576. Measurement and Evaluation in Health Promotion. (3)
Designed to provide graduate students in Health Promotion and related fields: competencies in major measurement/evaluation systems in HP and HE.

577/477. Stress Management. (3)

582. Health Promotion in Multicultural Settings. (3)
Course focuses on conducting a critical analysis of health literature using various databases and social/cultural frameworks for analyzing health issues as influenced by cultural health beliefs in conducting research with diverse and multiculturally communities.

587/487. Physical Activity and Aging. (3)
(Also offered as PEP 587.) Concerned with the process of aging as it affects physical activity and the potential of physical activity in adjustment to the process of aging.

591/391. Problems. (1-3 to a maximum of 6) ∆
Restriction: permission of Health Education faculty member.

592/492. Workshop. (1-4 to a maximum of 13) ∆

593/493. Topics. (1-3)

595. Advanced Field Experiences. (3-6 to a maximum of 12) ∆
Restriction: acceptance in Health Education graduate program and permission of field work supervisor.

598. Directed Readings in Health Education. (3-6 to a maximum of 6) ∆
Restriction: permission of instructor.

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

604. Research Seminar. (3)
(Also offered as PEP 604.) Prerequisite: 507 and EDPY 511.

696. Internship. (3-6 to a maximum of 12) ∆
Restriction: permission of instructor.

699. Dissertation. (3-12, no limit) ∆
Offered on a CR/NC basis only.

LANGUAGE, LITERACY AND SOCIOCULTURAL STUDIES

Dan Zancanella, Department Chairperson
College of Education
Department of Language, Literacy, and Sociocultural Studies
Hokona Hall 140
MSC05 3040
1 University of New Mexico
Albuquerque, NM 87131-0001
(505) 277-0437

Professors
Rebecca Blum-Martinez, Ph.D., University of California, Berkeley
Richard Meyer, Ph.D., University of Arizona
Don Zancanella, Ph.D., University of Missouri-Columbia

Associate Professors
Ricky Lee Allen, Ph.D., University of California, Los Angeles
Greg Cajete, Ph.D., International College, William Lyon University
J. Anna Calhoon, Ph.D., Marquette University
Sylva Célédon-Pattichis, Ph.D., University of Texas at Austin

Halbrook Mahn, Ph.D., University of New Mexico
Kathryn Manueltelo, Ph.D., Arizona State University
Glenahab Martinez, Ph.D., University of Wisconsin
Lois Meyer, Ph.D., University of California, Los Angeles
Elizabeth Noll, Ph.D., University of Arizona
Leroy Ortiz, Ph.D., University of New Mexico
Lucretia (Penny) Pence, Ph.D., University of Pittsburgh
Eliseo Torres, Ph.D., Texas A&M University, Kingsville
Ruth Trinidad Galván, Ph.D., University of Utah

Assistant Professors
Tryphenia Peele-Eady, Ph.D., Claremont Graduate University
Chris Sims, Ph.D., University of California, Berkeley
Yoo Kyung Sung, Ph.D., University of Arizona

Lecturers
Leslie Chamberlin, M.L.S., Rutgers University
Shannon Reierson, Ph.D., University of New Mexico
Elaine Daniels, M.A., Nati-Louis University

Research Professor
Denise Wallen, Ph.D., University of New Mexico

Emeriti and Emerita
Luisa Duran, Ed.D., University of New Mexico
Mary Jiron (Belgarde), Ph.D., Stanford University
Vera John-Steiner, Ph.D., University of Chicago
William Kline, Ph.D., Stanford University
Ann Nihlen, Ph.D., University of New Mexico
Anita Pfeiffer, M.A., University of Arizona
Joseph Suina, Ed.D., University of New Mexico
Richard van Dongen, Ed.D., University of New Mexico

Student Information Contact
Contact Debra Schaffer, Hokona Hall 140, 505/277-0437, schaffer@unm.edu, for information about application procedures.

