicate information on the main points of regional and national interest. | 4.1 Inventory of points of interest to tourists, typical of the region. 4.2 Selection of information to be communicated. 4.3 Correct interpretation of the information. 4.4 Location of typical characteristics of the architectural and natural heritage. 4.5 Precise geographical location of the main points of interest for tourists. |
| 5 Process information about various regional and national news events. | 5.1 Critical analysis of key elements of the news. 5.2 Recognition of the geographical, historical, sociological, economic or political context of a news event. 5.3 Appropriate evaluation of events in terms of their effect on tourist travel. 5.4 Respectful, detailed exchange of information. |

Code: 010X

| OBJECTIVE | STANDARD |
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| <p>Statement of the Competency To analyze the tourism potential of the world's regions.</p> <p>Elements of the Competency</p> <p>1 To discern current or potential zones of tourist traffic.</p> <p>2 To describe the main points of interest for tourists in world regions.</p> <p>3 To situate populations in their cultural context.</p> <p>4 To evaluate the strengths and weaknesses of the main tourist destinations of the world.</p> | <p>Achievement Context</p> <ul style="list-style-type: none">• Working individually.• Working in their mother tongue or in a second language.• Working with a partner or in a group.• Using maps, documentation, tourist guides, communication tools and computer equipment. <p>Performance Criteria</p> <p>1.1 Precise geographic location of the main tourist regions of the world.</p> <p>1.2 Location of the principal zones of trade and commerce.</p> <p>1.3 Representative inventory of points of interest.</p> <p>1.4 Description of clients in relation to the main tourist destinations.</p> <p>2.1 Location of typical characteristics of the architectural and natural heritage.</p> <p>2.2 Identification of biophysical features.</p> <p>2.3 Identification of sociocultural features.</p> <p>3.1 Representative inventory of historical elements.</p> <p>3.2 Recognition of convergent and divergent elements in the cultural identity of various nations.</p> <p>3.3 Description of the laws in force in various regions of the world.</p> <p>3.4 Description of the main religions of the world and their possible effects on tourism.</p> <p>3.5 Presentation of the main elements of international gastronomy.</p> <p>4.1 Identification of the effects of tourism on the local population.</p> <p>4.2 Verification of the accessibility to tourist regions.</p> <p>4.3 Precise identification of factors that could compromise the safety of clients.</p> <p>4.4 Determination of all parameters reflecting the quality of the main tourism regions of the world.</p> |

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| Code: 010X | |
| 5 To analyze major events in the international news. | 5.1 Critical analysis of key elements of the news. 5.2 Recognition of the geographical, historical, sociological, economic or political context of a news event. 5.3 Appropriate evaluation of the effects of certain events on world tourist travel. 5.4 Respectful, detailed exchange of information. |

Code: 010Y

| OBJECTIVE | STANDARD |
|---|--|
| <p>Statement of the Competency To carry out administrative operations.</p> <p>Elements of the Competency</p> <p>1 To perform common administrative tasks.</p> <p>2 To manage data using computer equipment.</p> <p>3 To use the Internet.</p> <p>4 To draw up contracts and agreements.</p> | <p>Achievement Context</p> <ul style="list-style-type: none">• In tourism businesses of all sizes.• Working individually with or without supervision.• Working in their mother tongue or in a second language.• Using documents, computer equipment and communication tools, including the Internet. <p>Performance Criteria</p> <p>1.1 Appropriate use of devices and basic office equipment.</p> <p>1.2 Effective management of telephone calls.</p> <p>1.3 Appropriate management of inventory.</p> <p>1.4 Appropriate filing and archiving.</p> <p>1.5 Proper processing of mail and files.</p> <p>1.6 Composition of administrative correspondence, according to the rules.</p> <p>1.7 Careful time management.</p> <p>2.1 Understanding of software options used in tourism businesses.</p> <p>2.2 Appropriate use of software.</p> <p>2.3 Updating of local databanks.</p> <p>3.1 Understanding of the possibilities of the Internet.</p> <p>3.2 Appropriate navigation on the Internet.</p> <p>3.3 Effective use of the communication tools of the Internet.</p> <p>4.1 Interpretation of applicable legislation.</p> <p>4.2 Use of appropriate formulas.</p> <p>4.3 Consultation with experts, if necessary.</p> |

Code: 010Z

| OBJECTIVE | STANDARD |
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| <p>Statement of the Competency To carry out research in terms of tourism.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To evaluate the relevance of carrying out research. 2 To define the conditions of the research. 3 To plan the steps of the research. 4 To collect qualitative and quantitative data. 5 To analyze information. | <p>Achievement Context</p> <ul style="list-style-type: none"> • In tourism businesses of all sizes. • Working individually or in a team with or without supervision. • Working in their mother tongue or in a second language. • In the context of common situations in tourism research, such as surveys, studies, investigations or interviews. • Using documentation, communication tools, databanks and computer equipment. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Gathering of relevant information in terms of the research topic. 1.2 Effective use of documentary resources. 1.3 Critical analysis of the compiled information. 2.1 Understanding of the particular types of research. 2.2 Accurate formulation of the problem. 2.3 Sampling adapted to the research objectives. 2.4 Development and evaluation of the necessary tools. 3.1 Understanding of the material, human and financial resources required. 3.2 Determination of responsibilities. 3.3 Development of a realistic work plan/timetable. 4.1 Proper administration of the research tools. 4.2 Respect for ethical rules. 4.3 Careful organization of information. 5.1 Classification of data according to objectives. 5.2 Use of appropriate software. 5.3 Selection of elements related to the desired objectives. 5.4 Accurate interpretation of results. |

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| Code: 010Z | |
| 6 To present results. | 6.1 Concise synthesis of results. 6.2 Relevance of conclusions. 6.3 Use of appropriate terminology. 6.4 Observance of correct writing style. 6.5 Clear presentation of tables and graphs. 6.6 Effective communication of results. |

Code: 0110

| OBJECTIVE | STANDARD |
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| <p>Statement of the Competency To supervise a work team.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To select volunteer, seasonal or permanent personnel. 2 To lead a working group. 3 To coordinate a work team. 4 To evaluate and follow up a meeting of a work group. | <p>Achievement Context</p> <ul style="list-style-type: none"> • Working individually or in a team. • Working in their mother tongue or in a second language. • Based on directives, company policies or work agreements. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Compliance with all company policies. 1.2 Correct application of the process of pre-selection and selection. 1.3 Clear explanation of the tasks and their contexts to the persons concerned. 2.1 Methodical collection and careful processing of data. 2.2 Choice of techniques appropriate to conducting meetings. 2.3 Preparation of pertinent documentation. 2.4 Accurate evaluation of the needs related to organizing a meeting. 3.1 Determination of methods relevant to training and supervision. 3.2 Appropriate management of conflict. 3.3 Appreciation of the potential and productivity of personnel. 3.4 Compliance with the rules of professional ethics. 4.1 Development of an evaluation grid for activities. 4.2 Evaluation of relation between the objective and the results obtained. 4.3 Synthesis of evaluation results. 4.4 Appropriate follow-up of the file. |

