	ACADEMIC AFFAIRS GUIDELINES

Section 2.4	Academic Curricula	
Title:	Instructional Methods: Schematic and Definitions	
Number (Current Format)	**Number (Prior Format)**	**Date Last Revised**
2.4.3.A	VI, 5.4	02/2023
Reference:	BOR Policy 2.4.1 – System Course and Curriculum Governance BOR Policy 2.4.3 – Definition and Assignment of Credit Hours	
Related Form(s):		

1. **Purpose**

   To enable precise, informative, and consistent categorization of all courses offered by the six regental universities. This classification is influential and useful in determining faculty workload.

2. **Governance**

   The Board of Regents embraces a shared enterprise resource planning system, which includes the student information system. In context of instructional methods, accountability is dual-faceted. The Academic Affairs Council (AAC) considers and approves instructional methods as well as their corresponding definitions. The BOR Enrollment Services Center manages all operational aspects, specifically those related to the student information system. This involves maintenance of the validation table and entry of codes on course-focused forms.

3. **Definitions**

   Instructional Method: A specific methodology used to present course content which arranges student learning toward desired outcomes.

4. **Designation of Instructional Method**

   4.1. Upon creation of a new course, each university authorized to teach identifies the predominant instructional method; there must be assignment of a single instructional method per course per university.

   4.2. In corequisite scenarios, instructional methods of the individual course components need not be identical.

5. **Subsequent Modifications**

   5.1 Requested changes to instructional method are submitted via Minor Modification Requests.

   5.3 Changes to course instructional methods are term-driven; the effective term must align with a future – as opposed to current – term.

6. Course Enrollment Management

As of the 2021-22 academic year, instructional method is irrelevant to management of section enrollments (for additional details, refer to BOR Policy 2.4.4 and AAC Guideline 2.4.4.A).

7. Delineation of Instructional Methods (listed alphabetically by code)

Code	Type
A	Studio
B	Competency-Based, Self-Paced Study
C	Clinical Laboratory
D	Discussion
E	Seminar
F	Small Group
G	Clinical Experience
H	Music Ensemble, Large
I	Independent Study
J	Research
L	Laboratory
M	Private Instruction
N	Music Ensemble, Small
O	Orientation
P	Physical Education Activity
Q	Tracking
R	Lecture
S	Internship/Practicum
T	Thesis
V	Travel Study
W	Workshop
X	Experiential Learning

8. Instructional Method Terminology (Listed alphabetically by description)

8.1. Clinical Experience (G)

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

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

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

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

8.2. Clinical Laboratory (C)

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

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

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

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

8.3. Competency-Based/Self-Paced Study (B)

    8.3.1. Each enrolled student advances at his/her preferred rate; that is, progression is controlled by the student, not the faculty member.

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

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

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

8.4. Discussion (D)

    8.4.1. Communication between faculty member and students is two-way; all are participants who actively share experiences, ideas, viewpoints, and feedback. Depth of information sharing surpasses ordinary question and answer sessions.

    8.4.2. Designed to stimulate thinking and interest, this method is particularly relevant when subject matter is subjective, controversial, and/or multi-faceted.

    8.4.3. Student involvement is strong; it entails conversation, dialogue, and/or debate.

    8.4.4. Enrollment maximum is typically 35 students.

8.5. Experiential (X)

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

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

    8.5.3. 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.

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

8.6. Independent Study (I)

    8.6.1. Format is distinctive and individualized; content is tailored to the student(s) and particular situation.

    8.6.2. Intended for unique learning experiences outside of established courses.

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

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

8.7. Internship/Practicum (S)

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

    8.7.2. Placed in real-world environments of chosen professions, students strongly engage; involvement is memorable and impactful.

    8.7.3. In pursuit of relevant, discipline-based experience, each student follows a prearranged plan of study and benefits from skilled mentoring.

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

    8.7.5. Enrollment is variable, depending on need.

8.8. Laboratory (L)

    8.8.1. Face-to-face course instruction takes place in a specialized physical setting – that is, the laboratory. Online instruction is tailored to the situation and entails a simulated laboratory environment.

    8.8.2. Laboratory experience complements lecture; instruction reinforces concepts presented in lecture through hands-on application.

    8.8.3. Enrollment maximum varies, but typically does not exceed 25.

8.9. Lecture (R)

    8.9.1. The learning environment is highly structured; course content is largely rooted in facts, principles, ideas, and theory.

    8.9.2. Communication is very straightforward and primarily one-way; the faculty member formally relays information, while students listen.

    8.9.3. This format is particularly relevant to situations in which student knowledge of subject matter is very limited.

    8.9.4. Classes can be sizable; enrollment maximums – which widely vary – depend on course level, discipline, and university preference.