Application Deadlines
M.A.: Spring semester: September 15
Summer and Fall semester: February 1
Ph.D.: Fall semester: December 1

Degrees Offered
M.A. in Language, Literacy and Sociocultural Studies
Ph.D. in Language, Literacy and Sociocultural Studies

Language, Literacy and Sociocultural Studies offers programs leading to doctoral (Ph.D.) and master’s degrees (M.A.) focusing on language and literacy education and the social and cultural study of educational institutions and practices. The program offers a rigorous but flexible course of studies that can be tailored to meet a wide range of interests and needs. All students are expected to develop a program of studies combining course work in language, literacy and sociocultural studies with course work in related disciplines in the College of Education and other colleges. The program places special emphasis on helping students develop research and inquiry skills needed for the advanced study and analysis of education in its many social, cultural, economic and political contexts.

Deadlines for the M.A. are September 15 for admittance for Spring and February 1 for Summer and Fall semesters. M.A. applications are reviewed after these deadlines. The deadline for Ph.D. candidates is December 1, for the following fall semester. Applicants to the doctoral program are reviewed after December 1. Documents describing the programs and guidelines for application are available upon request from the department office. Applicants should review these documents before applying for admission to the programs.

Master’s Degree
All M.A. students must fulfill the general admission requirements and the Plan I (with thesis) or Plan II (without thesis) requirements set forth in the preceding part of the College section of this catalog and in the sections on graduate
studies at the University of New Mexico. The master’s degree in Language, Literacy, and Sociocultural Studies may be pursued in one of the following concentrations: American Indian Education; Literacy/Language Arts; Bilingual Education; TESOL (Teaching English to Speakers of Other Languages); and Educational Thought and Sociocultural Studies. A core seminar (taken in the first year of the program) provides a set of foundational perspectives in language, literacy and sociocultural studies, and a six-hour research requirement encourages students to develop a range of inquiry skills, including the ability to connect research and practice. The purpose of the Master’s program is to contribute to the development of professionals in education and related fields.

American Indian Education Concentration

Program Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLSS 500</td>
<td>Issues in Language/Literacy/Sociocultural Studies</td>
<td>3</td>
</tr>
<tr>
<td>LLSS 590</td>
<td>Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Research. Choose two from:

- EDUC 500 Research Applications to Education
- LLSS 501 Practitioner Research
- LLSS 502 Introduction to Qualitative Research
- EDPY 502 Survey of Statistics in Education

Concentration

American Indian Education. Choose three from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLSS 551</td>
<td>History of American Indian Education</td>
<td>9</td>
</tr>
<tr>
<td>LLSS 554</td>
<td>Teaching the Native American Child</td>
<td>9</td>
</tr>
<tr>
<td>LLSS 556</td>
<td>Issues in American Indian Education</td>
<td>9</td>
</tr>
<tr>
<td>LLSS 583</td>
<td>Education Across Culture in the Southwest</td>
<td>9</td>
</tr>
</tbody>
</table>

Curriculum. Choose three from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLSS 560</td>
<td>Language and Education in Southwestern Native American Communities</td>
<td>9</td>
</tr>
<tr>
<td>LLSS 570</td>
<td>Science and Native American Education</td>
<td>9</td>
</tr>
<tr>
<td>LLSS 579</td>
<td>Art in Multicultural Education</td>
<td>9</td>
</tr>
</tbody>
</table>

Finally, in consultation with an advisor in the program, students will also select an additional 6 semester hours related to the program concentration.

Total Plan I 30 (30 + 6 thesis hrs.) Plan II 36

Bilingual Education (Spanish and Indigenous Languages)

Admission requirement: 9 hours of college course work in a second language or fluency in a second language.

NOTE: This concentration includes Plan II only in order to meet very specific requirements of state endorsement.