Code: 0111

| OBJECTIVE | STANDARD |
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| <p>Statement of the Competency To do business in a second language.</p> <p>Elements of the Competency</p> <p>1 To inform clients.</p> <p>2 To do business with clients and/or suppliers.</p> <p>3 To write up administrative documents.</p> | <p>Achievement Context</p> <ul style="list-style-type: none">• Working individually.• In the conduct of transactions related to tourism.• In communicating with different suppliers.• With one person or a group.• Using a telephone, documentation and computer equipment. <p>Performance Criteria</p> <p>1.1 Effective contact with clients.</p> <p>1.2 Accurate identification of needs.</p> <p>1.3 Clear transmission of information.</p> <p>1.4 Use of appropriate terminology.</p> <p>1.5 Verification of the effectiveness of the communication.</p> <p>2.1 Accurate interpretation of supply or demand.</p> <p>2.2 Articulation of a conclusion on the supply or demand.</p> <p>2.3 Careful negotiation.</p> <p>2.4 Agreements in conformity with needs.</p> <p>3.1 Clear notation of information.</p> <p>3.2 Correct usage of tourism terminology.</p> <p>3.3 Observance of the rules of spelling and syntax.</p> |

Code: 0112

| OBJECTIVE | STANDARD |
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| <p>Statement of the Competency To establish connections between supply and demand in tourism.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To analyze the specific nature of the demand. 2 To analyze the range of the supply. 3 To recognize the parameters of supply based on authenticity. | <p>Achievement Context</p> <ul style="list-style-type: none"> • Working in a team or in partnership with the industry. • Working under supervision. • Based on documentation and the legislation in effect. • Using communication tools, computer equipment and new technologies. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Determination of all the parameters necessary for a thorough study of demand. 1.2 Determination of the profile of different tourist clientele. 1.3 Appropriate interpretation of the needs and expectations of clientele. 2.1 Description of different tourist products and services in Québec and in other regions of the world. 2.2 Determination of tourism products and related services necessary for a complete supply base/infrastructure. 2.3 Recognition of quality and performance indicators. 2.4 Description of distribution networks. 3.1 Distinction between an authentic supply and a distorted supply. 3.2 Respect for the physical, social and cultural environment in the proposed supply. 3.3 Correlate social responsibilities with commercial motives/aims. 3.4 Consideration of the importance of a sustainable quality tourism supply-base/infrastructure. |

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| Code: 0112 | |
| 4 To identify business opportunities. | 4.1 Rigorous examination of supply and demand. 4.2 Appropriate determination of supply in relation to the needs expressed by the clients. 4.3 Consideration of emerging products. 4.4 Evaluation of potential and feasibility. 4.5 Identification of preferred distribution networks. |

| Code: 0113 | |
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| OBJECTIVE | STANDARD |
| <p>Statement of the Competency To use tourism marketing strategies.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To analyze the needs of a business or an organization. 2 To determine the marketing objectives. 3 To select a target market. 4 To define the marketing mix. | <p>Achievement Context</p> <ul style="list-style-type: none"> • Working individually or in a team. • Working in their mother tongue or in a second language. • Working under supervision. • Using documentation, databanks, national and international information directories, communication tools and computer equipment. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Accurate evaluation of the market and its environment. 1.2 Identification of problems and opportunities. 1.3 Appropriate selection of target markets. 1.4 Evaluation of competition in light of the analysis. 2.1 Recognition of general objectives of the business or organization. 2.2 Appropriate choice of a segment market. 3.1 Detailed description of socioeconomic and demographic criteria. 3.2 Description of different factors that influence tourist behaviour. 3.3 Selection of an appropriate distribution channel. 3.4 Accurate evaluation of the product in accordance with the needs of the target market. 4.1 Appropriate choice of product policy. 4.2 Evaluation of positioning. 4.3 Determination of price in relation to the target market. 4.4 Choice of elements of the communications mix. |

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| Code: 0113 | |
| 5 To develop implementation methods and quality control. | 5.1 Determination of a quality control system aimed at client satisfaction. 5.2 Evaluation of strengths and weaknesses. 5.3 Consideration of human resource potential. 5.4 Evaluation of environmental quality. 5.5 Identification of implementation methods appropriate to the business or organization. |
| 6 To draw up a marketing plan. | 6.1 Detailed description of the components of the plan. 6.2 Accurate evaluation of the business environment. 6.3 Description of target markets. 6.4 Use of a price strategy. 6.5 Use of a distribution strategy. 6.6 Use of a communication strategy. 6.7 Careful and concise presentation of the plan. |

| Code: 0114 | |
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| OBJECTIVE | STANDARD |
| <p>Statement of the Competency To ensure the quality of tourism supply.</p> | <p>Achievement Context</p> <ul style="list-style-type: none"> • In tourism businesses of all sizes. • Working individually under supervision. • Working in their mother tongue or in a second language. • In cooperation with other departments of the company and various business colleagues. • Based on governmental quality control programs or on the quality control program of a company. • Using computer equipment, specification tables, standards and technical documentation. |
| <p>Elements of the Competency</p> <p>1 To identify the steps in a process of quality improvement.</p> <p>2 To identify reality checks in regard to a target client.</p> <p>3 To draw up a booklet of standards pertaining to a tourism business.</p> <p>4 To apply quality control strategies of a business or a certification program.</p> | <p>Performance Criteria</p> <p>1.1 Definition of a mission concerning quality.</p> <p>1.2 Formulation and presentation of elements that form a model for the self-evaluation of quality.</p> <p>1.3 Concise description of the procedure for mobilizing the work team.</p> <p>2.1 Identification of the steps in the client's experience.</p> <p>2.2 Validation of the expectations of target client.</p> <p>2.3 Selection of performance indicators for the supply.</p> <p>2.4 Development of a specification table on the quality of tourism supply.</p> <p>3.1 Examination of standards in relation to the objectives of a charter and a mission.</p> <p>3.2 Booklet of standards in conformity with established standards.</p> <p>3.3 Establishment of a realistic timetable for implementation.</p> <p>4.1 Acknowledgement of established certification standards.</p> <p>4.2 Application of quality control measures.</p> <p>4.3 Recommendations adapted to evaluation results.</p> |

| Code: 0115 | |
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| OBJECTIVE | STANDARD |
| <p>Statement of the Competency To carry out financial operations.</p> <p>Elements of the Competency</p> <p>1 To manage accounts.</p> <p>2 To produce a budget.</p> <p>3 To establish tariffs.</p> <p>4 To read financial statements.</p> | <p>Achievement Context</p> <ul style="list-style-type: none"> • In tourism businesses of all sizes. • Working individually under supervision. • In the context of work situations commonly occurring in tourism. • Using documentation and computer equipment. <p>Performance Criteria</p> <p>1.1 Accurate transactions.</p> <p>1.2 Prompt, accurate billing.</p> <p>1.3 Rigorous follow-up of accounts receivable and payable.</p> <p>1.4 Precise reporting of daily transactions.</p> <p>1.5 Deposits made on time.</p> <p>2.1 Complete enumeration of income and expenses.</p> <p>2.2 Distribution of income and expenses by budget item.</p> <p>2.3 Establishment of the break-even point.</p> <p>2.4 Concise income statement.</p> <p>2.5 Format according to presentation rules.</p> <p>3.1 Determination of gross and net tariffs.</p> <p>3.2 Appropriate conversion of foreign currencies.</p> <p>3.3 Precise calculation of all direct and indirect costs.</p> <p>3.4 Establishment of a profit margin.</p> <p>3.5 Establishment of a selling price.</p> <p>4.1 Distinction between different financial statements.</p> <p>4.2 Accurate identification of components.</p> <p>4.3 Appropriate interpretation of data.</p> |

