SUBJECT
Revisions to AAC Guidelines 1.11 and 5.4 – Workshop Courses Definition

CONTROLLING STATUTE, RULE, OR POLICY
AAC Guideline 1.11 – Common Course Guidelines
AAC Guideline 5.4 – Instructional Methods: Schematic and Definitions

BACKGROUND / DISCUSSION
The Academic Affairs Council (AAC) discussed the appropriate use of the instructional method Workshop courses and aligning the definitions in AAC Guideline 1.1 and AAC Guideline 5.4 at the August 2019 meeting. The two guidelines used similar, but different language, causing confusion in implementation. In addition, the AAC Guideline 5.4 limited use of the workshop to graduate level instruction. AAC expressed consensus to allow a limited use of workshop courses at the undergraduate level.

IMPACT AND RECOMMENDATION
The language in AAC Guidelines 1.11 and 5.4 defining Workshop courses has been aligned for consistency. In addition, the following language has been added to allow limited use at the undergraduate level:

“The workshop is typically used in graduate level instruction; use of the workshop at the undergraduate level is approved on rare, limited basis with appropriate justification.”

ATTACHMENTS
Attachment I – Revisions to AAC Guideline 1.11
Attachment II – Revisions to AAC Guideline 5.4
1. The Regental system’s catalog of courses serves as the foundation of a commitment to provide students the opportunity to use courses offered by any Regental institution to fulfill degree requirements. Faculty members from the separate institutions have agreed that this catalog includes a set of common courses that are considered equivalent, regardless of the institution that offers instruction. This permits students to successfully complete a common course and have it recognized as meeting any requirement that includes that course at any Regental institution. This commitment removes the uncertainty that exists when students attempt to transfer completed coursework between Regental institutions. The Academic Affairs Council (AAC) maintains these common courses using the guidelines outlined here.

2. A common course is a course offered by one Regental institution that has essentially the same content (subjects/breadth) and level of instruction (depth) as a course offered by at least one other Regental university. Common courses shall have common CIP codes, prefixes, course numbers, course titles, course descriptions, and prerequisite requirements; common courses are equated (considered the same course for degree completion) in the Student Information System (SIS). Common courses also include courses cross-listed with a common course and 500-level courses dual-listed with a common course. Courses approved as meeting system general education requirements are not necessarily considered common courses. Common courses are not necessarily offered at all Regental universities.

2.1. During the review processes leading to the establishment of common courses, small variations between universities were accepted and left unresolved in some cases. Whenever any curricular changes are made to these courses, it is assumed that these will build toward a single course with a single set of attributes. Only in very rare circumstances should proposals that create additional differences be approved at the university level and forwarded on for review and approval by AAC and the system Chief Academic Officer (CAO).

3. Common Course Guidelines

3.1. Common courses shall have common CIP codes, prefixes, course numbers, course titles, course descriptions, and prerequisite/corequisite requirements.

3.2. Common courses at the 100 and 200 level shall have the same number of credit hours.

3.3. Common courses at the 300 and 400 level shall have the same number of credit hours with a few exceptions that must be within +/- 1 credit.
3.4. Common courses shall use the same course number for courses that have both a lecture and a laboratory. An “L” in the course number identifies laboratories (i.e., 101/101L). This applies to both composite courses (students must register for the lecture and the lab concurrently) and courses for which the student may register for the lecture and the laboratory in separate terms. Laboratory courses for which there are no parallel lectures courses do not need the “L” identifier.

3.5. Common lecture/laboratory courses at the 100/200 level will have the same total number of credit hours. The number of credit hours attached to the lecture and the lab may vary between universities as long as the total number of credit hours is the same. Each university determines faculty workload associated with laboratory courses.

3.6. Approval of deviations from the common course format occurs on a case-by-case basis.

3.7. Unique courses shall not have the same course number and/or title as other courses considered either common or unique. A course may be unique due to differences in level of instruction, accreditation standards, or level of the degree program.