Program Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLSS 500</td>
<td>Issues in Language/Literacy/Sociocultural Studies</td>
<td>6</td>
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<tr>
<td>LLSS 590</td>
<td>Seminar</td>
<td>6</td>
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</table>

Research

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLSS 503</td>
<td>Research in Bilingual Classrooms and Communities: Prerequisites LLSS 556 and 580</td>
<td>6</td>
</tr>
</tbody>
</table>

Choose remaining course from:

- EDUC 500 Research Applications to Education
- LLSS 501 Practitioner Research
- LLSS 502 Introduction to Qualitative Research
- EDPY 502 Survey of Statistics in Education

Concentration

24

Students must take a minimum of 24 hours from courses in the following areas. Courses which are required of all students are indicated. Electives must be selected in conjunction with their faculty advisor. A maximum of 6 hours of course work outside of the Department may be taken after consultation with the student’s faculty advisor.

Language and Literacy

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLSS 556</td>
<td>First and Second Language Development within Cultural Contexts (Required)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: Introductory Linguistics course.</td>
<td></td>
</tr>
</tbody>
</table>

Suggested Electives:

- LLSS* 449 Teaching the Native Language to the Native Speaker
- SPAN 547 Seminar in Southwest Spanish
- LLSS 558 Literacy Across Cultures
- LLSS 560 Language and Education in Southwest Native American Communities
- LLSS 567 Home Literacy and Schooling
- LLSS 579 The Teaching of Reading in the Bilingual Classroom. (La Ensenanza de la Lectura.)

Culture

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLSS 583</td>
<td>Education Across Cultures in the Southwest</td>
<td>9</td>
</tr>
</tbody>
</table>

Suggested Electives:

- LLSS* 446 Hispanic Folkslore for the Classroom (Folkslore en el Aula)
- LLSS 560 Language and Education in Southwest Native American Communities
- LLSS 566 Issues in Hispanic Education

Educational Thought

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLSS 580</td>
<td>Seminar in the Education of Bilingual Students (Required)</td>
<td>9</td>
</tr>
</tbody>
</table>

Suggested Electives:

- LLSS* 453 Theoretical and Cultural Foundations of Bilingual Education
- LLSS 551 History of American Indian Education
- LLSS 566 Issues in Hispanic Education

Curriculum Development and Pedagogy

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLSS 482</td>
<td>Teaching English as a Second Language</td>
<td>9</td>
</tr>
<tr>
<td>LLSS 552</td>
<td>Curriculum Development in Mexican History and Culture</td>
<td>9</td>
</tr>
<tr>
<td>LLSS 557</td>
<td>Language, Culture and Mathematics</td>
<td>9</td>
</tr>
<tr>
<td>LLSS 558</td>
<td>Literacy Across Cultures</td>
<td>9</td>
</tr>
<tr>
<td>LLSS 559</td>
<td>Second Language Literacy</td>
<td>9</td>
</tr>
<tr>
<td>LLSS 568</td>
<td>Alternative Assessment Practices for Second Language Learners</td>
<td>9</td>
</tr>
<tr>
<td>LLSS 579</td>
<td>The Teaching of Reading in the Bilingual Classroom: La Ensenanza de la Lectura</td>
<td>9</td>
</tr>
<tr>
<td>LLSS 582</td>
<td>Curriculum Development in Multicultural Education</td>
<td>9</td>
</tr>
</tbody>
</table>

Total 36

* Indicates course is available for graduate credit.

Educational Thought & Sociocultural Studies Concentration (ETSS)

I. Core Requirement – Take During First Semester: 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>LLSS 500</td>
<td>Issues in Language/Literacy/Sociocultural Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

II. Research Courses 6

Required Research Course: EDUC 500 Research Applications to Education

Elective Research Course, choose one from:

- EDPY 502 Survey of Statistics in Education
- LLSS 501 Practitioner Research
- LLSS 502 Introduction to Qualitative Research

III. ETSS Concentration. Choose four from: 12

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLSS 511</td>
<td>History of U.S. Education</td>
<td>9</td>
</tr>
<tr>
<td>LLSS 515</td>
<td>Philosophy of Education</td>
<td>9</td>
</tr>
<tr>
<td>LLSS 516</td>
<td>Educational Classics</td>
<td>9</td>
</tr>
<tr>
<td>LLSS 518</td>
<td>Comparative Education</td>
<td>9</td>
</tr>
<tr>
<td>LLSS 521</td>
<td>Proseminar: Sociology of Education</td>
<td>9</td>
</tr>
<tr>
<td>LLSS 523</td>
<td>Education and Anthropology</td>
<td>9</td>
</tr>
<tr>
<td>LLSS 530</td>
<td>Whiteness Seminar</td>
<td>9</td>
</tr>
<tr>
<td>LLSS 587</td>
<td>Perspectives on Sex and Gender in Education</td>
<td>9</td>
</tr>
</tbody>
</table>