Code: 0116

| OBJECTIVE | STANDARD |
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| <p>Statement of the Competency To carry out commercial transactions.</p> <p>Elements of the Competency</p> <p>1 To process information on products, services and target clients.</p> <p>2 To make contact with present and potential clients.</p> <p>3 To sell.</p> | <p>Achievement Context</p> <ul style="list-style-type: none">• Working individually or in a team.• Working in their mother tongue or in a second language.• In real situations involving negotiations and sales, over the counter, in an office or during a promotional event.• Based on the legislation in force.• Based on the policies and procedures of a company.• Using information documents, promotional tools, communication tools and computer equipment. <p>Performance Criteria</p> <p>1.1 Gathering of appropriate information on the components of a product or a service.</p> <p>1.2 Effective use of techniques of direct and indirect prospecting.</p> <p>1.3 Careful development of a sales portfolio including sales arguments/techniques.</p> <p>1.4 Entry of information in files of clients and prospective clients.</p> <p>1.5 Determination of realistic sales volumes.</p> <p>2.1 Psychological preparation and appropriate presentation.</p> <p>2.2 Budget planning as well as adequate materials.</p> <p>2.3 Determination of clients' style.</p> <p>2.4 Verbal and non-verbal communication adapted to a particular situation.</p> <p>3.1 Appropriate arguments/techniques.</p> <p>3.2 Effective handling of objections.</p> <p>3.3 Effective promotional activities.</p> <p>3.4 Negotiation of contracts and agreements.</p> |

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| Code: 0116 | |
| 4 To close a sale. | <p>4.1 Application of the rules for closing a sale.</p> <p>4.2 Observance of rules applicable for leave-taking after a meeting, whether it does or does not lead to a sale.</p> <p>4.3 Accurate, detailed billing within the specified time period.</p> <p>4.4 Application of deposit and cancellation procedures in conformity with company policy.</p> <p>4.5 Observance of legislation and conventions governing the tourism industry.</p> |
| 5 To ensure follow-up. | <p>5.1 Transmission of information to persons concerned.</p> <p>5.2 Emission of documents within the set time frames.</p> <p>5.3 Careful writing up of a sales report.</p> <p>5.4 Selection of actions appropriate for company representation and client loyalty.</p> <p>5.5 Evaluation of promotional activities.</p> <p>5.6 Systematic updating of client files.</p> |
| 6 To search for sponsors. | <p>6.1 Matching of events with appropriate sponsors.</p> <p>6.2 Formulation of pertinent arguments.</p> <p>6.3 Development of an impact study.</p> <p>6.4 Clear and detailed enumeration of benefits to sponsors.</p> <p>6.5 Careful, orderly development of sponsors' files.</p> |

Code: 0117

| OBJECTIVE | STANDARD |
|---|---|
| <p>Statement of the Competency</p> <p>To use various methods employed in the fields of information, public relations and advertising.</p> <p>Elements of the Competency</p> <p>1 To analyze the communication needs of a business or an organization.</p> <p>2 To perfect information and public relations tools.</p> <p>3 To carry out a publishing project.</p> <p>4 To produce advertising tools for the print and electronic media.</p> | <p>Achievement Context</p> <ul style="list-style-type: none">• For tourism businesses of all sizes.• Working individually or in a team.• Working in their mother tongue or in a second language.• Using documentation and communication tools.• Using graphics and desktop publishing software. <p>Performance Criteria</p> <p>1.1 Identification of needs and objectives in relation to the target clients.</p> <p>1.2 Determination of realistic and measurable means in accordance with the available budget.</p> <p>2.1 Determination of the advantages and disadvantages of each tool.</p> <p>2.2 Careful creation of a press release.</p> <p>2.3 Effective preparation of meetings with journalists.</p> <p>2.4 Efficient organization of a press conference.</p> <p>2.5 Efficient organization of a FAM trip.</p> <p>2.6 Layout of an information booth, adapted as needed.</p> <p>3.1 Production of a proof in accordance with design rules.</p> <p>3.2 Monitoring of printing steps.</p> <p>4.1 Application of creative techniques.</p> <p>4.2 Preparation of a synopsis of messages adapted for the electronic media.</p> <p>4.3 Appropriate design of an advertisement according to specific type of print media.</p> <p>4.4 Appropriate placement of media spots according to the target market.</p> <p>4.5 Taking into account the legislation and rules of conduct governing advertising.</p> |

Code: 0118

| OBJECTIVE | STANDARD |
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| <p data-bbox="161 432 536 465">Statement of the Competency</p> <p data-bbox="161 472 596 506">To communicate in a third language.</p> <p data-bbox="161 734 526 768">Elements of the Competency</p> <p data-bbox="161 775 663 842">1 To understand the meaning of oral and written messages.</p> <p data-bbox="161 920 584 954">2 To communicate oral messages.</p> <p data-bbox="161 1070 616 1137">3 To hold a conversation on familiar subjects.</p> | <p data-bbox="727 432 1002 465">Achievement Context</p> <ul data-bbox="727 472 1342 685" style="list-style-type: none">• In the context of conversations on familiar subjects.• In the context of person-to-person conversations or in a group.• Using general documentation and specialized works. <p data-bbox="727 734 1002 768">Performance Criteria</p> <p data-bbox="727 775 1378 808">1.1 Recognition of the general meaning of messages.</p> <p data-bbox="727 815 1331 882">1.2 Perception of logical relationships among the elements of the message.</p> <p data-bbox="727 920 1259 954">2.1 Appropriate use of specific vocabulary.</p> <p data-bbox="727 960 1222 994">2.2 Application of basic grammar rules.</p> <p data-bbox="727 1001 1366 1034">2.3 Coherent linking of a series of simple sentences.</p> <p data-bbox="727 1070 1102 1104">3.1 Intelligible pronunciation.</p> <p data-bbox="727 1111 1323 1144">3.2 Vocal inflection appropriate to the language.</p> <p data-bbox="727 1151 1182 1184">3.3 Consistency of verbal messages.</p> <p data-bbox="727 1191 1315 1225">3.4 Proper use of the structures of the language.</p> |

