

414. Pre-Primary Children in Early Childhood Programs. (7)

An integrated interdisciplinary block focusing on working with children aged three to five. Includes childhood development, family interaction, developmentally and culturally appropriate practice, technology and assessment/evaluation. Corequisite: 414L.

414L. Pre-Primary Practicum. (2)

A laboratory to be taken as a corequisite to 414. Applies knowledge and concepts from 414 related to care and early education in programs for children aged three to five. **Offered on a CR/NC basis only.** Corequisite: 414.

417. Methods and Materials for the Early Primary Grades. (3)

This advanced course focuses on developmentally appropriate content, learning environments, and curriculum implementation for children in K-3rd-grade emphasizing integration of content areas and development of rich learning environments for early primary grades.

Prerequisite: 317 and 317L. Pre- or corequisite: 402 and 402L. Corequisite: 417L. Restriction: admitted to the ECME program.

417L. Methods and Materials for the Early Primary Grades Practicum. (2)

This advanced practicum provides opportunities for students to develop, implement, and evaluate developmentally appropriate and integrated learning experiences for children in K-3rd grade. This 2 credit-hour practicum requires 60 supervised contact hours.

Prerequisite: 317 and 317L. Pre- or corequisite: 402 and 402L. Corequisite: 417. Restriction: admitted to the ECME program.

424. Primary Children in Early Childhood Programs. (7)

An integrated interdisciplinary block focusing on working with children aged five to eight. Includes child development, family interaction, developmentally and culturally appropriate practice, technology and assessment/evaluation. Corequisite: 424L.

424L. Primary Practicum. (2)

A laboratory to be taken as a corequisite to 424. Applies knowledge and concepts from 424 related to care and educational programs for children aged five to eight. **Offered on a CR/NC basis only.** Corequisite: 424.

440L. Student Teaching in Early Childhood Education. (12)

Student teaching experience in early childhood including placement and assigned tasks in an early childhood classroom with a mentor teacher, and a weekly seminar where students review and reflect on their own teaching practices. Prerequisite: 320 and 401 and 402 and 402L and 417 and 417L and two of the following 305, 315, 325. Restriction: admitted to the ECME program.

493. Topics in Early Childhood Education. (1-6, no limit) Δ

497. Reading and Research in Honors I. (2)

Advanced studies and research under the supervision of a faculty mentor. Restriction: permission of instructor.

498. Reading and Research in Honors II. (2)

Advanced studies and research under the supervision of a faculty mentor. Prerequisite: 497. Restriction: permission of instructor.

499. Honors Thesis. (2)

Prerequisite: 498. Restriction: permission of instructor.

514. Young Children Moving Into Literacy. (3)

(Also offered as LLSS 514.) This course explores the processes of young children's emergent literacy. It focuses on selection of materials and design of activities appropriate for use in the home, school and other settings. Prerequisite: EDUC 331L, EDUC 333L.

574. Curriculum for Early Childhood. (3)

Focuses on developing and integrating curriculum for the Early Childhood Classroom (infant and toddler, preschool, early primary) within historical and cultural contexts. Students will explore and implement new ideas in curriculum of the early years.

Prerequisite: FS 403.

575. Early Childhood Language Development/ Curriculum. (3)

This course will focus on contemporary theory and practice of promoting language development in young children. Students will develop curricula and strategies appropriate for a diverse population.

576. Teaching and Learning Through Play. (3)

This course explores the philosophical and theoretical foundations of play and its impact on children's development and learning. Students explore current research, issues, and trends related to play in early childhood programs.

579. Seminar in Early Childhood Education. (3-12 to a maximum of 12) Δ

Advanced capstone course that addresses issues affecting the field of Early Childhood education. Topics may vary depending upon instructor and the trends in the field. Prerequisite: 501. Restriction: permission of instructor.