IV. Support Area Electives. Choose three from: 9

Should consist of graduate level courses offered by LLSS or any other UNM department. Consult advisor.
V. Degree Completion Activity. Choose one from: 3-6
(Consult advisor)

Plan I – Thesis
LLSS 599: Master’s Thesis (6)
Completion of a Master’s thesis

Plan II – Non-Thesis. Choose one from:
A. Professional Paper
LLSS 590: Seminar (3)
Completion of a literature review or licensure dossier
B. Master’s Exam.
LLSS 598: Directed Readings (3-6)
Completion of a master’s exam

Total Credit Hours (I-V):
Plan I – Thesis 36
Plan II(A) – Professional Paper 33
Plan II(B) – Comprehensive Exam 33–36

Literacy/Language Arts Concentration

Program Core Requirements
LLSS 500  Issues in Language/Literacy/Sociocultural Studies 3
LLSS 590  Seminar 3

Research. Choose two from: 6
EDUC 500  Research Applications to Education
LLSS 501  Practitioner Research
LLSS 502  Introduction to Qualitative Research
EDPY 502  Survey of Statistics in Education

Concentration
LLSS 595  Advanced Field Experiences 3
LLSS 532  The Reading Process 3
Two additional courses focusing on second language learning and/or cultural diversity in education, selected with advisement. 6

Support area elective(s)
Plan I 3
Plan II 12
Total Plan I 33 (27 + 6 thesis hrs.)
Plan II 36

Social Studies

Program Core Requirements
LLSS 500  Issues in Language/Literacy/Sociocultural Studies 3
LLSS 590  Seminar 3

Research. Choose two from: 6
EDUC 500  Research Applications to Education
EDPY 511  Introductory Educational Statistics
LLSS 501  Practitioner Research
LLSS 502  Introduction to Qualitative Research

Sociocultural Concentration 6
Choose two from:
LLSS 511  History of U.S. Education
LLSS 515  Philosophy of Education
LLSS 516  Educational Classics
LLSS 521  Proseminar: Sociology of Education
LLSS 523  Education and Anthropology
LLSS 582  Curriculum Development in Multicultural Education
LLSS 583  Education Across Cultures in the Southwest
LLSS 587  Perspectives on Sex and Gender in Education

Social Studies Concentration 3
Choose one from:
LLSS 520  Seminar in Social Studies
LLSS 540  Instructional Trends in the Social Studies
LLSS 549  History Education
LLSS 550  Seminar in History Education

Supporting Curriculum/Instruction
Choose one from:
CMTE 516  Integrating Curriculum in the Classroom
LLSS 517  Reading Informational Books, an Instructional Strategy
LLSS 538  Teaching Reading through the Content Field
CMTE 542  Principles of Curriculum Development
LLSS 544  Children’s Literature
EMLS 551  Books and Related Materials for Young Adults

Supporting Area Electives
Plan I 9
Plan II 12
The support area should focus on some aspect(s) of social studies including content from the various disciplines. In consultation with a faculty advisor, students may select from the previous list of courses as well as courses from other departments in the College of Education and/or other Colleges within the University.

Total Plan I 30 (30 + 6 thesis hrs.)
Plan II 36

TESOL

Admission requirement: 9 hours of college course work in a second language or fluency in a second language.

NOTE: This concentration includes Plan II only in order to meet very specific requirements of state endorsement.