3.8. The prefix need not reflect the name of the department offering the course.

3.9. Not all universities need to offer a course for the course to be a common course.

3.10. Common course numbering shall adhere to common course numbering guidelines (see Section 4).

3.11. Common courses will have common (identical) catalog descriptions (see Section 6).

3.12. Universities are not required to offer all of the courses associated with a common course’s prerequisites.

3.13. Any changes to a common course must be approved the Executive Director of the Board of Regents.

4. **Common Course Numbering System**

4.1. The South Dakota public university system uses the following middle digit 9 numbering system:

- x90  Seminar
- x91  Independent Study
- x92  Topics
- x93  Workshop
- x94  Internship
- x95  Practicum
- x96  Field Experience
- x97  Cooperative Education
- 498  Undergraduate Research/Scholarship
- 099  Experimental - Remedial
- 199  Experimental
- 299  Experimental
- 399  Experimental
- 499  Experimental
- 599  Experimental
4.2. Common 700 and 800 level course numbers include the following:

- 788  Master’s Research Problems/Projects
- 789  Master’s Research Problems/Projects Sustaining

4.3. As appropriate, an “S” or “D” appends a course number to distinguish between courses for specialist and doctoral degree seekers.

4.4. Disciplines may add courses in the x90 series that use previously approved prefixes and are at previously used levels with permission of the university Vice President for Academic Affairs (VPAA). The VPAA submits a list of these courses to the system CAO annually as part of the Annual Curriculum Report to the Board of Regents at their October meeting.

4.5. The system CAO must grant approval to a university that wishes to offer a course in the x90 series that uses a new prefix for the university or that is at a new level. These requests appear on the agenda of the next AAC meeting as an informational item when approved by the system CAO.

5. **Common Course Grading**

5.1. *x9x Series*: Grading may be A, B, C, D, F, S, U. The university will make the decision and enter at the section level when the course is created in Colleague. The university may seek faculty input. When an x9x course or unique course is initially created at the course level (centrally) it will be assumed that A, B, C, D, F grading will be required unless the New Course Request indicates otherwise. Universities requesting a change to S/U grading for a course must submit a Minor Course Modification form. Once the Minor Course Modification receives approval, the university makes the grading change at the section level.

5.2. For all common courses, A, B, C, D, F grading is assumed unless S, U is specified. When a common course is initially created at the course level (centrally) it will be assumed that A, B, C, D, F grading will be required unless the New Course Request indicates otherwise. A university requesting a change in grading a common course (other than the x9x courses above) must submit a Revised Course Request - Common Courses. Upon receipt of approval, the university will make this change at the section level.

5.3. A university may determine to use S, U for all sections of a common course after approval of a Revised Course Request - Common Course Form.

5.4. **Definitions of Common Course Types**

5.4.1. **Seminar**: A highly focused and topical course. The format includes student presentations and discussions of reports based on literature, practices, problems, and research. A seminar may occur over electronic media such as the Internet and are at the upper division or graduate levels. Enrollment is generally limited to fewer than 20 students.

*Instructional Method Type: E*
5.4.2. **Independent Study**: Includes Directed Study, Problems, Readings, Directed Readings, Special Problems, and Special Projects. Students complete individualized plans of study including significant one-on-one student/teacher involvement. The faculty member and students negotiate the details of the study plans. Enrollments are usually three or fewer students. Meetings depend upon the requirements of the topic.

*Instructional Method Type: I*

5.4.3. **Topics**: Includes Current Topics, Advanced Topics, and Special Topics. A course devoted to a particular issue in a specified field. Course content is not wholly included in the regular curriculum. Guest artists’ experts may serve as instructors. Enrollments are usually 10 or fewer students with significant one-on-one student/teacher involvement.

*Instructional Method Type: X*

5.4.4. **Workshop**: A very intense, rigorous academic experience, focusing on a specific, narrowly tailored topic of current interest and professional relevance. Each credit hour requires approximately 45 hours of student work. Workshops may vary in time range but typically use a compressed time-period for delivery. They may include lectures, conferences, committee work, and group activity. The workshop is typically used in graduate level instruction; use of the workshop at the undergraduate level is approved on rare, limited basis with appropriate justification. No more than 3 graduate credit hours in any graduate program can be a workshop (see Board Policy 2:8). Special, intense sessions in specific topic areas. Approximately 45 hours of work are required for each hour of credit. Workshops may vary in time range but typically use a compressed time-period for delivery. They may include lectures, conferences, committee work, and group activity.