Code: 0119

| OBJECTIVE | STANDARD |
|---|---|
| <p>Statement of the Competency To identify trends in international tourism.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To recognize social changes likely to influence tourism. 2 To recognize trends in consumerism and marketing. 3 To establish connections between trends and foreseeable changes in the tourist population. | <p>Achievement Context</p> <ul style="list-style-type: none"> • Working individually or in a group. • Working in their mother tongue or in a second language. • In cooperation with other departments of a company or various other persons. • Using documentation, computer equipment and new technologies. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Identification of major social changes. 1.2 Awareness of the evolution of values and lifestyles of populations. 1.3 Examination of demographic effects on tourism practices. 2.1 Determination of relevant elements for analysis. 2.2 Reasons behind current trends in national and international tourism. 2.3 Awareness of technological developments, especially in transportation. 2.4 Identification of emerging products. 3.1 Intelligent reading of market dynamics. 3.2 Taking into consideration the criteria for prospecting analysis. 3.3 Evaluation of effects and explanation of foreseeable modifications. |

Code: 011A

| OBJECTIVE | STANDARD |
|---|--|
| <p>Statement of the Competency To situate themselves in relation to cultural differences.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To popularize elements of culture from different peoples and civilizations of the past and present. 2 To compare their own system of values with other value systems. 3 To evaluate their limits in relation to the visitor and the host. | <p>Achievement Context</p> <ul style="list-style-type: none"> • Working individually or in a team. • Working in their mother tongue or in a second language. • With another person or a group. • Using documentation, computer equipment and communication tools. • Observing the rules of conduct associated with different cultures. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Perception of the evolution of the concept of hospitality in human history. 1.2 Appropriate collection of information available on different peoples and civilizations. 1.3 Selection of elements related to the desired objectives. 1.4 Adapted interpretation of geographic, historic, sociological and political elements. 2.1 Description of the values of their own value system. 2.2 Identification of the rules of conduct adopted in different cultures. 2.3 Demonstration of openness and insight in relation to other value systems. 2.4 Judicious use of their capacity for listening and adapting. 3.1 Description of parameters essential for identifying clients. 3.2 Thorough analysis of the strengths and weaknesses of Québec hospitality in relation to other cultures. 3.3 Recognition of the roles and responsibilities of hosts in relation to visitors. 3.4 Recognition of one's limitations in relation to the various needs of visitors. 3.5 Precise identification of cultural factors that could compromise dialogue with various clients. 3.6 Recognition of the limits of one's adaptability to certain clients. |

| Code: 011B | |
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| OBJECTIVE | STANDARD |
| <p>Statement of the Competency To interact with clients in a third language.</p> <p>Elements of the Competency</p> <p>1 To welcome clients.</p> <p>2 To inform clients.</p> <p>3 To interpret written documentation.</p> | <p>Achievement Context</p> <ul style="list-style-type: none"> • Working individually. • In relation to situations. • With another person or in a group. • Using a telephone and documents. <p>Performance Criteria</p> <p>1.1 Proper use of welcoming/greeting protocol.</p> <p>1.2 Proper use of the common vocabulary and terminology of tourism.</p> <p>1.3 Effective contact made with clientele.</p> <p>1.4 Reformulation of expressed needs.</p> <p>2.1 Clear transmission of information.</p> <p>2.2 Verification of the effectiveness of communication.</p> <p>3.1 Appropriate decoding of a message.</p> <p>3.2 Follow-up actions in accordance with a message.</p> |

Code: 011C

| OBJECTIVE | STANDARD |
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| <p>Statement of the Competency To lead groups of tourists.</p> <p>Elements of the Competency</p> <p>1 To evaluate different types of activities in relation to tourist clients.</p> <p>2 To plan organized group activities.</p> <p>3 To lead the activities of a group.</p> <p>4 To ensure the quality and follow-up of group-leading activities.</p> | <p>Achievement Context</p> <ul style="list-style-type: none"> • For tourism businesses of all sizes. • Working individually or in a team. • Working in their mother tongue or in second language. • In the presence of various audiences. • Working inside, outside or on board transportation vehicles. • Using appropriate materials or specialized equipment. <p>Performance Criteria</p> <p>1.1 Analysis of the needs expressed by clients.</p> <p>1.2 Analysis of the strengths and weaknesses of different activities.</p> <p>1.3 Consideration of one's personal style as a group leader.</p> <p>1.4 Careful choice of activities to be suggested, in accordance with expectations and limitations.</p> <p>2.1 Preparation of a group program adapted to needs.</p> <p>2.2 Accurate determination of resources necessary for the activity.</p> <p>2.3 Consideration of the cost of resources from outside the business.</p> <p>2.4 Logical sequencing of the selected scenario.</p> <p>3.1 Appropriate characterization of the styles of individuals and group dynamics.</p> <p>3.2 Establishment of effective communication with the audience.</p> <p>3.3 Effective use of techniques of communication and group-leading techniques.</p> <p>3.4 Consideration of one's own style of leadership.</p> <p>4.1 Determination of an evaluation method for an activity.</p> <p>4.2 Evaluation of the degree of satisfaction in a group.</p> <p>4.3 Appropriate selection of changes to be made.</p> |

| Code: 011D | |
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| OBJECTIVE | STANDARD |
| <p>Statement of the Competency To guide groups of tourists.</p> <p>Elements of the Competency</p> <p>1 To prepare a tour or a visit.</p> <p>2 To welcome clients.</p> <p>3 To communicate information to clients.</p> | <p>Achievement Context</p> <ul style="list-style-type: none"> • Working individually. • Working in their mother tongue, a second language or a third language. • In common guide situations, such as escorting groups, providing interpretation of sites, tours and guided visits. • Based on the rules and policies of a company and municipal regulations. • Using maps, reference works, tourist guides and communication tools. • On board of transportation vehicles. <p>Performance Criteria</p> <p>1.1 Assembly of all technical information relevant to a visit.</p> <p>1.2 Identification of the type of client and their needs.</p> <p>1.3 Psychological, physical, material and budget needs.</p> <p>1.4 Efficient exchanges with suppliers.</p> <p>1.5 Appropriate verification of itinerary and materials.</p> <p>2.1 Application of hospitality techniques.</p> <p>2.2 Clarity of information transmitted on the details of the visit or tour.</p> <p>2.3 Accurate information pertaining to safety rules and the nature of benefits.</p> <p>3.1 Careful sorting of information to be transmitted.</p> <p>3.2 Communication adapted to information.</p> <p>3.3 Effective use of material support.</p> <p>3.4 Animation activities adapted to clients.</p> |