Program Core Requirements 6
LLSS 500  Issues in Language/Literacy/Sociocultural Studies
LLSS 590  Seminar

Research 6
LLSS 503  Research in Bilingual Classrooms and Communities. Prerequisite: LLSS 556 and LLSS 580

Choose remaining course from:
EDUC 500  Research Applications to Education
LLSS 501  Practitioner Research
LLSS 502  Introduction to Qualitative Research
EDPY 502  Survey of Statistics in Education

Concentration 24
Students must take a minimum of 24 hours from courses in the following areas. Courses which are required of all students are indicated. Electives must be selected in conjunction with their faculty advisor. A maximum of 6 hours of course work outside of the Department may be taken after consultation with the student’s faculty advisor.

Language and Literacy
LLSS 556  First and Second Language Development within Cultural Contexts (Required)
Prerequisite: Introductory Linguistics course

Suggested Electives:
LLSS* 449  Teaching the Native Language to the Native Speaker
LLSS 560  Language and Education in Southwest Native American Communities
LLSS 563  Seminar in Language Acquisition
LLSS 567  Home Literacy and Schooling
LLSS 585  The Acquisition and Teaching of Grammar in ESL
LLSS 558  Literacy Across Cultures
LLSS 559  Second Language Literacy

Culture
LLSS 583  Education Across Cultures in the Southwest (Required)

Suggested Electives:
LLSS 560  Language and Education in SW Native American Communities
LLSS 566  Issues in Hispanic Education

Educational Thought
LLSS 580  Seminar in the Education of Bilingual Students (Required)
**Suggested Electives:**
- LLSS 453 Theoretical and Cultural Foundations of Bilingual Education
- LLSS 551 History of American Indian Education
- LLSS 566 Issues in Hispanic Education

**Curriculum Development and Pedagogy**

**Suggested Electives:**
- LLSS 482 Teaching English as a Second Language
- LLSS 557 Language, Culture and Mathematics
- LLSS 569 ESL Across the Content Areas
- LLSS 558 Literacy Across Cultures
- LLSS 559 Second Language Literacy
- LLSS 568 Alternative Assessment Practices for Second Language Learners
- LLSS 582 Curriculum Development in Multicultural Education
- LLSS 585 The Acquisition and Teaching of Grammar in ESL

**Graduate Minor in Literacy**

LLSS offers a 12-credit graduate minor in Literacy with a focus on either elementary or middle school/secondary language arts. Courses are designed to help practicing teachers improve their language arts instruction.

To focus on elementary language arts, students are required to take the following:
- LLSS 532 The Reading Process
- LLSS 537L Assessment in Reading and Language Arts
- LLSS 567 Home Literacy and Schooling
- And one course from the following:
  - LLSS 514 Young Children Moving Into Literacy
  - LLSS 541 Seminar in Children’s Literature
  - LLSS 534 Seminar in Teaching Reading

To focus on middle school/secondary language arts, students are required to take the following:
- LLSS 522 Seminar in English Curriculum and Instruction
- LLSS 527 Studies in Rhetoric for Teachers
- LLSS 528 Studies in Reading and Literature for Teachers
- And one course from the following:
  - EMLS 551 Books and Related Materials for Adolescents
  - LLSS 538 Teaching Reading Through the Content Field
  - LLSS 559 Second Language Literacy
  - LLSS 558 Literacy Across Cultures

**MALLSS/MALAS**

The College of Education and Latin American Studies offer a dual degree program leading to master’s degrees in Language, Literacy and Sociocultural Studies and Latin American Studies. This program is intended to allow education professionals to enhance their secondary school teaching with Latin American topics in the humanities and social sciences. The program combines advanced professional development in education with advanced interdisciplinary study of Latin America and is designed to help students integrate the two fields through coordinated advisement and bridge courses.

The program requires 51 credits of course work for students who hold teaching certificates. It includes three components:
- 21 hours of Language, Literacy and Sociocultural Studies courses with a concentration on social studies education; 21 hours of Latin American Studies course work divided between two of the following concentrations: Anthropology, Art History, Brazilian Literature, Economics, Gender Studies, History, Human Rights, Philosophy and Religion, Political Science, Sociology, Spanish American Literature, and Spanish Linguistics; and 9 hours of bridge courses: two core courses and one elective.

