



Schedule Types

A Schedule Type for a course is defined at the course level through the curriculum review and approval process and describes the pedagogical strategies that will be used to teach the course.

Applied Music: Individualized, intensive, and practical instruction in voice or a musical instrument that addresses technical and musical skills to improve performance ability and understanding.

Chamber Music Ensemble: An opportunity for students to study and perform music in small, intimate settings such as trios, quartets, and other small groups for instrument or voice. Each instrument plays a part, in contrast to large music ensembles where an entire section of instruments plays a part.

Clinical Clerkship: Full-time supervised learning experience in a clinical setting.

Co-op: A structured educational strategy for learning through paid, productive, real-life work experience in a field related to a student's major. It provides progressive experience in integrating theory and practice. A co-op is a partnership between students, educational institutions, and employers.

Dissertation: Highly individualized investigative study that results in the development and writing of a dissertation.

Independent Study: Undergraduate or graduate directed study in an area of special interest not readily available through conventional course offerings. The student works with a chosen faculty member who approves the student's individualized plan of study and supervises his/her progress. An independent study may be project-oriented, research-oriented, and/or focus on directed readings and writing in the area of interest. The term used by a program to label an independent study may vary (e.g., independent study, individual study, directed study, problems, undergraduate problems, graduate problems, research problems, honors problems, senior honors research, senior honors thesis, reading and research for honors, readings, directed readings, etc.).

Laboratory: A course taught in a controlled environment requiring specialized equipment and/or facilities. The primary emphasis is on learning by doing and observing, with the burden of course activity placed on the student, under the direction and supervision of the instructor. Labs give students first-hand experience in developing and practicing skills, translating theory into practice, and developing, testing, and applying principles.

Lecture: A course in which the instructor's primary emphasis is on transmitting a body of knowledge or information, explaining ideas or principles, and/or modeling



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skills. In some courses, students may be expected to participate in classroom activities by means appropriate to the subject matter, such as discussion, performance, skill development, etc.

Lecture/Laboratory: A course that combines aspects of lecture and laboratory as described in the Schedule Type Glossary. Students register for only one section, which includes both the lecture and the laboratory.

Lecture/Practice Experience: A course that combines aspects of lecture and practice experience as described in the Schedule Type Glossary. Students register for only one section, which includes both the lecture and the practice experience.

Major Music Ensemble: A course in which students study large musical works for public, group performance according to their voice or musical instrument fields of study.

Music Pedagogy: Study of musical instruction and tutoring for individuals preparing to teach music in a studio environment. Includes instruction in the introduction and mastery of an instrument or voice, music technique and skill development, reading music, music theory and composition, familiarizing students with various musical genres and styles, and client communications. This schedule type does not include string pedagogy courses.

Music Repertory: A course in which students study a scope of musical literature for voice or individual instruments.

Practice Experience: Supervised practical experience in a student's field of study that provides him/her the opportunity to apply knowledge gained in an academic setting. The term used by a program to label its practice experience may vary (e.g., internship, practicum, field experience, student teaching).

Professional paper, project, or design project: A culminating scholarly, comprehensive paper, project, or design project that integrates knowledge attained through coursework, research, and experience. The professional paper, project, or design project demonstrates competence in a given academic field or profession and makes a significant contribution within a well-defined theoretical, applied, or creative knowledge domain. It may include, but is not limited to, such products as original empirical research projects, case studies, reports of research results, theoretical or applied design projects, manuscripts for professional journals, theoretical essays, creative works, and projects for identified clients. Credit hours earned for the professional paper, project, or design project vary by program. At the graduate level, the professional paper, project, or design project is one option under a Plan II master's degree.

Recitation: Generally, a course with a smaller number of students, or a subsection



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of a larger (lecture) class, is designed to include more time for discussion, to see worked examples, and for questions and answers directly related to the lecture class.

Seminar: A course, taught by one or more instructors, that is usually for a small group of students in advanced status within their programs or majors or participating in special programs such as freshmen retention or learning communities. Students may engage in original research, exploration, practice, and/or synthesis of ideas. Results are exchanged through reports, demonstrations, colloquia, and/or discussions. The terms used by a program to label its seminar experience may vary (e.g., professional seminar, honors seminar, advanced seminar, research seminar, pro-seminar, division seminar, freshman/ sophomore seminar, freshmen interest group seminar, living and learning community seminar, etc.).

Studio: A course with primary emphasis on student activity leading to skill development and the enhancement and encouragement of the student's design or performance ability and/or artistic growth. Needed materials, instruments, equipment, and/or tools are provided, or recommendations are made for their acquisition. Evaluation of individual learning may include public display of proficiency and/or evaluation by faculty other than the student's instructor.

Thesis: Highly individualized investigative study that results in the development and writing of a master's thesis.

Topics course: A course exploring a topic not covered by the standard curriculum but of interest to faculty and students in a particular semester.

Workshop: A brief intensive interactive educational program, generally for a small group of people, in which the content is practical and specific to the needs of the group. It has objectives and may concentrate on the acquisition of specific information or skills.

Writing: A course that focuses on student writing. Student writing functions as a class text; it is discussed and critiqued by the instructor and by students in class, and revision of student writing goes on throughout the course. The instructor lectures regarding a body of knowledge or information related to the writing genre specific to the class (e.g., persuasive or analytical essay, technical writing, creative writing, poetry, screenwriting) and explains ideas or principles related to that genre; OR the instructor explains how to write within the context of a specific academic discipline using writing genres appropriate to that discipline and/or uses writing-to-learn assignments as a principal form of instruction.