*Instructional Method Type: W*

5.4.5. **Internship**: Applied, monitored, and supervised, field-based learning experience for which the student may (or may not) receive payment. Students gain practical experience; they follow a negotiated and or directed plan of study. Instructors provide a higher level of supervision than provided by instructors in Field Experience courses.

*Instructional Method Type: S*

5.4.6. **Practicum**: Applied, monitored, and supervised, field-based learning experience for which the student may (or may not) receive payment. Students gain practical experience; they follow a negotiated and or directed plan of study. Instructors provide a higher level of supervision than provided by instructors in Field Experience courses.

*Instructional Method Type: S*

5.4.7. **Field Experience**: Applied, monitored, and supervised, field-based learning experience for which the student may (or may not) receive payment. Students gain practical experience; they follow a negotiated and or directed plan of study established between the student, instructor and field experience supervisor.
Due to the presence of a field experience supervisor, the instructor provides a lower level of supervision in these courses than is the case with an Internship or Practicum course.

*Instructional Method Type: S*

5.4.8. **Cooperative Education:** Applied, monitored, and supervised, field-based learning experience for which the student may (or may not) receive payment. Students gain practical experience; they follow a negotiated and or directed plan of study established between the student, instructor and field experience supervisor. Due to the presence of a field experience supervisor, the instructor provides a lower level of supervision in these courses than is the case with an Internship or Practicum course.

*Instructional Method Type: S*

5.4.9. **Undergraduate Research/Scholarship** (Includes Senior Project and Capstone Experience): Independent research problems/projects or scholarship activities. The faculty member and student negotiate the plan of study. Contact between the faculty and student may be extensive and intensive. Does not include theoretical research courses.

*Instructional Method Type: J*

5.4.10. **Master’s Research Problems/Projects:** Independent research problems/projects that lead to a research or design paper but not to a thesis. The faculty member and candidate negotiate the plan of study. Contact between the faculty member and candidate may be extensive and intensive. Does not include theoretical research courses.

*Instructional Method Type: J*

5.4.11. **Master’s Research Problems/Projects Sustaining:** A zero credit hour instructional method type used to track students who are not currently working with faculty on thesis or doctoral activities. Universities may require students to register under this instructional method type to remain active degree candidates.

*Instructional Method Type: U*

5.4.12. **Thesis/Dissertation:** A formal treatise presenting the results of study submitted in partial fulfillment of the requirements for the applicable degree. The process requires extensive and intensive one-on-one interaction between the candidate and a faculty member with more limited interaction between and among the candidate and other members of the committee.

*Instructional Method Type: T*

5.4.13. **Thesis Sustaining/Dissertation Sustaining:** A zero to one credit hour instructional method type used to track students who are not currently working with faculty on thesis or research activities. Universities may require students to register under this instructional method type to remain active degree candidates.

*Instructional Method Type: U*
6. **Common Course Catalog Description Guidelines**

6.1. **CIP Code:** The Academic Affairs Council approves all changes and such changes apply to all institutions offering the course.

6.2. **Subject Prefix:** The Academic Affairs Council approves all changes and such changes apply to all institutions offering the course. A university cannot change the Subject Prefix in the institutional catalog description. An institution may elect to cross list the course and the cross listing may be included in the catalog description.

6.3. **Course Number:** The Academic Affairs Council approves all changes and such changes apply to all institutions offering the course. A university cannot change the Course Number in the institutional catalog description.

6.4. **Course Title:** The Academic Affairs Council approves all changes and such changes apply to all institutions offering the course. A university cannot change the Course Title in the institutional catalog description.