Completed separately, the two degrees would require 69–72 credit hours. Under the dual degree program, full time students would be able to finish in approximately three years.

Students pursuing this program must meet admissions requirements of both the College of Education and Latin American Studies. Separate applications should be made simultaneously to the Department of Language, Literacy and Sociocultural Studies and Latin American Studies. It is expected that applicants to this program will already have completed the licensure requirements for secondary teaching.

Students who are not licensed upon admission may pursue licensure through the Master’s in Secondary Education with Licensure (concentration in social studies). This licensure requires 36 hours of course work (at the undergraduate and/or graduate level) in the social studies plus 24 hours of professional education course work. Students should contact the College of Education Advisement Center (505/277-3190) for individual advisement. Latin American Studies students should be prepared for additional course work for licensure.

**Ph.D.**

All Ph.D. students must fulfill the general admission requirements set forth in the preceding part of the College section of this catalog and in the sections on graduate studies at the University of New Mexico. The doctoral program consists of a set of core courses focusing on Language, Literacy, and Sociocultural Studies; a set of research courses and a research internship/field experience focusing on research methodology and the relationship between research and practice; an area of focus constructed by the student in consultation with their Committee; and a 24 hour minor or supporting area. Areas of focus typically correspond to the broad areas delineated in the program’s name: “language,” “literacy” and “sociocultural studies,” but the specific elements of areas of focus are individualized to meet student needs. For example, a student interested in literacy might construct an area of focus focusing primarily on adolescent literacy, or on the teaching of writing, or on the study of literacy needs in the K–12 schools.

A maximum of 36 credit hours of transfer/applied credit is allowed in the Ph.D. program. The doctoral program in Language, Literacy and Sociocultural Studies is intended primarily for students interested in college teaching and research in education (including teacher education) and/or leadership positions in education, social services and allied professions.

**Doctoral Program**

(72–75 credit hours, plus dissertation)

**Core (24–27 credit hours, plus dissertation)**

<table>
<thead>
<tr>
<th>Seminars</th>
<th>6</th>
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<tbody>
<tr>
<td>LLSS 645</td>
<td>Seminar in Educational Studies</td>
</tr>
<tr>
<td>LLSS 640</td>
<td>Seminar in Language/Literacy</td>
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**Research. Choose from:**

<table>
<thead>
<tr>
<th>Research</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLSS 501</td>
<td>Practitioner Research</td>
</tr>
<tr>
<td>LLSS 502</td>
<td>Introduction to Qualitative Research</td>
</tr>
<tr>
<td>LLSS 605</td>
<td>Advanced Qualitative Research</td>
</tr>
<tr>
<td>LLSS 623</td>
<td>Ethnographic Research</td>
</tr>
<tr>
<td>EDPY 502</td>
<td>Survey of Statistics in Education</td>
</tr>
<tr>
<td>EDPY 505</td>
<td>Conducting Quantitative Educational Research</td>
</tr>
<tr>
<td>EDPY 511</td>
<td>Introductory Educational Statistics</td>
</tr>
</tbody>
</table>

(Must include at least one quantitative and one qualitative course. Appropriate research methods courses from outside COE may be substituted.)

**Research Internship/Field Experience**

| 3–6 |
| LLSS 695 | Advanced Field Experiences |
| and/or | |
| LLSS 696 | Internship |
**Language, Literacy and Sociocultural Studies (LLSS)**

183. **Introduction to Education in New Mexico.** (3)
An exploration of contemporary issues around diversity, culture and education in New Mexico. The course is of special interest to students considering a teaching career. Projects in schools and/or community sites are part of requirements.

300. **Bilingual Teaching Methods, Materials and Techniques.** (3)
Required for bilingual endorsement. Course addresses theory and practice of content area instruction through languages other than English in bilingual programs, with integration of Spanish L1/L2 development and integrated cultural awareness. Prerequisite: 453. Restriction: Permission of instructor to ensure academic proficiency in Spanish.

