ACADEMIC WORKLOAD POLICY

Responsibility of	Academic Planning Committee/Seminary Team
Reviewed by	Academic Planning Committee/Seminary Team
Approved by	Education Team May 23, 2014, Faculty Senate December 8, 2017
Reviewed	September 22, 2017 (APC); April 23, 2025
Next Review	2030

POLICY OVERVIEW

This policy provides general guidelines for faculty as to content and workload required at each academic level.

PRINCIPLES

This policy is guided by the principles of integrity and transparency.

SCOPE

This policy applies to all faculty of Briercrest College and Seminary.

POLICY STATEMENT

Courses at Briercrest College and Seminary have a traditional numbering system which roughly corresponds to academic years. For example, a 100-level course is designed with a first-year student in mind. A 400-level course assumes that a student has the necessary requisite knowledge and sophistication to delve into more complex and demanding subject material. An 800-level course assumes a student can research, write, and apply knowledge independently, and use a range of methodological approaches. As course content significantly differs among disciplines, this policy seeks to develop a framework for course development at each level. In doing so, it is also recognized that there will be exceptions to this framework as the subject matter dictates.

PROCEDURES

Assumptions:

- 100 and 200 level courses cover requisite skills and knowledge needed for their specific disciplines. This is especially true of 100 level courses that are often surveys or introductions to disciplines or subject matter.
- 300 and 400 level courses should require a higher level of synthesis and sophistication reflecting growing mastery in the subject matter.
- 600 and 700 level courses require mature research, composition, and synthesis of complex material.
- 800 level courses require mastery of research and writing skills, as well as competent application of knowledge to a chosen area of expertise.
- All assignments should be focused on the nature of the discipline and tightly connected to the learning objectives of the specific course.
- Quality is more important than quantity.
- Bloom's taxonomy (original and revised versions) offers a valuable framework for measuring different modalities and complexities of learning.

A framework for complexity:

Lower-level courses will generally engage students in lower levels of cognitive, affective, and psychomotor development. Not all courses will engage all modalities of learning. When developing a course, faculty should consider what skills, knowledge, and values students need to gain by the completion of the course in order to advance their learning to the next level. Higher level courses should be focusing on higher levels of complexity in the areas of cognition, affection, and psychomotor development.

	Cognitive *Intellect, knowledge* *(Anderson and Krathwhol, 2001)*		Affective *Feelings, emotions, attitude* *(Bloom, Krathwhol, Masia, 1964)*		Psychomotor *Skills development—physical, social, technical* *(Dave, 1970)*	
Lower Level	Remembering	Recalling or recognizing information	Receiving	Focus on subject matter concepts	Imitation	Copy action of another, observe, replicate
	Understanding	Interpreting, exemplifying, classifying, summarizing, inferring, comparing, explaining	Responding	React to a suggestion, ability to respond and achieve satisfaction in a response	Manipulation	Reproduce activity from instruction or memory
	Applying	Executing, implementing	Valuing	Accept a value as a belief, indicate a preference for a value, to make a commitment	Precision	Execute skill reliably, independent of help
	Analyzing	Differentiating, organizing, attributing	Organization	Conceptualize values in abstract or symbolic terms	Articulation	Adapt and integrate expertise to satisfy a non-standard objective
Higher Level	Evaluating	Checking, critiquing	Characterization	Act consistently with internalized values	Naturalization	Automated, unconscious mastery of activity and related skills at strategic level
	Creating	Generating, planning, producing				

In developing this framework, it is recognized that there are exceptions. For example, a faculty member may wish to cover complex material in a lower level course, recognizing that he/she will need to provide scaffolding for students such as providing context, pre-reading activities, guided discussions, etc. It is also recognized that while a lower level course may cover a higher-level skill, such as evaluating, the expectations will be lower than in a higher-level course.

College work load guidelines:

Course Level	Required amount of reading (includes Bible reading)	Research papers and other course writing	Focus of research, writing, and projects	Skills development
100 Level	200 to 350 pages	8 to 15 pages	Broader topics that emphasize good research techniques	Gather appropriate materials, interpret, infer, begin to apply, begin to execute discipline specific technical skills reliably
200 Level	250 to 500 pages	10 to 18 pages		
300 Level	300 to 650 pages	12 to 20 pages	Focused topics that exemplify a mastery of research skills and exhibit a personal investment in the material	Using resources strategically and appropriately, critiquing knowledgably, producing original work, mastery of discipline specific skills at a strategic level
400 Level	300 to 800 pages *Quantity should be determined by complexity of reading.*	12 to 25 pages		

As these are guidelines, it is recognized that there are exceptions. For example, ENG 100 may require more than 12 pages of writing as writing is the skill being developed. However, these guidelines should be taken as a whole. If a higher quantity of writing is required, then a lower quantity of reading should be required. Complexity should also be considered alongside quantity.

These guidelines are more applicable to courses in the Arts and Sciences, but the general principles can and should be applied to courses in other disciplines. Where numbers of pages (reading and writing) are not fully applicable, students should be engaging in activities which require a commensurate amount of time. Students should expect to spend approximately 120-150 hours of work, including class time, for a three credit hour course.

Seminary Workload Guidelines:

Course Level	Required amount of reading (includes Bible reading)	Research papers and other course writing	Focus of research, writing, and projects	Skills development
600 Level	600 to 1000 pages	15 to 20 pages	Focused topics that exemplify competence in research and exhibit a personal investment in the material	Using resources appropriately, critiquing knowledgably, gaining competence in discipline-specific skills
700 Level	700 to 1100 pages	17 to 25 pages		
800 Level	800 to 1200 pages	20 to 30 pages	Focused topics that exemplify mastery of research skills and exhibit a personal investment in the material; knowledge of and engagement in a range of methodological approaches	Using resources strategically and appropriately, critiquing knowledgably, producing original work, mastery of discipline-specific skills at a strategic level

*A good rule of thumb is that students are expected to put in approximately three to four hours per contact hour of work, including pre-, during-, and post-course assignments. Thus, it is reasonable to expect about 90 to 120 hours of work outside of a typical 30-35 hour modular class.

APPENDIX A

Related Forms/Policies	Examinations Policy, Semester Definition and Credit Hour Policy

Where is this policy published	Faculty Handbook
Contact Information	Dean of the College, Dean of the Seminary