6.5. **Course Description:** All changes must be approved by AAC and will apply to all universities offering the course. On extremely rare occasions with AAC approval, universities may add to but cannot delete from the approved common course description.

6.6. **Course Prerequisites:** The Academic Affairs Council approves all changes and such changes apply to all institutions offering the course. A university cannot add to Course Prerequisites in the institutional course description. A university cannot delete course prerequisites in the institutional course description unless the university does not have approval to offer the prerequisites to offer the prerequisite course.

6.7. **Section Registration Restriction Field:** All changes must be approved by AAC and will apply to all universities offering the course. On extremely rare occasions, Prerequisites and Corequisites listed in this field may vary by university and will be included in the institutional catalog description.

**SOURCE:**
AAC January 2017; October 2018 (Clerical); [AAC October 2019](#).
Section 5: Course Instruction and Delivery

Title: Instructional Methods: Schematic and Definitions

<table>
<thead>
<tr>
<th>Number (Current Format)</th>
<th>Number (Prior Format)</th>
<th>Date Last Revised</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.4</td>
<td>VI</td>
<td>08/2017/10/2019</td>
</tr>
</tbody>
</table>

Reference: BOR Policy 5:17 – Institutional Funding

1. Background

1.1. Definition of instructional method: specific methodology used to present course content which arranges student learning toward desired outcomes.

1.2. Purpose: to enable precise, informative, and consistent categorization of all courses offered by the six Regental universities.

2. Assignment

2.1. Upon creation of a new course, each university authorized to teach identifies the most fitting instructional method; alternately stated, there must be a single instructional method per course per university.

2.2. Identification of the appropriate instructional method should be aligned with reality; the instructional method of choice should truthfully and accurately reflect actual teaching methods. It should not hinge upon anticipated enrollment.

2.3. Corequisite scenarios (instances in which students must concurrently register for two – or more – courses): each component is assigned the most applicable instructional method; choices need not be identical.

2.4. Changes to instructional method must be submitted via Revised Course Requests; they are subject to approval by the system Vice-President of Academic Affairs and the Academic Affairs Council (AAC). Effective term must be a future – not current - term.

3. Course Enrollments

3.1. Minimal enrollment: certain instructional methods – labelled selected types - compel well-defined enrollments; that is, courses associated with selected instructional methods are subject to the 10/7/4 rule. This managerial approach is intended to assure optimal utilization of faculty.

3.2. Exceptions are extremely rare; any/all such situations must be justified and approved in advance by the System Vice-President of Academic Affairs.

4. Workload Considerations

4.1. Instructional method ties to minimal course enrollments; consequently, administrators must address faculty workload implications.

4.2. Faculty workload should be negotiated at the university level in compliance with the Collective Bargaining Agreement. Specific instructional method should not serve as a primary indicator in
determining faculty workload assignments; this is particularly important since enrollment in courses associated with non-selected types may present a sharp contrast (that is, far lower) than minimal thresholds assigned to selected types.

4.3. Courses with instructional method I (Independent Study) do not factor into calculation of workload.

4.4. For purposes of faculty course load analysis, courses are differentiated in accordance with physical location:

4.4.1. Classroom/Laboratory Instruction: discussion/recitation, laboratory, lecture, music ensemble (large and small), physical education activity, private instruction, seminar, small group, studio, and workshop.


5. Low Enrollment

5.1. Every course section associated with one of the six selected instructional methods must meet enrollment guidelines; any section that falls below the established threshold must be cancelled.

5.2. Recourse for section cancellation: if a section’s enrollment equals three or fewer and registered students must complete the course for purposes of graduation requirements, then content may be presented via an alternative format – specifically, independent study. The original section must be cancelled, along with creation of an x91 course; students are then moved to the new independent study section.

6. Compliance Monitoring

6.1. Course sections aligned with selected instructional methods (see chart on page 3) are closely monitored for compliance with the 10/7/4 rule. This is consistent with BOR Policy 5:17 (Institutional Funding).