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| Code: 011D | |
| 4 To carry out guiding activities. | 4.1 Effective time management. 4.2 Confirmation of services ordered from suppliers. 4.3 Accurate appreciation of the clients' needs for complementary services. 4.4 Effective management of interpersonal relations. 4.5 Respect for professional ethics. |
| 5 To intervene in difficult situations. | 5.1 Determination of problem elements. 5.2 Solutions adapted to specific situations. 5.3 Correct application of first-aid techniques. 5.4 Accurate evaluation of the consequences of the recommended solution. |
| 6 To conclude a visit. | 6.1 Use of polite expressions appropriate to leave-taking. 6.2 Examination of evaluation questionnaire and appropriate follow-up. 6.3 Carefully produced report on the visit and expense account. 6.4 Methodical maintenance of materials. |

| Code: 011E | |
|---|---|
| OBJECTIVE | STANDARD |
| <p>Statement of the Competency To adapt arrangements for a tourist reception centre.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To evaluate the potential of the location of the reception site. 2 To identify the installations necessary for the reception site. 3 To reorganize the space in accordance with the requirements of reception needs. 4 To evaluate the feasibility of the project. 5 To ensure the follow-up of the project. | <p>Achievement Context</p> <ul style="list-style-type: none"> • Working individually or in a team under supervision in the context of multidisciplinary projects. • In collaboration with different resource persons. • Working to enlarge, set up or rearrange permanent or temporary sites. • Based on the laws and regulations in effect. • Using maps, specifications, documentation and computer materials. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Interpretation of the components of a site plan. 1.2 Verification of traffic flow. 1.3 Recognition of the possibilities and limitations of the site in relation to needs. 2.1 Careful analysis of the organization. 2.2 Determination of the equipment, materials and décor, in accordance with a theme. 2.3 Consideration of the principles for arranging a reception site, its internal features and external environment. 3.1 Definition of needs. 3.2 Consideration of environmental restrictions. 3.3 Production of a site plan in terms of spatial organization. 4.1 Determination of potential suppliers. 4.2 Establishment of a realistic work schedule. 4.3 Realistic estimation of the costs in relation to the financial capabilities of the organization. 4.4 Presentation of the proposed project to the parties concerned. 5.1 Supervision of building phases. 5.2 Application of monitoring methods. 5.3 Readjustments adapted to limitations. 5.4 Planning of opening activities. |

Code: 011F

| OBJECTIVE | STANDARD |
|---|---|
| <p>Statement of the Competency To operate a tourist hospitality service.</p> <p>Elements of the Competency</p> <p>1 To develop working tools.</p> <p>2 To determine a structure for hospitality services.</p> <p>3 To ensure the quality of hospitality activities.</p> | <p>Achievement Context</p> <ul style="list-style-type: none">• In a service facility in the private or public sector.• Working individually under supervision.• Working in cooperation with different partners in the tourism industry and other sectors.• Working in their mother tongue or in a second language.• Based on:<ul style="list-style-type: none">– instructions, company policies or working agreements;– international standards of customer service.• Using documentation and computer materials. <p>Performance Criteria</p> <p>1.1 Appropriate modification of policies and procedures.</p> <p>1.2 Creation of training materials adapted to personnel.</p> <p>1.3 Production of observation sheets, according to needs.</p> <p>1.4 Design of statistics grids in accordance with needs.</p> <p>2.1 Validation of the plan of action of the hospitality service.</p> <p>2.2 Development of themes adapted to different events.</p> <p>2.3 Physical arrangement of the site to welcome clients.</p> <p>3.1 Application of hospitality techniques.</p> <p>3.2 Application of standards and respect for requirements related to customer service.</p> <p>3.3 Strict evaluation of the quality of services offered.</p> <p>3.4 Management and efficient follow-up of complaints.</p> <p>3.5 Feedback appropriate to the evaluation.</p> |

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| Code: 011F | |
| 4 To communicate information to clients and to other departments of the company. | 4.1 Appropriate use of communication tools. 4.2 Clarity and relevance of information transmitted. 4.3 Quality of verbal and written reports. |
| 5 To ensure the management of stock in the documentation centre. | 5.1 Determination of quantities of materials necessary for display cases. 5.2 Establishment of a detailed schedule for delivery of materials. 5.3 Proper, safe management of materials. 5.4 Determination of minimum level of materials for each category of product. |
| 6 To run a call centre and a multimedia centre. | 6.1 Careful analysis of the needs of a company and its partners. 6.2 Appropriate collection and updating of data. 6.3 Knowledge of the software relevant to a reception service. 6.4 Observance of procedures related to a call centre and a multimedia centre. |
| 7 To perform a follow-up of budgetary operations. | 7.1 Observance of budget planning. 7.2 Accurate calculation of the prime cost of complementary services. 7.3 Careful application of methods of cost control and contracts related to complementary services. 7.4 Clear presentation of the final statement. |

| Code: 011G | |
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| OBJECTIVE | STANDARD |
| <p>Statement of the Competency To develop tourism projects.</p> | <p>Achievement Context</p> <ul style="list-style-type: none"> • Working individually or in a team. • Working in their mother tongue or in a second language. • Work carried out under supervision. • For private, public and parapublic companies and organizations. • In accordance with provincial and federal legislation and municipal regulations. • Using catalogues, maps, documentation, communication tools and computer materials. • Using regional and national development plans. • Using marketing plans. • Respecting recognized standards of quality. |
| <p>Elements of the Competency</p> <p>1 To determine the goals and objectives of a development project.</p> <p>2 To evaluate the strengths and weaknesses of products, services or tourist facilities.</p> <p>3 To improve tourist products or services.</p> | <p>Performance Criteria</p> <p>1.1 Analysis of the documentation available on the product, service or tourist facility.</p> <p>1.2 Taking into account emerging products.</p> <p>1.3 Synthesis of collected data.</p> <p>1.4 Consideration of the objectives of a company.</p> <p>2.1 Analysis in accordance with desired marketing objectives.</p> <p>2.2 Evaluation of the product, service or facility in terms of the components of the tourism infrastructure.</p> <p>2.3 Definition of the needs of target markets.</p> <p>2.4 Identification of development prospects.</p> <p>3.1 Product or service appropriate to clients.</p> <p>3.2 Careful selection of suppliers and partners.</p> <p>3.3 Determination of operational costs.</p> <p>3.4 Appropriate setting up of a product or a service.</p> |

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| Code: 011G | |
| 4 To design tourist products or services. | <p>4.1 Detailed description of components of the new product or service, in relation to clients.</p> <p>4.2 Application of creativity techniques.</p> <p>4.3 Design of tools adapted for searching supplementary information.</p> <p>4.4 Careful selection of suppliers and partners.</p> <p>4.5 Determination of operating costs.</p> <p>4.6 Appropriate setting up of product or service.</p> |
| 5 To participate in the development of a tourist facility. | <p>5.1 Careful analysis of the environment and spatial organization.</p> <p>5.2 Evaluation of spatial possibilities in relation to physical and human factors.</p> <p>5.3 Definition of complementary and dependent relationships at the local, regional and national levels.</p> <p>5.4 Careful choice of suppliers and partners.</p> <p>5.5 Careful production of hand-drawn sketches or computer materials.</p> <p>5.6 Choice of equipment in accordance with the business environment.</p> <p>5.7 Respect for laws and regulations.</p> |
| 6 To plan the steps necessary for carrying out a development project. | <p>6.1 Consideration of the purpose/aim of the project.</p> <p>6.2 Production of a tourism development intent.</p> <p>6.3 Realistic distribution of operations and resources necessary.</p> <p>6.4 Accurate evaluation of the break-even point.</p> <p>6.5 Realistic schedule for carrying out the plan.</p> <p>6.6 Consideration of laws and regulations.</p> <p>6.7 Clear, orderly presentation of the information.</p> |
| 7 To ensure project follow-up. | <p>7.1 Effective communication with partners and suppliers.</p> <p>7.2 Updating of information documents.</p> <p>7.3 Identification of the strengths and weaknesses of the project.</p> <p>7.4 Evaluation of the degree of client satisfaction.</p> |

