

Education Department Coursework Policy Requirements Spectrum

Courses in education almost invariably require students to master readings in a variety of formats (from highly theoretical to first-person narratives), write a variety of papers (from informal reaction papers to lengthy APA term papers) and deliver oral presentations to a variety of audiences. Given the diverse spectrum of required activities, instructors need the ability to accurately describe their workload expectations through the use of variable criteria for the different types of assignments. Our expectation is that instructors could designate the various types of activities within a course. The following choices are proposed:

Activity	
Assigned Readings	<p>Type A Reading: Highly theoretical and/ or abstract narrative. Five pages = one hour</p> <p>Type B Reading: A mixture of theoretical/ abstract information and concrete practical information. Ten pages = one hour</p> <p>Type C Reading: First person narrative or practical concrete recommendations organized so as to be easily accessible. Twenty pages = one hour.</p>
Writing	<p>Type A Writing: Complex referenced expository writing meeting the standards of the American Psychological Association or similar organizations. One-half page per hour.</p> <p>Type B Writing: High quality expository writing that does not have to be referenced or fulfill all requirements of the American Psychological Association. One page per hour.</p> <p>Type C Writing: Informal written reactions to various readings and/ or discussion topics. Two pages per hour.</p>
Problem Sets	
Pre-student teaching/field experiences	Such field experiences require students to develop explicit lesson plans for activities taught in K-12 schools. Although experienced teachers are often able to do this quickly, the process is time-intensive for novice teachers. Two-and-a-half hours for every hour (real hours not credit hours) in the K-12 school.
Student Teaching	Student teachers learn to develop plans more quickly, however, they still an expected to work many hours beyond an eight-hour day. Four hours of planning/ preparation/ paper grading for every day spent in the placement school.
Technology-aided learning	Technology-aided learning often requires many, many hours in development, depending on the scope of the project. This may

	involve a single lesson or an entire course. To develop a technological aid for one, one-hour lesson = 4 hours.
Oral Presentation Preparation	Oral presentations usually require extensive research previous to the presentation. In addition, presentations are usually timed with a limit and graded according to timing criteria. This requires practice to meet time criteria. Fifteen minute presentation = 5 hours. Thirty minute presentation = 10 hours.
Individual Projects	Individual projects require research, planning, organization, soliciting, making, or acquiring resources, execution of the project and usually a post-execution presentation. A one-hour event = 5 hours preparation.
Group Projects	Group projects require pre-meetings, extensive planning, organization, soliciting, making, or acquiring additional resources, execution of the project, and usually a post-execution presentation. A two-hour event = 15 hours preparation.
Study	
Other	

Signature of Department Chair Matthew Ramsey

Date May 6, 2019