6.2. A section size report is prepared and submitted to the Board of Regents on an annual basis.

7. Delineation of Instructional Methods

| Selected Methods (Subject to 10/7/4 rule):       | Non-Selected Methods (Exempt from 10/7/4 rule): |
| Type                                           | Code | Type                                | Code |
| Discussion/Recitation                          | D    | Clinical Experience                 | G    |
| Laboratory                                     | L    | Clinical Laboratory                 | C    |
| Lecture                                        | R    | Competency-Based/Self-Paced Study   | B    |
| Music Ensemble, Large                          | H    | Design/Research                     | J    |
| Physical Education Activity                    | P    | Internship/Practicum                | S    |
| Seminar                                        | E    | Independent Study                   | I    |
| Music Ensemble, Small                          | N    |                                     |      |
| Private Instruction                            | M    |                                     |      |
| Small Group                                    | F    |                                     |      |
| Studio                                         | A    |                                     |      |
| Thesis                                         | T    |                                     |      |
| Thesis/Research Sustaining                      | U    |                                     |      |
| Tracking                                       | Q    |                                     |      |
| Workshop                                       | W    |                                     |      |
8. Selected Methods – Subject to 10/7/4/ rules of enrollment:

8.1. Discussion/Recitation:
   8.1.1. Communication between the faculty member and students is two-way; all are participants who actively share experiences, ideas, viewpoints, and feedback.
   8.1.2. Student involvement is strong; it entails conversation, dialogue, and/or debate.
   8.1.3. Enrollment maximum is typically 35 students.

8.2. Laboratory
   8.2.1. Course instruction takes place in a specialized physical setting – that is, the laboratory.
   8.2.2. The laboratory component complements the lecture; instruction promotes hands-on application of concepts presented during lectures.
   8.2.3. Enrollment maximum varies, but typically does not exceed 25.

8.3. Lecture
   8.3.1. Content is largely rooted in facts, principles, ideas, and theory.
   8.3.2. Communication is primarily one-way; the faculty member formally relays information, while students listen.
   8.3.3. Classes can be sizable; enrollment maximums – which widely vary – depend on course level, discipline, and university preference.

8.4. Music Ensemble, Large
   8.4.1. Intended for large groups, either instrumental or vocal in nature; examples include band, orchestra, and choir.
   8.4.2. Enrollments vary (10 or greater students) with regularly scheduled instructional meetings and/or faculty-led practices.
   8.4.3. Performers can register for a credit bearing or non-credit bearing experience; however, those who are enrolled for 0 credits must also register for other courses which are credit bearing.

8.5. Physical Education Activity
   8.5.1. This course is devoted to participation in/performance of a physical activity; faculty instruction includes proper form and technique.
   8.5.2. The enrollment maximum varies, depending on factors such as nature of the particular sport, availability of venue and equipment, and safety considerations.

8.6. Seminar
   8.6.1. A highly focused and topical course with strong, direct faculty-student interaction.
   8.6.2. The course features significant emphasis on student exploration of scholarly literature; research; and professional challenges, problems, and practices.
   8.6.3. This instructional method is exclusive to graduate and upper level undergraduate (300, 400) course work.
8.6.4. The enrollment maximum is typically 20 students.

9. Non-Selected Methods – Exempt from 10/7/4/ rules of enrollment

9.1. Clinical Experience

9.1.1. This course entails provision of direct patient care in a clinic-based setting.

9.1.2. Through observation and treatment of patients, students focus on developing specific skill sets designed to improve health (physical and/or mental).

9.1.3. Oversight and instruction are provided by a faculty member and/or approved site supervisor.

9.1.4. Enrollments are small (1 to 9) due to the inherent nature of this experience.

9.2. Clinical Laboratory

9.2.1. Learning takes place in a clinical laboratory, an operation which conducts diagnostic tests performed on samples taken on/from the human body.

