



ACADEMIC AFFAIRS GUIDELINES

Section 5:	Course Instruction and Delivery		
Title:	Instructional Methods: Schematic and Definitions		
Number (Current Format)	Number (Prior Format)	Date Last Revised	
5.4	VI	06/2020	
Reference:	BOR Policy 5:17 – Institutional Funding		
Related Form(s):			

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.
 - 4.4.2. Non-classroom instruction: clinical experience, clinical laboratory, competency-based/self-paced, design/research, experiential learning, internship/practicum, independent study, thesis, thesis/research sustaining, travel study, and tracking.

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	Experiential Learning	X
Seminar	E	Internship/Practicum	S
		Independent Study	I
		Music Ensemble, Small	N
		Private Instruction	M
		Small Group	F
		Studio	A
		Thesis	T
		Thesis/Research Sustaining	U
		Tracking	Q
		Travel Study	V
		Workshop	W

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. Thesis/Research Sustaining (U)

- 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.