Code: 011H

| OBJECTIVE | STANDARD |
|---|--|
| <p>Statement of the Competency To market tourist products and services.</p> <p>Elements of the Competency</p> <p>1 To understand the commercial possibilities of the product or service.</p> <p>2 To determine target markets.</p> <p>3 To readjust elements of the product or service according to the target clients.</p> | <p>Achievement Context</p> <ul style="list-style-type: none"> Working individually or in a team under supervision. Working in their mother tongue or in a second language. For private, public and parapublic companies and organizations. Working in collaboration with different media and advertising agencies. Based on the mission, rules and policies of a company or organization, as well as provincial and federal legislation and municipal regulations. Using documentation, communication tools and computer materials. Using marketing studies and surveys. <p>Performance Criteria</p> <p>1.1 Analysis of compiled data.</p> <p>1.2 Detailed description of the components of a product or service.</p> <p>1.3 Consideration of legislation.</p> <p>2.1 Careful selection of information in the field and in databanks.</p> <p>2.2 Determination of analysis tools required.</p> <p>2.3 Evaluation of clients' needs.</p> <p>2.4 Consideration of the balance between the product, the service and the market.</p> <p>2.5 Consideration of current trends and future prospects.</p> <p>3.1 Selection of elements of the product or service liable to meet the demand.</p> <p>3.2 Careful comparison of alternative solutions.</p> <p>3.3 Adaptation of the product or service to position a company in the market.</p> <p>3.4 Readjustment of prices, when necessary.</p> |

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| Code: 011H | |
| 4 To propose actions appropriate to target markets. | 4.1 Development of sales objectives. 4.2 Consideration of sales policies. 4.3 Identification of a distribution channel to position a company in the market. 4.4 Selection of sales supports. 4.5 Determination of selling points and a sales scenario. 4.6 Careful production of a sales plan. 4.7 Identification of promotional activities such as trade shows and events in relation to target markets. 4.8 Determination of activities related to representation and public relations. |
| 5 To produce tools required for the promotion of sales. | 5.1 Design or validation of quality sales documents. 5.2 Effective set-up of an information booth and appropriate arrangement of publicity tools on the sales site. 5.3 Composition of messages adapted to the target markets. |
| 6 To sell tourist products or services. | 6.1 Effective contact made. 6.2 Adaptation of sales techniques according to the target clients. 6.3 Use of techniques of persuasion. 6.4 Closure of a sale. 6.5 Appropriate leave-taking. |
| 7 To ensure quality control and follow-up of a product or service. | 7.1 Determination of a quality control system. 7.2 Evaluation of results obtained in relation to sales objectives. 7.3 Interpretation of sales statistics to ensure follow-up. 7.4 Evaluation of clients' level of satisfaction. 7.5 Processing of claims in relation to the sales policies of a company. 7.6 Application of company policies to secure customer loyalty. 7.7 Clear and precise production of an evaluation report. |

| Code: 011J | |
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| OBJECTIVE | STANDARD |
| <p>Statement of the Competency To coordinate a tourist event.</p> <p>Elements of the Competency</p> <p>1 To plan the management of a tourist event.</p> <p>2 To coordinate operations.</p> | <p>Achievement Context</p> <ul style="list-style-type: none"> • Working in a team, in partnership with the industry. • Under the supervision of an organizing committee. • In the context of conferences, festivals, forums, fairs or trade shows related to tourism. • Based on legislation and standards related to safety. • Based on a pre-established budget. • Using documentation, computer materials, specialized software and communication tools. <p>Performance Criteria</p> <p>1.1 Evaluation of the feasibility of an event in terms of available resources.</p> <p>1.2 Determination of a realistic timetable.</p> <p>1.3 Definition of tasks to be carried out and the role of each participant.</p> <p>1.4 Careful planning of working tools in terms of partnerships, contracts and promotion.</p> <p>1.5 Complete description of all planning steps.</p> <p>1.6 Active search for sponsorships.</p> <p>1.7 Appropriate site planning.</p> <p>2.1 Effective management of an operational budget.</p> <p>2.2 Appropriate management of the dynamics of interpersonal relations.</p> <p>2.3 Establishment of an effective communications network.</p> <p>2.4 Careful management of safety, complaints and unforeseen circumstances.</p> <p>2.5 Rapid, appropriate feedback on situations.</p> |

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| Code: 011J | |
| 3 To control the quality of operations. | 3.1 Determination of a quality control system. 3.2 Understanding of the quality of operations. 3.3 Application of self-evaluation criteria. 3.4 Evaluation of changes to be made. 3.5 Quick, effective adjustments. |
| 4 To ensure follow-up. | 4.1 Production of a complete, concise report on professional activities. 4.2 Verification and precise recording of accounts receivable and payable. 4.3 Compliance with the rules for the format of financial statements. 4.4 Relevant selection of means and follow-up actions. |

Code: 011K

| OBJECTIVE | STANDARD |
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| <p>Statement of the Competency To analyze the potential of foreign tourist destinations.</p> <p>Elements of the Competency</p> <p>1 To inventory points of interest at a tourist destination.</p> <p>2 To analyze the environment of the destination.</p> <p>3 To evaluate the accessibility to the destination.</p> <p>4 To establish an inventory of services offered at the destination.</p> | <p>Achievement Context</p> <ul style="list-style-type: none">• For tour operator companies.• Working individually or under the supervision of the product manager.• Working in their mother tongue or in a second language.• Using communication tools, including the Internet.• Using maps, specialized tourist guides and documentation. <p>Performance Criteria</p> <p>1.1 Precise geographic location of the points of interest at the destination.</p> <p>1.2 Inventory of geographic, historical and cultural points of interest at the destination.</p> <p>1.3 List of the main historical tourist attractions at a destination.</p> <p>2.1 Evaluation of the economic and geopolitical environment of sites to be visited.</p> <p>2.2 Understanding of the general history of the destination.</p> <p>2.3 Identification of climatic variations according to season.</p> <p>2.4 Evaluation of health services and hygienic conditions at the destination.</p> <p>3.1 Inventory of access routes to the destination.</p> <p>3.2 Recognition of the different tools available.</p> <p>3.3 Strategic establishment of the means of access to the destination.</p> <p>3.4 Evaluation of the necessary legal documents.</p> <p>4.1 Confirmation of different recreational activities.</p> <p>4.2 Description of different services offered.</p> <p>4.3 Description of the main service suppliers.</p> <p>4.4 Classification of food and lodging infrastructures at the destination.</p> |

