

PEQAB BREADTH REQUIREMENTS

The following criteria pertaining to breadth courses and programs are as follows, outlined in the 2016 PEQAB Handbook for Colleges, Chapter 5.2, section 3, points 6-10:¹

6. All bachelor programs have a breadth requirement that includes coherent and substantive non-core² offerings. This requirement informs the design of non-core courses and provides the basis of at least some of the assessment of student outcomes. The curriculum (core and non-core) contributes to the achievement of

- a) critical thinking, quantitative reasoning, written and oral communication skills
- b) knowledge of society and culture, and skills relevant to civic engagement.

7. The non-core curriculum provides

- a) knowledge in at least two of the following:
 - i) humanities
 - ii) sciences
 - iii) social sciences
 - iv) global cultures
 - v) mathematics

- b) more than introductory knowledge of the distinctive assumptions and modes of analysis of a discipline outside the core fields of study.

8. The curriculum reflects current knowledge in the core field(s).

9. The curriculum reflects current knowledge in the fields represented in the noncore/breadth offerings.

10. In undergraduate programs, the balance of core and non-core/breadth studies is normally achieved as follows:

- a) 20% of the program hours are in courses in the non-core curriculum³
- b) at least one non-core course is a free elective.

¹ PEQAB. (2016). *Handbook for Ontario Colleges: Applying for Ministerial Consent under the Post-Secondary Education Choice and Excellence Act* (p. 22). Retrieved May 1, 2017 from <http://www.peqab.ca/Publications/Handbooks%20Guidelines/2016HNDBKCAAT.pdf>.

² Non-core courses are those that contribute to knowledge in fields unrelated to the main field(s) of study. Core courses are those that contribute to the development of knowledge in the main field(s) of study. The main field(s) of study is the field(s) identified in the degree nomenclature. Core courses can be in the main field(s) of study, or in related fields. For example, psychology, history and statistics are different fields of study. Because the field of psychology uses scientific method as one of its methodological approaches, statistics would be a core course in a psychology degree program. Statistics is not related to scholarship in history, however, and would not be a core course in a history degree program.

³ An applicant may demonstrate through alternative approaches that the degree program meets the breadth/non-core requirements typical of such programs as offered at other postsecondary institutions. For example, undergraduate programs associated with accrediting bodies or other industry/professional regulatory bodies may depart from this norm, especially if meeting the 20% noncore benchmark would drive the total program to an extraordinary number of credit hours.