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

<table>
<thead>
<tr>
<th>Selected Methods (Subject to 10/7/4 rule):</th>
<th>Non-Selected Methods (Exempt from 10/7/4 rule):</th>
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<tbody>
<tr>
<td>Type</td>
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<td>Discussion/Recitation</td>
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<td>Music Ensemble, Large</td>
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8. Selected Methods – Subject to 10/7/4/ rules of enrollment:

8.1. Discussion/Recitation (D)

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 (L)

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 (R)

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 (H)

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 (P)

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 (E)

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 (G)

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 (C)
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 (B)**

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 (J)**

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. **Experiential Learning (X)**

9.5.1. This course entails discovery learning in a specified area or discipline; through dedicated participation, students derive personal understanding and attach particular meaning to acquired experiences.

9.5.2. Focus is placed on the learning process itself, not preconceived learning outcomes; the contrast to traditional instruction presents a defining element of this method.

9.5.3. Learning is inductive, student-centric, and activity-oriented. Throughout, participants critically assess the experience, draw useful conclusions, and anticipate application of such knowledge to future situations. The assigned faculty member assumes a role of mentor/coach.

9.5.4. Geared toward participation-based experiences such as service learning and job shadowing.

9.6. **Internship/Practicum (S)**
9.6.1. This field-based learning experience is monitored and supervised; examples include discipline-specific field work, student teaching, and cooperative education.

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

9.6.3. Such experience may or may not be associated with payment of wages.

9.6.4. Enrollment is variable; it depends on factors such as availability of placements, requisite level of supervision, etc.

9.7. **Independent Study (I)**

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

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

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

9.8. **Music Ensemble, Small (N)**

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

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

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

9.9. **Private Instruction (M)**

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

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

9.10. **Small Group (F)**

9.10.1. 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.

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

9.11. **Studio (A)**

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

9.11.2. This instructional method is intended for fine arts courses; possible content areas include ceramics, painting, dancing, etc.
9.12. Thesis (T)

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

9.12.2. 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.

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


9.13.1. 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.

9.13.2. Enrollment allows graduate programs to retain active status.

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

9.14. Travel Study (V)

9.14.1. Intended for a travel experience that is structured, academic, and university-sponsored with clearly established, onsite faculty leadership.

9.14.2. Faculty member guides students through a progression of cohesive, theme-based learning environments; shares contextual information, motivates guided inquiry, and facilitates debriefing.

9.14.3. Interactive instruction heavily relies on engagement of students with comparison of information and observations as well as sharing of insights and reactions.

9.15. Workshop (W)

9.15.1. A very intense, rigorous academic experience, focusing on a specific, narrowly tailored topic of current interest and professional relevance.

9.15.2. Each credit hour requires approximately 45 hours of student work.

9.15.3. 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.

9.15.4. 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.

9.15.5. 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, Y, Z.

SOURCE:
AAC January 2017; May 2017 (Clerical); AAC August 2017; AAC October 2019; AAC June 2020.