Code: 011K

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| <p>5 To demonstrate the potential of the destination.</p> | <p>5.1 Preparation of a file for the purpose of destination analysis.</p> <p>5.2 Presentation of the research results.</p> <p>5.3 Measurement of the gap between the desired profitability and the possibilities of the destination.</p> |
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| Code: 011L | |
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| OBJECTIVE | STANDARD |
| <p>Statement of the Competency</p> <p>To use data from integrated reservation systems.</p> | <p>Achievement Context</p> <ul style="list-style-type: none"> • For tour operator companies. • Working individually under the supervision of the product manager. • In response to specific requests. • In cooperation with heads of other departments. • Working in their mother tongue or in a second language. • Based on the policies of the company and those of the suppliers. • Using integrated reservation systems and software. • Using tables of specifications, technical documentation and reference guides. |
| <p>Elements of the Competency</p> <p>1 To use different reservation systems.</p> <p>2 To make reservations.</p> | <p>Performance Criteria</p> <p>1.1 Evaluation of the scope and limitations of different reservation systems.</p> <p>1.2 Systematic verification of server updates.</p> <p>1.3 Use of appropriate terminology.</p> <p>2.1 Regular checking of the availability of products and services in the inventories.</p> <p>2.2 Checking with suppliers on the tariffs in effect.</p> <p>2.3 Proper method for opening a client file (travel agency).</p> <p>2.4 Accuracy of data entry.</p> <p>2.5 Confirmation of reservations in accordance with established procedures and tariff rules.</p> <p>2.6 Precise updating of inventory.</p> <p>2.7 Entry of notes pertaining to special requests.</p> |

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| Code: 011L | |
| 3 To prepare travel documents. | 3.1 Issuance of tickets. 3.2 Distribution of different passenger lists to agencies, suppliers and the administration. 3.3 Preparation of inventory of different products and services offered. 3.4 Distribution of written guarantees among agencies and suppliers. 3.5 Issuance of vouchers. 3.6 Description of passengers' final itinerary to destination. |
| 4 To ensure follow-up of the file. | 4.1 Preparation of sales reports for agencies, suppliers and administration purposes. 4.2 Follow-up of file with suppliers. 4.3 Follow-up of file with travel agencies. 4.4 Maintenance of quality control at each computerized step. 4.5 Confirmation of activities timetable. |

| Code: 011M | |
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| OBJECTIVE | STANDARD |
| <p>Statement of the Competency To create and modify tour packages.</p> <p>Elements of the Competency</p> <p>1 To analyze the demand.</p> <p>2 To conduct research.</p> <p>3 To propose adapted itineraries.</p> | <p>Achievement Context</p> <ul style="list-style-type: none"> • For tour operator companies. • Working individually under the supervision of the product manager. • Using international laws, regulations and conversion tables. • Referring to manuals, specialized technical works and guidebooks. • Using computer materials and communication tools. <p>Performance Criteria</p> <p>1.1 Determination of the context and specifics of the demand.</p> <p>1.2 Methodical gathering of information about the demand.</p> <p>1.3 Accurate diagnosis of the limitations of the demand.</p> <p>1.4 Analysis of supply offered by competitors and its development.</p> <p>2.1 Determination of the objective of the package.</p> <p>2.2 Identification of the components of a standard or customized package.</p> <p>2.3 Methodical collection of updated information.</p> <p>2.4 Processing of information collected.</p> <p>2.5 Identification of potential suppliers.</p> <p>2.6 Careful comparison of different tourist products and services already on the market.</p> <p>3.1 Determination of a tour circuit on maps.</p> <p>3.2 Precise calculation of distances in relation to the itinerary.</p> <p>3.3 Establishment of a proposed itinerary in accordance with the desired package.</p> <p>3.4 Verification of products and services possible depending on the category of package chosen.</p> <p>3.5 Adjustment of the components of the desired package.</p> |

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| Code: 011M | |
| 4 To establish costs. | 4.1 Application of tariff rules. 4.2 Application of basic principles of air tariff calculation, both domestic and international. 4.3 Accurate calculation of costs of products and services in the package. 4.4 Analysis of the cost/benefit ratio for each segment of the package. 4.5 Consideration of taxes and gratuities. |
| 5 To present the specifications of a package. | 5.1 Presentation of the components of the package for the required plan. 5.2 Establishment of a balanced itinerary. 5.3 Distribution of costs for each segment of the package. 5.4 Presentation of technical information sheets for each supplier. 5.5 Formulation of recommendations for suppliers. 5.6 Preparation of an agreement proposal for a supplier. 5.7 Adjustments for the purpose of concluding an agreement. |

| Code: 011N | |
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| OBJECTIVE | STANDARD |
| <p>Statement of the Competency To promote the products and services of tour operators.</p> <p>Elements of the Competency</p> <ol style="list-style-type: none"> 1 To participate in the development of promotional tools. 2 To prepare presentation texts. 3 To organize a public presentation. | <p>Achievement Context</p> <ul style="list-style-type: none"> • Working individually under supervision. • Working on their mother tongue or in a second language. • Using computer materials and communication tools. <p>Performance Criteria</p> <ol style="list-style-type: none"> 1.1 Preparation of a call for tenders. 1.2 Determination of promotional objectives. 1.3 Establishment of criteria for selecting suppliers. 1.4 Selection of appropriate means of promotion. 1.5 Explanation of advantages and disadvantages of each promotional support. 2.1 Definition of the key concepts used in writing advertising copy and brochures. 2.2 Preparation of texts appropriate for a public presentation. 2.3 Creation of a Web page. 2.4 Justifiable selection of visual materials. 3.1 Determination of realistic objectives for an innovative public presentation. 3.2 Estimation of costs of material, human and financial resources. 3.3 Establishment of a precise timetable. 3.4 Establishment of a list of persons and organizations interested in an event. 3.5 Selection of effective promotional activities. 3.6 Preparation of a presentation scenario. 3.7 Careful selection of follow-up methods preceding an event. |

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| Code: 011N | |
| 4 To participate in the sale of a product. | <p>4.1 Development of a sales scenario for a particular product.</p> <p>4.2 Preparation of appropriate content for a sales document.</p> <p>4.3 Development of a sales portfolio.</p> <p>4.4 Selection and preparation of travel materials and complementary materials.</p> <p>4.5 Determination of material needs during promotional events.</p> |

EDUCATIONAL INTENTIONS OF GENERAL EDUCATION

GENERAL EDUCATION COMMON TO ALL PROGRAMS AND GENERAL EDUCATION ADAPTED TO PROGRAMS

English, Language of Instruction and Literature

General Education Common to All Programs

The three sets of objectives and standards in English, Language of Instruction and Literature, pursue two general goals : mastery of the language of instruction and exploration of the riches of the literary heritage. Achievement of these goals is intended to bring the students to a college level of proficiency in the areas of reading, writing, listening and speaking. Building on the skills developed by students on completion of secondary school, the English programme places a marked emphasis on written production and reading comprehension while at the same time consolidating listening and speaking skills.

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

All students entering college will begin their English studies with an introductory set of objectives and standards. This set has two possible formats. While both provide a range of reading, writing and literary activities, one includes additional reinforcement of reading and writing skills.

General Education Adapted to Programs

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

Outcome Objectives

Students who have achieved the general education objectives in English, Language of Instruction and Literature, will be able to :

- Demonstrate a college level of proficiency in the areas of reading, writing, listening and speaking.
- Develop their own ideas into arguments and theses, organize them and edit their work.
- Understand basic vocabulary and terminology used when discussing literature.
- Analyze literary works.

Humanities

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

Principles

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

Outcome Objectives

Students who have achieved the general education objectives in Humanities will be able to :

- Describe, explain and organize 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.
- 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.