EDUCATIONAL LEADERSHIP

Patricia Boverie, Department Chair
Lee Clark, Department Administrator
Dept. of Educational Leadership and Organizational Learning
Educational Leadership Program
Hokona Hall, Third Floor
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Professors

Breda M. Bova, Ph.D., University of New Mexico

Associate Professor

Richard Howell, Ph.D., University of New Mexico
Arlie Woodrum, Ed.D., Harvard University

Assistant Professors

Allison Borden, Ed.D., Harvard University
Alicia Chavez, Ph.D., University of Arizona

Visiting Professor

Carl Madzey, Ed.D., University of Wyoming

Lecturers

Susanna Murphy, Ph.D., New Mexico State University
Bruce Noll, Ed.D., University of South Dakota
Vita Saavedra, Ph.D., University of New Mexico

Research Professor

Michael M. Morris, Ph.D., University of Massachusetts at Amherst

Graduate Study

Student Information Contact

Linda Wood, Hokona Hall 376, (505) 277-0441, e-mail: wood@unm.edu

Study in School Leadership and Administrative Licensure, Instructional Leadership, and Leadership for Organizational and Community Learning (each 30 hours); Administrative Licensure (24 hours); and Internship Experience (12 hours). Applicants must hold a master's degree in Educational Leadership or a complementary field and meet the requirements set forth in the preceding College section of this catalog and in the sections on graduate studies at the University of New Mexico. In addition to University requirements for graduation, students must successfully complete a leadership project and exit assessment.

Advanced Study: School Leadership and Administrative Licensure

The Advanced Study certificate in School Leadership and Administrative Licensure is designed to support students in their pursuit of an advanced credential in school administration. Applicants must hold a valid Level II or Level III New Mexico teaching license. Applicants admitted after Spring 2008 must hold a valid Level III New Mexico teaching license at the time they intend to participate in the required Internship.

Required Core Domain Courses

LEAD 501 Educational Leadership in a Democratic Society	3
LEAD 503 Data Driven Decision-Making	3
LEAD 521 School Finance & Resource Management	3
LEAD 560 Instructional Leadership & Development	3
LEAD 561 Legal Issues for School Leaders	3

Additional Required EdLead Courses

6 hours of LEAD 596: Administrative Internship and one, 3 credit LEAD course	9
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Support Area Electives

Selected in consultation with advisor	6
Total Credit Hours	30

Advanced Study: Instructional Leadership

Required Core Domain Courses

LEAD 501 Educational Leadership in a Democratic Society	3
LEAD 503 Data Driven Decision-Making (or approved alternate research course)	3
LEAD 509 Schools as Organizations	3
LEAD 510 School-Community Relations	3
LEAD 519 Curriculum Planning for School Leaders	3

Additional Required LEAD Courses

6 hours of LEAD 594 and one, 3 credit LEAD course	9
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Support Area Electives

Selected in consultation with advisor	6
Total Credit Hours	30

Advanced Study: Leadership for Community and Organizational Learning

Required Core Domain Courses

LEAD 503 Data Driven Decision-Making (or approved alternate research course)	3
LEAD 505 Visionary Leadership for Learning	3
LEAD 509 Schools as Organizations	3
LEAD 517 Communication for Educational Leaders	3
LEAD 529 The Adult Learner	3

Additional Required LEAD Courses

6 hours of LEAD 594 and one, 3 credit LEAD course	9
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Support Area Electives

Selected in consultation with advisor	6
Total Credit Hours	30

Advanced Study: Administrative Licensure

The Administrative Licensure concentration is a 24-hour program designed to support students in fulfilling state requirements for administrative licensure. Applicants must hold a valid Level II or Level III New Mexico teaching license. Applicants admitted after Spring 2008, must hold a valid Level III New Mexico teaching license at the time they intend to participate in the required Internship.

Required Core Domain Courses

LEAD 501 Educational Leadership in a Democratic Society	3
LEAD 503 Data Driven Decision-Making	3
LEAD 521 School Finance & Resource Management	3
LEAD 560 Instructional Leadership & Development	3
LEAD 561 Legal Issues for School Leaders	3

Additional Required EdLead Courses

6 hours of LEAD 596: Administrative Internship and one, 3 credit LEAD course	9
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Total Credit Hours 24

Advanced Study: Internship Experience

The Internship Experience Concentration is a 12-hour program designed to support students who have completed core requirements in the School Leadership toward Administrative License concentration at UNM but who require an internship experience to qualify for state licensure. Students must hold a valid Level III New Mexico teaching license at the time they intend to complete this 12 credit certificate program.

