

DEGREE BREADTH GUIDELINES

Definitions and Resources for Developing Degree Breadth Courses

The PEQAB standard informs Humber of its responsibilities with regard to breadth education and sets out requirements in terms of both academic content and academic skills that must be included in a degree program. For the Program Content Standards of breadth requirements in degree programs, see the PEQAB Manual for Breadth Review (January 2023) at this link on pp 4-7, <http://www.pegab.ca/Publications/Handbooks%20Guidelines/MANUAL%20BREADTH%20CAPACITY%20REVIEW%202023%20web.pdf>

This document provides definitions and resources to help guide professors and administrators as they prepare course proposals for submission, including:

- Definitions of the three breadth categories
- Descriptions of upper and lower-level courses and the differences between them
- Definitions of course delivery formats
- Links to a breakdown of Bloom’s Revised Taxonomy of Learning Domains.

A. Definitions of Breadth Categories

Breadth courses are to be classified into the following three categories:

1. Society, Culture and Commerce (SCC)

This category includes the social sciences and commerce. Courses in this category examine: i) human society and social relationships, including anthropology, political science, psychology, sociology, education, communication, and law; and ii) the exchange of goods and services between nations or people, including business studies and economics.

2. Science and Technology (ST)

This category includes the natural sciences, the formal sciences, and technology. Courses in this category examine: i) the objects, phenomena, or laws of nature and the physical world, as examined in biology, chemistry, and physics; ii) formal systems, including logic, mathematics, and statistics; and iii) the application of science to industry or commerce.

3. Arts and Humanities (AH)

This category includes the humanities and the fine arts. Courses in this category examine: i) the human experience or condition, including languages and culture, literature, history, philosophy, and religion; and ii) the fine arts, including music, art, dance, and drama.

B. Designations of lower and upper-level courses

Breadth courses will be designated as lower or upper-level offerings, based on the range of complexity represented in the course learning outcomes, the course content, and/or the abilities required of the student, as reflected in the methods of evaluation. Consult the table below to determine if your proposed course is lower or upper level:

LOWER-LEVEL BREADTH	UPPER-LEVEL BREADTH
<p>Lower-level courses may include more accessible readings (such as standard textbooks), assessments with a greater reliance on comprehension-based questions, and assignments with less expectation of previously acquired research methods skills, or specialized disciplinary knowledge.</p> <p>Students are not expected to have taken a previous course in the subject matter or breadth category.</p> <p>Lower-level breadth courses may consist of an introduction to an area of study outside of a student’s core field, in the categories of “Society, Culture and Commerce,” “Science and Technology,” and “Arts and Humanities.”</p> <p>Lower level courses will be those where the majority of learning outcomes is consistent with the lower end of Bloom’s Revised Taxonomy (cognitive domains of Remembering, Understanding, Applying).*</p>	<p>Upper-level courses will develop greater specialized discipline knowledge with more advanced readings (such as primary texts), tests with a greater emphasis on critical thinking and/or analytic writing, and assignments with <i>some</i> expectations of previously acquired research methods skills. In general, upper-level courses have greater research expectations for final essays/projects.</p> <p>When possible, students should only take an upper-level course in a breadth category after having taken a lower-level course in the same category.</p> <p>Upper-level breadth courses will contribute to “more than introductory knowledge” of the fields within “Society, Culture and Commerce,” “Science and Technology,” and “Arts and Humanities,” and “more than introductory knowledge of the distinctive assumptions and modes of analysis of a discipline outside the core fields of study.”¹</p> <p>Upper level courses will be those where the majority of learning outcomes is consistent with the upper end of Bloom’s Revised Taxonomy (cognitive domains of Analyzing, Evaluating, Creating).*</p>

*For a breakdown and explanation of Bloom’s Revised Taxonomy of Learning Domains, see: https://humber.ca/innovativelearning/wp-content/uploads/2023/08/Blooms-Taxonomy_Cognitive.pdf

¹ PEQAB. (2023). *PEQAB Manual for Breadth Review* (p. 5). Retrieved September 2023 from http://www.pegab.ca/Publications/Handbooks_Guidelines/MANUAL_BREADTH_CAPACITY_REVIEW_2023_web.pdf.

C. Definitions of Delivery Formats

All delivery formats include an online course management system.

Delivery Mode	Definition
In-person	An in-person course is delivered fully on campus.
Hybrid	A hybrid course is a combination of in-person and online classes and follows a set schedule. Students must be available to attend in-person classes at scheduled times during the semester.
Online synchronous	An online synchronous course is delivered fully online and requires faculty and students to participate in real-time according to a fixed schedule. Classes are scheduled for a specific day and time.
Online asynchronous	An online asynchronous course has no fixed class schedule and allows faculty and students to engage with course content and each other at different times. Faculty provide modules, which are completed independently by the students according to established deadlines.
Flexible	A flexible course is delivered on campus by faculty and allows students to choose between attending in-person or in real-time online. Online students connect with the class using virtual web-conferencing tools. Classes are scheduled for a specific day and time.

D. Writing Course Learning Outcomes

All related and additional resources regarding learning outcomes can be located at:

<https://humber.ca/innovativelearning/humber-learning-outcomes-in-action/>

<https://humber.ca/humber-learning-outcomes/framework.html>

E. Assessing Learning

All related and additional resources regarding learning assessment can be located at:

<https://humber.ca/innovativelearning/teaching-resources/>

<https://humber.ca/innovativelearning/portfolio/assessmentsforlearning/>

<https://humber.ca/innovativelearning/lesson-planning/>