315. **Educating Linguistically and Culturally Diverse Students.** (3)
Course familiarizes prospective teacher candidates with history, theory, practice, culture and politics of second language pedagogy and culturally relevant teaching. Students will be introduced to effective teaching methods for linguistically and culturally diverse learners.

391./591. **Problems.** (1-3 to a maximum of 9) ∆

393./593. **Topics.** (1-6, no limit) ∆

424. **Culture and Education.** (3)
(Also offered as AFST 399.) Analysis of the different child-rearing practices and their effects on the academic performances of children. Analyzes the role of culture in education.

430. **Teaching of Writing.** (3)
Theory and practice of teaching writing in elementary and secondary schools.

432. **Teaching of Social Studies.** (3)
Corequisite: EDUC 362. Restriction: permission of instructor.

*435. Teaching Students with Reading Problems.** (3)
Designed to meet needs of classroom teachers in understanding and teaching children with reading problems; includes a supervised tutoring experience of 3 hours weekly. Includes 3 hours supervised laboratory each week.

436. **Teaching of English.** (3)

443./544. **Children’s Literature.** (Literatura Infantil.) (3)

445. **Spanish-English Bilingualism.** (3)
(Also offered as LING 432.) An introduction to issues in bilingualism with emphasis on Spanish and English in the Southwest. Topics: language maintenance and shift, language policy and education, borrowing and codeswitching, first and second language acquisition, language attitudes.

*446. Hispanic Folkslore for the Classroom. (Folklor en el Aula) (3)*
The study of folk music, dance and ways of expression of Spanish-speakers of the Southwest and its relevancy and application in the Spanish-English bilingual classroom. Restriction: permission of instructor, to ensure academic proficiency in the language in which the course is taught.

*449. Teaching the Native Language to the Native Speaker.** (3)
A comprehensive examination of characteristics, behavior and language of the native-speaking student, with specific implications for teaching the native language in schools. Restriction: permission of instructor.

452./552. **Curriculum Development in Mexican History and Culture.** (3)
This course introduces students to the formative aspects of Mexican history and culture, and applies them to the development of curricula for bilingual programs. (Taught in Spanish.) Restriction: permission of instructor to ensure academic proficiency in Spanish.

*453. Theoretical and Cultural Foundations of Bilingual Education.** (3)
Required for ESL and Bilingual endorsements. History and theory of bilingual education in the U.S. and survey of multicultural education internationally, focusing on the sociocultural foundations of effective programs and instructional practices. Restriction: permission of instructor.

*455. Teaching Spanish for Bilingual Classroom.** (3)
This course assists bilingual teachers in developing strategies and techniques for using Spanish as a language of instruction in the classroom. Participants are also assisted in reviewing for the Prueba for bilingual endorsement. Restriction: permission of instructor to ensure academic proficiency in Spanish.

456./556. **First and Second Language Development within Cultural Contexts.** (3)
First and second language development addressed as life-long processes within cultural contexts, with greater emphasis on second language development in children than adults. Language development in the classroom is given special attention. Restriction: permission of instructor. (Summer, Fall, Spring)

457./557. **Language, Culture, and Mathematics.** (3)
This course focuses on linguistic and cultural influences on the teaching and learning of mathematics. Additionally provides information on how students construct mathematical skills and knowledge by examining best models of research and practice. (Fall)

458./558. **Literacy Across Cultures.** (3)
Theory and practice of literacy instruction in countries whose languages are represented in students in the Southwest. Compare/contrast with current methods of teaching reading and writing to native speakers of English.

459./559. **Second Language Literacy.** (3)
Current theory and practice in teaching reading and writing in English to second language learners, elementary through adult levels.

460./560. **Language and Education in Southwest Native American Communities.** (3)
(Also offered as LING 436 and NATV 460.) This course explores the historical context of education and its impact on Native American communities of the Southwest. Topics include native language acquisition, bilingualism, language shift, and language revitalization efforts in Native communities and schools.

