Schedule Type Glossary
As of 05/25/2012

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 progressive1 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 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 of a larger (lecture) class, 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 of 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

Some sections of courses are delivered through special methods: correspondence, hybrid, online, and web-enhanced. In these cases, the code for the schedule type is coupled with an instructional method when the sections are scheduled. For example, the schedule type for a straight lecture course would be "Lecture," and would have a "Web-Enhanced" instructional method for a lecture course that is web-enhanced. Each of the course delivery methods is defined below:

Correspondence: A correspondence course is a self-paced home study course offered through UNM Extended University to students where contact is generally not face-to-face. Instructional materials, including examinations, are provided to students, and when completed, they are returned for grading. Faculty interact with students through mail, email, telephone, and/or FAX. Correspondence courses may be started at any time, but they must be completed within a 12-month period.

Hybrid: A hybrid course is a blend of face-to-face instruction with online learning using UNM's official learning management system. Hybrid courses move about half of course learning online and, as a result, reduce the amount of classroom seat time. The online portion of the instruction is delivered to the learner using a variety of tools including email, chat, discussion boards, web pages, and multimedia technologies. Specific technologies employed will vary by course and instructor. Class meeting time is reduced by the material covered is equivalent to a normal full-time class delivery for the same number of credits.

Online: An online course is one in which learners access primary content and instruction using a variety of tools from UNM's official learning management system, including email, chat, discussion boards, web pages, and multimedia technologies. Students may or may not be required to purchase textbooks. Specific technologies employed will vary by course and instructor. Depending on the teaching style of the instructor and the course content, instruction can take place synchronously (all participants in the course log in at the same time) or asynchronously (participants log in and participate as their schedule permits), or some combination of the above. UNM's accrediting agency, the Higher Learning Commission of NCA, stresses the importance of a dynamic and interactive learning environment—between students and between students and faculty—regardless of the setting in which it occurs. Email, telephone office hours, chat rooms, and web-based threaded discussions are some of the technologies that help facilitate interaction.

In many cases, the course content, communication tools, and learning activities reside within a learning management system, such as WebCT, which allows for user authentication and tracking in a secure environment. According to New Mexico Higher Education Department (HED) requirements, at least 75% of the course occurs online, while 25% or less employs other delivery methods, including face-to-face contact.

UNM online courses are not open-ended and have set start and end dates. Most follow 8- and 16-week formats with learning activities scheduled on a weekly basis, and include a special fee. UNM Extended University supported online courses are modeled to follow the Best Practices for Electronically Offered Degree and Certificate Programs developed by the Council of Regional Accrediting Commissions http://www.wcet.info/resources/accreditation/.

Web-Enhanced: A web-enhanced course is a traditional face-to-face course that uses UNM's official learning management system to expand student learning beyond the boundaries of the classroom. Examples of this include: posting of syllabi and course materials, creation of asynchronous discussions, usage of online quizzes, grade books, communication, and assignment submission tools. The usage of these tools is used to supplement instruction, and does not reduce seat time.

Other Related Definitions

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 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.