8.10. Music Ensemble, Large (H)

    8.10.1. Intended for large groups, either instrumental or vocal in nature; examples include band, orchestra, and choir.

8.10.2. Enrollments vary (10 or greater students) with regularly scheduled instructional meetings and/or faculty-led practices.

8.10.3. 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.

8.11. Music Ensemble, Small (N)

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

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

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

8.12. Orientation (O)

8.12.1. This course is designed to bolster navigational success (collegiate and/or programmatic); content facilitates optimal student acclimation and promotes informed decision making.

8.12.2. Content is grounded in practical concepts associated with general collegiate life or a specific professional discipline. This focus is reinforced by opportunities of expeditionary learning and interactions with guest speakers.

8.12.3. Learning is highly hands-on with strong student engagement. The faculty member of record functions as a coordinator/mentor who offers support and encourages exploration.

8.13. Physical Education Activity (P)

8.13.1. This course is devoted to participation in/performance of a physical activity; faculty instruction includes proper form and technique.

8.13.2. The enrollment maximum varies, depending on factors such as nature of the particular sport, availability of venue and equipment, and safety considerations.

8.14. Private Instruction (M)

8.14.1. This course centers on personalized, one-to-one training; common examples include music performance and flight instruction.

8.14.2. Course content is consistent with prescribed learning outcomes; it is not negotiable, but rather, inherent to the course.

8.15. Research (J)

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

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

8.15.3. This instructional method is not intended for courses that focus on either research methods (grounded in theory) or research proposal development; nor is it intended for graduate thesis/dissertation courses.

8.16. Seminar (E)

8.16.1. This course is highly focused and topical with strong, direct faculty-student interaction.

8.16.2. Instruction features significant emphasis on student exploration of scholarly literature; research; and professional challenges, problems, and practices.

8.16.3. This instructional method is exclusive to graduate and upper-level undergraduate (300, 400) course work.

8.16.4. The enrollment maximum is typically 20 students

8.17. Small Group (F)

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

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

8.18. Studio (A)

8.18.1. Intended for fine arts courses held in a specialized studio environment which is precisely and intentionally geared to the nature of course (for example, dance studio).

8.18.2. Course presentation and student participation is contingent upon the special studio; no other learning venue will suffice.

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

8.19. Thesis (T)

8.19.1. A formal treatise presenting the results of study, which is submitted in partial fulfillment of the student's program requirements.

8.19.2. 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.

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

8.20. Tracking (Q)

8.20.1. Utilized for 0-credit place holding pseudo courses; EXCH 489 presents a common example; it is used for students participating in international exchange programs.

8.20.2. Enrollment assures retention of active student status for the current term.

8.20.3. Intended usage is narrow and precise.

8.21. Travel Study (V)

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

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

8.21.3. Interactive instruction heavily relies on engagement of students with comparison of information and observations as well as sharing of insights and reactions.
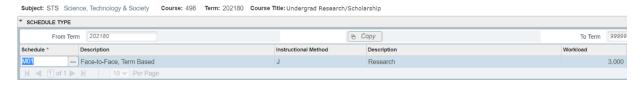
8.22. Workshop (W)

8.22.1. A very intense, rigorous academic experience, the workshop focuses on a specific, narrowly tailored topic of current interest and professional relevance.

8.22.2. The workshop is restricted to graduate level instruction; in rare instances, 300/400-level undergraduate instruction is allowed; this scenario requires special approval from the system Vice-President of Academic Affairs.

8.22.3. For each earned credit, 45 hours of student work is required.
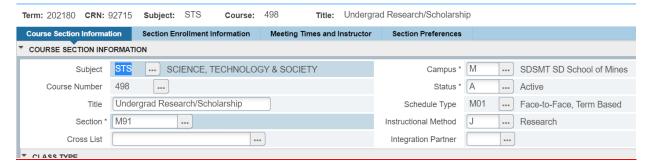
9. Student Information System Management

9.1 In Banner, instructional method is entered on SCACRSE (course).

Figure 1: SCACRSE

9.2 Instructional method auto-populates on SSASECT. Consistency between a course and its sections is essential; consequently, this critical data element must be immune to manual modification at the section level.

Figure 2: SSASECT

9.3 Within the student information system, Instructional Method Z is entered as a pseudo method on generic transfer equivalency courses.

9.4 Two alphabetic codes remain available for future definition; these include: K,Y.

SOURCE:

AAC January 2017; May 2017 (Clerical); AAC August 2017; AAC October 2019; AAC June 2020; AAC August 2022; AAC February 2023.