Complete this 12 credit Certification Program

Required Courses

LEAD 595 Advanced Field Experience	3
LEAD 596 Administrative Internship	6

Additional Required Lead Courses

LEAD electives	3
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Total Credit Hours 12

Ed.D. in Educational Leadership

All applicants for admission into the doctoral program in Educational Leadership must meet the requirements set forth in the preceding College section of this catalog and in the sections on graduate studies at the University of New Mexico. Generally, minimum requirements for admission include experience as an educational leader, evidence of strong academic potential, ability to work cooperatively in a community of learners, and a letter of agreement regarding summer and academic year study. In addition, applicants must hold a masters degree and submit GRE General Test scores for consideration.

The Ed.D. in Educational Leadership is designed for active, high-achieving educators seeking to develop a more profound understanding of leadership for learning and transformation. The program employs a modified cohort model, with groups of students entering every summer and sharing a core of coursework. Members contribute to and benefit from an emergent community of learners. Cohorts commit to three summers of full-time study in July. For the fall and spring terms of 2007-2008, cohorts will meet five intensive Friday-Sunday weekends each term. Beginning in fall of 2008, cohorts will have the option to pursue elective classes outside the core of Educational Leadership classes required for the doctorate. The range of courses students can select from are offered in evening and weekend formats (largely on Saturdays), in online and hybrid formats, and as field-based experiences. Contact the Program office for additional information.

In addition to University requirements for graduation, students must successfully pass comprehensive exams and complete and defend a dissertation, which may be oriented towards practitioner research.

Required Courses

LEAD 601 Perspectives on Leadership	3
LEAD 603 Introduction to Data Analysis for Organizational Leaders	3
LEAD 605 Qualitative Research in Education	3
LEAD 609 Quantitative Methods for Analyzing and Transforming Organizations	3
LEAD 610 Organizational Change: Theory and Process	3
LEAD 611 Community Learning as Leadership	3
LEAD 634 Education, Politics, and Policy	3
LEAD 650 Leader as Researcher	3
LEAD 692 Workshop	6

Total required: 30

Elective Courses

LEAD 607, 613, or approved alternate research course	3
LEAD elective at the 600 level	3
12 hours of approved, related 500 or 600-level elective courses	12

Total hours of electives required: 18

Support Area

Applied/transfer credit of complementary earned graduate credit	24
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Dissertation

LEAD 699: Dissertation	18
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Total Credit Hours 90

Minors in Educational Leadership

Three Educational Leadership minors exist: School Leadership toward Administrative Licensure*, Instructional Leadership, and Leadership for Organizational and Community Learning. To qualify for a transcribed minor, the student must successfully complete, with a cumulative GPA of 3.3 or better and a minimum grade of B in each class, the 15 hours of Core Domain courses associated with the minor. These are set out in the corresponding concentration in the *M.A. in Educational Leadership* section above.

*Note: Completion of a minor in School Leadership toward Administrative Licensure does not constitute administrative licensure. Administrative licensure is awarded through the NM Public Education Department (PED). In addition to meeting coursework and internship requirements, an individual must hold a New Mexico Level III teaching license for one year prior to applying for New Mexico Administrative Licensure.

Educational Leadership (LEAD)**501. Educational Leadership in a Democratic Society. (3)**

Designed to help organizational leaders understand how schools have both limited and expanded educational opportunity and what leaders can do to organize educational institutions for democratic life.

503. Data-Driven Decision Making. (3)

Development of instructional programs, human resources, and organizational improvements should be grounded in data, both qualitative and quantitative. Explores conceptual and practical approaches to analyzing data to improve schooling.

505. Visionary Leadership for Learning. (3)

This course explores in depth the idea that leadership is vision-based and that effective visions are developed jointly, communicated widely, support shared learning, and ultimately drive what gets done in the organization of community.

509. Schools as Organizations. (3)

This course, designed as an introduction to the concepts, theories and processes of organizational theory and organizational behavior, will provide prospective education leaders with a better understanding of the way organizations operate.

510. School-Community Relations. (3)

Students will learn and practice communication skills; become familiar with mechanisms for school-community interactions; identify various groups within and outside the school that play a part in educational decision making and program implementation.