Instructional Methods

An Instructional Method defines the method and systems in which an instructor shares content and learning activities with students who are participating in an individual section of the class. Some of these Instructional Methods are related to the use of technology to facilitate the class, while others are more descriptive of pedagogy and community engagement.

When courses are scheduled to use online teaching and learning content, the code for the schedule type is coupled with an instructional method designating the type of course delivery. Unless a course section is designated by one of the following instructional methods associated with the use of online teaching and learning tools, courses are taught in person, without materials and coursework posted in UNM's official Learning Management System (LMS). [Faculty may choose to add LMS content](#) to their course at any point between the start of registration and the end of the course. Classes that deliver more than 75% of instruction online must be [scheduled as an online class](#) in advance and comply with UNM accreditation and federal requirements for distance education.

Online Courses

Most online courses at UNM consist of 100% online instruction, but requirements may vary depending on the instructional needs of the course. Online courses may require scheduled online meeting times or be offered with no required meetings. Check the Schedule of Classes for any required online meeting times. A limited number of in-person meetings (not to exceed 25% of the instructional time for the course) may be required, but these meetings must be disclosed to students in the schedule of classes prior to registration. For a regular 3 credit hour class, this equates to a maximum of about 9 hours of scheduled in-person activities. If more in-person meeting time is required, the class should be scheduled as a hybrid, not as an online class. Fewer scheduled in-person meetings will be more inclusive of students who do not live near UNM.

All UNM Online courses (AOP, Online + Classroom, Online Max) should be designed and built to quality standards that ensure regular and substantive interaction for students, and students should expect comparable rigor, engagement, and expectations in an online course as they would find in a classroom equivalent. With the exception of Accelerated Online Program courses, tuition is calculated based on UNM's standard rates for in-state and out-of-state students.

- **Accelerated Online Program:** Accelerated Online Program (AOP) courses are only available to students enrolled in a designated [Accelerated Online Program](#). These programs are designed with flexibility for students who want to reduce their time to degree and/or complete their degree while managing a career, family, and other commitments. AOP courses consist of 100% online



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instruction, typically do not require meetings or visits to campus, and are 8-weeks in duration. Tuition is calculated at a [residency-free tuition rate](#). Tuition differentials and some fees do apply. AOP courses are reviewed for quality standards prior to offering.

- **Online + Classroom:** This delivery type does not have its own instructional method code. It is identified by an Online Max section cross-listed with at least one section that is 100% Face-to Face. Online + Classroom (O+C) delivery allows some students to attend class meetings in the classroom while other students join the meetings virtually. Scheduled class meetings are held at least once per week. The group of cross-listed courses share the same meeting schedule and students registered for the on-campus section attend in-person lectures while those registered for the online section use academic technologies such as Zoom, to attend the same lectures at the same time. The online components of these courses should be built and reviewed to meet UNM's online course quality standards and compliance obligations for an online course.
- **Online Max:** Online Max courses are offered online and typically do not require in-person meeting times. Online Max courses can be taken to complete an online degree or blended into a class schedule for a traditional campus degree. AOP students registering for Online Max courses are charged UNM's standard rates for in-state and out-of-state students.

Hybrid and Web Enhanced Courses

- **Hybrid:** A hybrid course consists of a mix of in-person and online instruction, with 50-75% of the attendance and course work taking place online. The format reduces in-person seat time by allowing students to engage through the University's [learning management system](#) and a variety of academic technologies. Students must attend in-person weekly over the duration of the course. For example, a 16-week course may require attendance once a week while in an 8-week course, it may be two times a week. Prior to registration, meetings are required to be disclosed to students in the Schedule of Classes. Physical class meeting time is reduced but the material covered is equivalent to a normal full-time class delivery for the same number of credits.
- **Web-Enhanced:** A web-enhanced course uses UNM's official [learning management system](#) to enhance student learning beyond the boundaries of the classroom. Examples of this include posting of syllabi and course materials, creating asynchronous discussions, using online quizzes, grade books, communication, and assignment submission tools. Using these academic technology tools to supplement instruction in a web-enhanced course does not reduce requirements for scheduled classroom time. Students should expect to regularly attend their web-enhanced course in person. Web-



enhanced courses are not designed for remote teaching / attendance.

Community-Based Research and Service Learning

- **Community-Based Research:** Community-based research courses employ or introduce students to one or more relevant research methods in the context of a research project designed in collaboration with one or more community partners, resulting in products that will be of use to the partners. Ideally, the courses are part of an ongoing collaboration in which community partners serve as sources of knowledge and expertise. Involvement of UNM faculty and students in the course increases capacity of the partner organization.
- **Service-Learning:** Service-learning is a pedagogy in which theory and practice are related within the context of collaboration between UNM and one or more community partners. Service-learning provides tangible benefits to community partners while promoting active, durable and contextualized learning for students. Service-learning fosters students' critical and reflective thinking skills, helps them relate their academic experience to broader life experiences, and promotes a sense of civic and social responsibility.

Non-Traditional Course Schedules

- **Open Learning:** An open learning course is not an instructional method that is defined in the faculty handbook, but it is used in UNM's information systems to facilitate scheduling of courses that do not follow traditional semester and/or parts of term dates. Traditionally in a 16-week semester, courses run on 16-week or 8-week cycles. In the case of 8-week courses, they are offered in the first half or second half of a semester. The summer term spans 8 weeks and courses run on 8- or 4-week cycles. Four-week courses are offered in the first half or second half of the term. Open learning classes are scheduled with start dates and durations outside the traditional offering cadence based on the instructional goals of the course and the department.