9.2.2. These clinical laboratories may be free-standing or situated within hospitals or medical clinics.

9.2.3. Faculty members are heavily involved; they maintain direct and close supervision of students.

9.2.4. Enrollment is limited; it varies from 1 to 9 students.

9.3. Competency-Based/Self-Paced Study

9.3.1. Each enrolled student advances at his/her preferred rate.

9.3.2. Successful mastery of content is based on achievement of competencies as opposed to completion of assignments.

9.3.3. Student progression through course content is often assisted by technology.

9.3.4. Individual or group tutorials may be provided to supplement individual learning.

9.4. Design/Research

9.4.1. This course focuses on designing and conducting research; a viable and appropriate plan is developed as a collaborative effort between faculty member and student.

9.4.2. Interaction between faculty member and student researcher is both extensive and intensive.

9.4.3. This instructional method is not intended for either research methods courses (which are grounded in theory) or graduate thesis/dissertation courses.

9.5. Internship/Practicum

9.5.1. This field-based learning experience is monitored and supervised; examples include discipline-specific field work, student teaching, and cooperative education.

9.5.2. Students acquire relevant, real-world experience; each follows a prearranged plan of study.

9.5.3. Such experience may or may not be associated with payment of wages.
9.5.4. Enrollment is variable; it depends on factors such as availability of placements, requisite level of supervision, etc.

9.6. Independent Study

9.6.1. The format is individualized; content is tailored to the student(s) and particular situation.

9.6.2. Enrollment varies; typically, however, section size is small (1 to 5 students).

9.6.3. For each section, a suitable plan of study and meeting schedule are negotiated and established.

9.7. Music Ensemble, Small

9.7.1. Intended for small groups, either instrumental or vocal in nature.

9.7.2. The course involves regularly scheduled instructional meetings and/or faculty-led practices.

9.7.3. Enrollments vary between 3 and 9 students (trio, quartet, quintet, etc).

9.8. Private Instruction

9.8.1. This course centers on personalized training; two common examples include music performance and flight instruction.

9.8.2. Course content is consistent with prescribed learning outcomes; it is not negotiable.

9.9. Small Group

9.9.1. Because of known and ongoing constraints, section size is extremely limited; such constraints are physical in nature; they tie to limited numbers of work stations, specimens, crucial pieces of equipment, etc.

9.9.2. Section size is restricted to 9 or fewer students; because of inflexible physical constraints, teaching 10 or more is impossible.

9.10. Studio

9.10.1. Course content compels significant one-to-one student/instructor interaction; the course is very hands-on with extensive student engagement.

9.10.2. This instructional method is intended for fine arts courses that fit with criteria specified in bullet #1 (9.10.1); possible content areas include ceramics, painting, dancing, etc.

9.11. Thesis

9.11.1. A formal treatise presenting the results of study, which is submitted in partial fulfillment of the student’s degree requirements.

9.11.2. The faculty thesis director is a strong presence; he/she provides considerable mentoring, guiding, and directing. Members of the thesis committee engage in more limited – but still important - interaction with the student.

9.11.3. Should the student not complete all thesis requirements in the current term, a transitional grade (see BOR 2:10) must be assigned.

9.12.1. This 0-credit course is used to track students who are actively conducting graduate research, but not registered for credit-bearing course work during the current term.

9.12.2. Enrollment allows graduate programs to retain active status.

9.12.3. Caution is strongly advised; administrative oversight is imperative.

9.13. Workshop

9.13.1. A very intense, rigorous academic experience, the workshop focuses on a specific, narrowly tailored topic of current interest and professional relevance. Each credit hour requires approximately 45 hours of student work.

9.13.2. The workshop is restricted to graduate level instruction.

9.13.3. For each earned credit, 45 hours of student work is required. Workshops may vary in time range but typically use a compressed time-period for delivery. They may include lectures, conferences, committee work, and group activity.

9.13.4. The workshop is typically used in graduate level instruction; use of the workshop at the undergraduate level is approved on rare, limited basis with appropriate justification.

9.13.5. No more than 3 graduate credit hours in any graduate program can be a workshop (see Board Policy 2:8).

Note: Instructional Method Types Available for Future Definition: K, O, V, X, Y, Z.

SOURCE:
AAC January 2017; May 2017 (Clerical); AAC August 2017; AAC October 2019.