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 2016 PEQAB Handbook for Ontario Colleges at http://www.peqab.ca/Publications/Handbooks%20Guidelines/2016HNDBKCAAT.pdf, pp 21-23.

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, including computer science and engineering.

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
Lower level courses may include more accessible readings (such as standard textbooks), tests with a greater reliance on comprehension-based questions, and assignments with less expectation of previously acquired research methods skills, or specialized disciplinary knowledge.	Upper level courses will develop greater specialized discipline knowledge with more-challenging readings (such as primary texts), tests with a greater emphasis on critical thinking and/or analytic writing, and assignments with *some* expectations of previously acquired research methods skills. In general, upper level courses have greater research expectations for final essays/projects.
Students are not expected to have taken a previous course in the subject matter or breadth category.	Ideally, students should only take an upper level course in a breadth category after having taken a lower level course in the same category.
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."	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]
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).*	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).*

*For a breakdown and explanation of Bloom's Revised Taxonomy of Learning Domains, see: http://www.humber.ca/centreforteachingandlearning/instructional-strategies/teaching-methods/course-development-tools/blooms-taxonomy.html#ScrollHere

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[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.

C. Definitions of Delivery Formats

All delivery formats include an online course management system.

In-Class / Web-Facilitated Delivery: In-class delivery occurs primarily in a campus classroom at regularly scheduled times each week. Web resources and technologies facilitate and contribute to face-to-face learning through the use of tools available in a course management system. For example, a faculty member may use a course site to post a course outline, include supplemental course material, provide links to readings and other web resources, and accept electronic assignments and/or facilitate self-assessments.

Hybrid Delivery: Hybrid delivery blends online/e-learning and face-to-face delivery in that substantial parts of the course content are delivered online. The online element should equate to at least 1/3 of the scheduled time that would be spent in a face-to-face course. Activities may include web-casts, chat sessions, discussions and/or team projects and activities that contribute to the learning.

Fully-Online Delivery: Online delivery is a faculty member-led learning experience using a variety of learning technologies to deliver the content and facilitate learning for an entire course. Online students are provided the opportunity to interact with the course content, classmates, and the faculty member through the effective design of learning material and supportive learning objects. Faculty members build a learning community using a variety of interactive media including, webcasting, chat, wikis, and discussions. Throughout the term students can expect to complete online assignments, assessments, and participate in content specific discussions. Students are not expected to attend classes on campus, but are required to complete a proctored evaluation.

Independent Study: In the independent study delivery format, students are provided with the opportunity to be largely self-directed in their studies, have heightened scheduling flexibility and take the course's critical path at their own pace. Independent study courses provide students with the opportunity to explore an area of interest in detail, not covered in an existing course. A faculty member will supervise curriculum, and meet with the student at a mutually agreed upon time in order to track student progress, facilitate effective content comprehension and ensure that course objectives are being met. Course content, objectives and assessment methods are determined by the faculty member. Independent study is for upper-level courses only.

D. Writing Course Learning Outcomes
All related and additional resources regarding learning outcomes can be located at:
http://www.humber.ca/centreforteachingandlearning/instructional-strategies/teaching-methods/course-development-tools/writing-learning-outcomes.html

E. Assessing Learning
All related and additional resources regarding learning assessment can be located at:
http://www.humber.ca/centreforteachingandlearning/instructional-strategies/teaching-methods/course-development-tools/writing-evaluation-criteria.html