Sequence of Objectives and Standards

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

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

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

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

Français, langue seconde

L'enseignement du français, langue seconde, contribue à la formation fondamentale de la personne, en même temps qu'il a pour objet de lui permettre de communiquer efficacement avec ses concitoyens et concitoyennes.

Principes

- 1) La maîtrise du français, langue seconde, est essentielle pour quiconque veut participer pleinement à la vie de la société québécoise, dont le français est la langue officielle. En conséquence, la formation générale en français, langue seconde, a pour finalité de rendre les étudiants et les étudiantes aptes à utiliser de façon efficace les moyens dont dispose la langue pour communiquer en société. À cette fin, ils devront acquérir des connaissances en vue de les déployer dans les formes de discours qu'il leur faudra pratiquer.
- 1) À leur arrivée au collégial, les étudiants et les étudiantes ont déjà acquis des compétences dans les quatre habiletés langagières, à savoir : parler, lire, écouter et écrire, mais sont, de façon générale, plus compétents en matière d'expression orale. En conséquence, la formation porte sur le développement des quatre habiletés langagières tout en mettant l'accent sur la lecture et l'écriture.
- 2) En tant que partie intégrante de la formation générale, le français, langue seconde, contribue au développement de la pensée critique et de l'expression structurée.

Résultats attendus

Tout étudiant ou toute étudiante qui a atteint les objectifs de formation générale en français, langue seconde, pourra, selon son niveau de compétence, montrer :

- sur le plan des connaissances, qu'il ou elle :
 - sait faire une présentation orale structurée;
 - connaît les différentes formes du discours;
 - connaît les différentes techniques de lecture et d'écriture;
- sur le plan des habiletés, qu'il ou elle :
 - est capable de questionner, d'analyser, de juger, et d'argumenter en français;
 - est apte à entretenir des rapports sociaux et à partager la vie culturelle du Québec;
 - est apte à établir, à poursuivre et à pratiquer des rapports professionnels en français;
- sur le plan des attitudes, qu'il ou elle :
 - fait preuve d'ouverture par rapport aux différents aspects de la culture québécoise;
 - a conscience des différences et des similitudes entre sa culture d'origine et la culture québécoise francophone;
 - a la préparation voulue pour s'insérer dans la vie sociale et économique.

Séquence des objectifs et des standards

Pour répondre aux divers besoins d'apprentissage des étudiants et des étudiantes du collégial, les ensembles en français, langue seconde, sont répartis selon quatre niveaux. Chacun de ces niveaux permet d'amener les étudiants et les étudiantes à interpréter et à produire des textes de plus ou moins grande complexité.

La formation générale en français, langue seconde, comporte deux ensembles prévus en séquence. Le premier, qui fait partie de la formation générale commune à tous les programmes, a pour objet de consolider les connaissances linguistiques déjà acquises et de les développer pour amener les étudiants et les étudiantes à communiquer de façon plus précise sur le plan tant du vocabulaire et de la syntaxe que de l'organisation textuelle.

Le second ensemble, qui fait partie de la formation générale propre aux programmes, s'appuie sur les acquis développés dans le premier ensemble en les enrichissant d'éléments de compétence liés aux champs d'études de l'étudiant ou de l'étudiante. On cherche à développer la précision de l'expression dans des situations de communication particulières qui relèvent du champ d'études de l'étudiant ou de l'étudiante.

Physical Education

Physical Education, as part of the core curriculum, is aimed at promoting the development of the whole person and at encouraging students to acquire responsible behaviours with respect to their health and quality of life.

Principles

- 1) Physical Education introduces students to different ways of being physically active with a view to making them aware that they are responsible for their health. Students learn concepts and acquire knowledge drawn from the literature and methodically apply them to physical activities apt to lead them to adopt behaviours characteristic of a healthy lifestyle.
- 2) Physical Education enables students to improve their proficiency in an activity and, in doing so, serves to increase their motivation and perseverance to remain physically active, and makes them aware of the contributing factors. To this end, students use a learning process designed to enhance their aptitudes for a given physical activity (i.e., their skills and attitudes).
- 3) Physical Education contributes to making students responsible for assuming responsibility for their health through the maintenance and improvement of their physical fitness and through the sensible practice of physical activity. Students learn to combine being physically active in an effective manner with factors which promote health.
- 4) Physical Education makes students aware of the importance of sharing the knowledge they have acquired. The pleasure and sense of well-being students get out of Physical Education classes motivate them to encourage others to be physically active and to adopt healthy behaviours.

Outcome Objectives

Students who have achieved the general education objectives in Physical Education will be able to demonstrate :

- their knowledge of :
 - The relationship between physical activity, lifestyle and health based on the findings of scientific research.
 - The scientific principles for improving or maintaining one's fitness.
 - Ways to assess their abilities and needs with respect to activities which can enhance their health.
 - The rules, techniques and conditions involved in different types of physical activity.
 - A method for setting goals.
 - The factors which facilitate making physical activity part of one's lifestyle.
- their ability to :
 - Choose physical activities on the basis of their motivation, abilities and needs.
 - Establish relationships between lifestyle and health.

- Apply the rules, techniques and conditions involved in different types of physical activity.
 - Set goals that are realistic, measurable, challenging, and situated within a specific time frame.
 - Improve their mastery of the basic techniques, tactics and strategies associated with sports, outdoor and expression-oriented activities.
 - Use their creative and communication skills, particularly in group activities.
 - Evaluate their skills, their attitudes and their progress with respect to different forms of physical activity.
 - Maintain or increase their physical activity level and fitness level on their own.
 - Manage a personal physical activity program and assume responsibility in the organization of physical activities.
- their capacity to (i.e., their attitudes):
- Recognize the importance of taking charge of their health.
 - Be aware of the need to evaluate and respect their abilities and how the activity is to be carried out, before initiating the activity.
 - Foster self-confidence, self-control, respect for others and cooperation, through the knowledge they have acquired and through participation in physical activity.
 - Respect the environment in which the activities are held.
 - Appreciate the aesthetic and play value of physical activity.
 - Promote a balanced and active lifestyle as a social value.

Sequence of Objectives and Standards

The three sets of objectives and standards in Physical Education are designed in a learning sequence. The first two are prerequisites for the third.

The first set focuses on the relationship between good health and physical activity as related to a healthy lifestyle. Students are required to try one or more activities and to relate them to their abilities, needs, motivation, lifestyle and knowledge of health promotion. This enables them to make an appropriate and justified choice of physical activities.

The second set looks at the improvement of effectiveness through the use of a goal-oriented approach in a sport, outdoor or expression-oriented activity. After an initial assessment, students are called upon to evaluate their abilities and attitudes with respect to a physical activity, to set goals, and to interpret their progress.

The third set is aimed at bringing students to integrate physical activity into their lifestyle, more particularly through more effective management of factors which facilitate such an integration. During contact-hours with the teacher, students apply the knowledge they have acquired in the first two sets. This is done through the safe and effective practice of physical activity and through the development, realization and evaluation of a personal physical activity program, which students follow and validate under their teacher's supervision. The hours allotted for personal work enable students to complete their personal program.