512. Public Education in New Mexico. (3)

This course provides an overview of the economic, social, historical, political, legal and financial aspects of public education in New Mexico.

517. Communication for Education Leaders. (3)

This course explores both internal and external communication issues experienced in educational organizations. Emphasis will be placed upon what makes successful and

productive communication from both theoretical and practical perspectives.

519. Curriculum Planning for School Leaders. (3)

This course will assist school leaders in understanding instructional leadership, curriculum development and implementation, and continuous student growth. The course will focus on curricular trends, issues, and leadership strategies.

520. The School Principalsip. (3)

This course focuses upon the school as a complex organization and the role of the principal within that organization. It examines the various roles played by the principal, with particular emphasis placed on school leadership.

521. School Finance and Resource Management. (3)

This course is designed to provide future school leaders with basic understanding of the workings of the educational funding system and to provide a framework for effective fiscal and staffing decisions at the school level.

522. School Business Management. (3)

Course designed to explore school management at the building, district and state levels. Students examine the role and setting of school business management and focus on the budget-making process of school districts and the State.

528. Leading Improvement in Low Performing Schools. (3)

This course will provide future school leaders with an understanding of school community leadership and continuous student growth in communities characterized by diverse language, culture, and socio-economic levels.

529. The Adult Learner. (3)

(Also offered as OLIT 561.) Examines the teaching and learning transaction with adults. Specific attention is on adult life stage development, relevant learning theories and approaches, and learning style issues of cross-cultural populations.

530. Leadership for Conflict Resolution in Schools and Organizations. (3)

(Also offered as HED 530) This course addresses current theories, strategies and practices in conflict resolution for educational and organizational leaders. Topics such as bullying, peer mediation programs, and restorative justice are covered.

532. Current Educational Problems. (3)

Current and/or controversial issues in education reform and leadership.

534. Policy Issues in Education. (3)

(Also offered as POLS 534.) This course focuses on current research and debates on critical policy areas relating to PK-12 education. The class examines the role of key decision-makers, ideologies, and implementation constraints in policy conflict resolution.

550. Culturally Responsive Leadership for Equity and Social Justice. (3)

This course will focus on the struggle for educational equity and social justice, how this struggle has been interpreted and understood, and how leaders can help educational institutions and communities promote equity and justice.

560. Instructional Leadership and Development. (3)

Focuses on supervision in terms of professional growth, staff development, and creating organizations in which learning, rather than power and control, is the center of attention. Supervision as evaluation is a relatively minor part of the course.

561. Legal Issues for School Leaders. (3)

This course explores how laws, including constitutional and statutory requirements, affect educational leadership. Focusing on concepts behind legal cases, the course examines how leaders can improve educational provision to address underlying legal concerns.

571. State and Federal Educational Leadership. (3)
This course examines strategies and techniques for obtaining and managing state and federal education funds. Federal, state and local perspectives on educational federalism are studied. Case studies are emphasized.

581. Seminar in Educational Leadership. (3, no limit) Δ
Topics vary from term to term, but are all critically important for educational administrators. They include but are not limited to: organizational development, leader behavior, teaching and learning, ethics, technology and educational policy. Restriction: permission of instructor.

591. Problems. (1-3 to a maximum of 6) Δ
Problems study is offered on demand only and with the permission of the instructor. Check with the chairperson of the Department for details. Restriction: permission of instructor.

592. Workshop in Educational Leadership. (1 to a maximum of 5) Δ

593. Topics. (1-4, no limit) Δ

594. Practicum. (1-6 to a maximum of 6) Δ
A required field experience for students in Educational Leadership programs who are not seeking state administrative licensure. Arranged with advisor and program faculty.

595. Advanced Field Experiences. (3-6 to a maximum of 12) Δ
Restriction: permission of instructor.

596. Administrative Internship. (3-6 to a maximum of 12) Δ
The administrative internship provides field-based experiences to develop the skills, knowledge, and practices identified in the New Mexico Administrator Competencies. Students must meet program requirements for entry into the internship.

598. Directed Readings in Educational Leadership. (3-6 to a maximum of 6) Δ
Restriction: permission of instructor.

599. Master's Thesis. (1-6, no limit) Δ
Offered on a CR/NC basis only.

601. Perspectives on Leadership. (3)
A doctoral seminar focusing on leading theories of educational, organizational, and community leadership, emphasizing transformational leadership and other forms of leadership that stress collaboration and shared decision making.

603. Introduction to Data Analysis for Organizational Leaders. (3)
A doctoral seminar introducing the rudiments of quantitative inquiry with emphasis on methods that leaders can apply immediately to organizational issues. Content taught cooperatively to enhance opportunities for community building.

605. Qualitative Research in Education. (3)
(Also offered as LLSS 605.) A doctoral seminar focusing on qualitative research methods, including problem definition, data collection and analysis and increasing the trustworthiness of one's findings. A research study is required. Prerequisite: LLSS 523 or EDPY 511. Restriction: admitted to Ed.D. cohort.

607. Analyzing Qualitative Data. (3)
This doctoral seminar helps students increase their understanding and skills in analyzing qualitative data. It is assumed that prior to entering this seminar, the students have collected data on which to focus their analyses. Prerequisite: 605 or LLSS 605.

609. Quantitative Methods for Analyzing and Transforming Organizations. (3)
A doctoral seminar focusing on how quantitative data can be used to understand organizational needs and to drive organizational decision making.

610. Organizational Change: Theory and Processes. (3)
Designed to help students better understand the change processes by studying various change models. Focuses on the "what" and "how" surrounding change as well as the decision making processes that impact change in institutions.

611. Community Learning as Leadership. (3)
A doctoral seminar focusing on what leaders can do to model learning, to jointly create the conditions to support individual and community learning, and to use what is learned to drive transformation.

613. Mixed Research Methods for Transformational Leaders. (3)
A doctoral seminar introducing the reasoning and decision making processes that influence how to select the data collection and analysis methods that are appropriate to meet organizational needs.

615. Leadership and Group Dynamics. (3)
Explores the workings of groups in various learning environments and what makes a well-functioning educational group, committee, or team. Focus on importance of group dynamics as an imperative part of adult learning and training.

620. Democracy, Ethics, and Social Justice in Transformational Leadership. (3)
Using the work of leading theorists and activists on democracy, diversity, and dialogue, this seminar examines pressing educational issues. Focus on educational goals and purposes, including analysis and articulation of our own visions for education.

629. Seminar for Practicing School Administrators. (1-6 to a maximum of 6) Δ
Exploration of important issues facing practicing school leaders. Includes organizational analysis, facilities management, budgeting, educational assessment, evaluation of staff and strengthening ties to families and the local community.

634. Education, Politics, and Policy. (3)
A doctoral seminar focusing on shaping educational policy, how leaders can influence the policy making process and how policies are applied to meet educational and community needs.

635. Legal and Fiscal Underpinnings of Educational Equity. (3)
A doctoral seminar examining the intersections of law, finance, and social equity. Explores landmark cases, historical shifts in fiscal provision of education, and trends in the pursuit of educational equity.

640. Leadership Synthesis. (3)
A doctoral seminar providing students with an opportunity to review, critically assess, and synthesize the most current literature on leadership. An extensive literature review is required. Restriction: permission of instructor.

650. Leader as Researcher. (3)
A doctoral seminar synthesizing how leaders use inquiry to influence decisions. Papers framing a research problem and justifying the methods to be used in researching a problem are required. Restriction: permission of instructor.

692. Workshop in Educational Leadership. (1-6 to a maximum of 6) Δ
Co-constructed by students and faculty, workshops are responsive to the most current and pressing educational issues facing educational leaders. May be repeated to a maximum of 6 credits for students enrolled in a doctoral program. Restriction: permission of instructor.

693. Topics in Educational Leadership. (1-4, to a maximum of 18) Δ
Topics vary. Restriction: doctoral students only.

695. Advanced Field Experiences in Educational Leadership. (1-6 to a maximum of 6) Δ

Restriction: permission of instructor.

696. Doctoral Internship. (3-6 to a maximum of 12) Δ

Doctoral students only.

Restriction: permission of instructor.

698. Directed Readings in Educational Leadership. (3-6 to a maximum of 12) Δ

Doctoral students only.

Restriction: permission of instructor.

699. Dissertation. (3-12, no limit) Δ**Offered on a CR/NC basis only.****EDUCATIONAL LINGUISTICS**

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Albuquerque, NM 87131-0001

(505) 277-0437

<http://www.unm.edu/~edling/>**Linguistics Faculty**

(See listing under Linguistics in the Arts and Sciences section of this catalog.)

Educational Linguistics Faculty**Emerita**

Vera John-Steiner, Ph.D., University of Chicago

Professors

Melissa Axelrod, Ph.D., University of Colorado, Boulder

Phyllis Perrin Wilcox, Ph.D., University of New Mexico

Sherman Wilcox, Ph.D., University of New Mexico

Associate Professors

Rebecca Blum-Martinez, Ph.D., University of California

J. Anne Calhoun, Ph.D., Marquette University

Larry Gorbet, Ph.D., University of California, San Diego

Holbrook Mahn, Ph.D., University of New Mexico

Kathryn Manuelito, Ph.D., Arizona State University

Lois Meyer, Ph.D., University of California

Jill Morford, Ph.D., University of Chicago

Leroy Ortiz, Ph.D., University of New Mexico

Janet Patterson, Ph.D., University of New Mexico

Lucretia Pence, Ph.D., University of Pittsburgh

Barbra Rodríguez, Ph.D., University of Washington

Caroline Smith, Ph.D., Yale University

Julia Scherba de Valenzuela, Ph.D., University of Colorado at Boulder

Barbara Shaffer, Ph.D., University of New Mexico

Caroline Smith, Ph.D., Yale University

Catherine Travis, Ph.D., La Trobe University, Melbourne, Australia

Assistant Professors

Christine Sims, Ph.D., University of California, Berkeley

Graduate Program**Graduate Advisor Contact and Student Information**

Contact: Mary Gurule

Hokona Hall, Room 142, (505) 277-5282

Application materials and degree program information is available at:

http://www.unm.edu/preview/na_grad.htmlGraduate Application link for domestic applicants: <http://www.unm.edu/~edling>**Degree Offered**

Ph.D. in Educational Linguistics

Application Deadline

December 1

The department of Language, Literacy and Sociocultural Studies (LLSS) in the College of Education and the Department of Linguistics in the College of Arts and Sciences at the University of New Mexico offer an interdisciplinary program leading to the Ph.D. in Educational Linguistics. Educational Linguistics at UNM is an interdisciplinary program made up of faculty from across the university who share an understanding of the influence of communities and educational contexts on language learning. The program supports a variety of interrelated interests, such as language maintenance and language revitalization, language policy and planning,

bilingualism, and issues of assessment. Communities and languages of the Southwest and signed languages are of particular interest.

Entrance Requirements:

M.S. or M.A. in Education, Linguistics or complementary field.

Exit Requirements:

72 hours of course work beyond B.A., plus 18 dissertation hours

Required Core:

LING 504, LING 502 or 503, LING 522, LING 523, LING 531, LING 567, plus 6 hrs. of LING seminar hrs. from specified list.

24 hours in COE (including LLSS 640 and LLSS 645) selected with advisor

24 hours from LING, ED and related fields selected with advisor

18 dissertation hours

**EDUCATIONAL MEDIA/
LIBRARY SCIENCE**

Don Zancanella, Department Chairperson
Department of Language, Literacy and Sociocultural Studies, Educational Media/Library Science

Hokona Hall 140

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Albuquerque, New Mexico 87131-0001

(505) 277-0437

Lecturer

Leslie Chamberlin, M.L.S., Rutgers University

(505) 277-7260

**Minor
(Teaching Field Endorsement)**

The College of Education offers a 24-hour planned program in Library Science as an undergraduate minor or as a teaching field endorsement for those students who hold a Bachelor's degree and an existing or future New Mexico teaching license. Completion of the 24 hours provides the student eligibility to apply to the New Mexico Education Department (PED) at 300 Don Gaspar Street, Santa Fe, NM 87501-2786 (505-827-6587) for this endorsement or for a teaching license. Contact Leslie Chamberlin at (505) 277-7260 for information.

Student Information Contact

Contact College Advisement Center, Hokona Hall, the Department of Language, Literacy and Sociocultural Studies, or Leslie Chamberlin in Tireman Library for information.