469./569. **ESL Across the Content Areas.** (3)
The course addresses ESL/content-area instruction, which integrates language and content instruction and focuses on the issues of processing content in a second language and the implied redesigning of instruction in grades K-12.
479./579. The Teaching of Reading in the Bilingual Classroom. (La Enseñanza de la Lectura) (3) Analysis of various reading methods and assessment of children’s reading skills, with a focus on balanced approach to reading. Taught in Spanish.
Prequisite: 456. Restriction: permission of instructor.

*480. Second Language Pedagogy. (3)

*482. Teaching English as a Second Language. (3) Required for ESL and Bilingual endorsements. Implementation of second language teaching principles through effective program models and instructional practices. Field component required.
Prerequisite: 456.

493./593./593. Topics. (1-3, no limit) A

495. Field Experience. (3-6 to a maximum of 12) A Planned and supervised professional laboratory or field experiences in agency or institutional setting.
Restriction: permission of instructor.

500. Issues in Language/Literacy/Sociocultural Studies. (3) Required core course for new LLSS Master’s students. Addresses how social, political, economic, and cultural forces shape beliefs about race, class, language, gender, and literacy. Implications for teaching, learning and educational change will be examined.

501. Practitioner Research. (3) This course focuses on the theory and practice of school-based research. Will read research by other teachers/practitioners and design and implement a research project.

502. Introduction to Qualitative Research. (3) Designed to give students an introduction to qualitative research methodologies and methods relevant to education. Students engage in the practice of qualitative methods from various activities and exercises.

503. Research in Bilingual Classrooms and Communities. (3) An examination of current research conducted in bilingual schools and communities. This course is designed for advanced MA and PhD students with an interest in research. Prerequisite: 556 and 550.

510. Paulo Freire. (3) Explores the writings of one of the most important educators and thinkers of the 20th century: Paulo Freire. Also considers scholars who influenced his ideas as well as those who were influenced by his ideas.

511. History of U.S. Education. (3) This course explores the significance and function of educational endeavors and institutions in U.S. society from the sixteenth century to the present. Emphasizes the relationship between schooling and race, class, and gender.

513. Globalization and Education. (3) Examines the arguments of various globalization discourses, focusing on how each represents the relationship between globalization processes and educational phenomena. Problematizes the impact of globalization(s) on the worldwide struggle for equitable education for all.

514. Young Children Moving Into Literacy. (3) (Also offered as ECME 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.

515. Philosophy of Education. (3) Introduces students to the foundations of educational philosophy. It focuses on thought from the 20th century while recognizing the historical influences from Western and non-Western nations. Special attention on race, class, and gender.

516. Educational Classics. (3) This course focuses on influential educational perspectives that have provided a foundation for contemporary or emerging critical educational thought.

518. Comparative Education. (3) Explores the connection between modes of education and the construction of inequality within and between nation-states. The impact of race, ethnicity, gender, religion, class, and politics on educational systems around the world will be considered.

521. Proseminar: Sociology of Education. (3) Introduces students to the structures and functions of schools in the U.S. and other societies through an examination of empirical research that looks at race, class, and gender oppression.

522. Seminar in English Curriculum and Instruction. (3) Advanced seminar focusing on current research and theory in English language arts education as well as historical perspectives on the English curriculum.

523. Education and Anthropology. (3) An examination of the cultural context of learning and thinking. Topics include learning in the classroom, formal and informal education, sociocultural perspectives on cultural transmission, cultural theories of education and the acquisition of culture.

524. Critical Race Theory. (3) Engages the premises of Critical Race Theory (CRT). Focuses on theorists and philosophers of color who write about racial struggle in White hegemonic societies. Explores the implications of CRT for educational research, policy, and practice.

525. Reading Recovery Training Part I. (4) This course entails in-depth study of components and procedures of the Reading Recovery early intervention program. Classroom instruction will be coordinated with field experience of teaching four students.
Restriction: permission of instructor.

526. Reading Recovery Training Part II. (3) This course provides an advanced study of the early detection of reading difficulties. Reading Recovery is utilized as an early intervention. Classroom instruction will be coordinated with field experience of teaching four students daily.
Prerequisite: 525. Restriction: permission of instructor.

527. Studies in Rhetoric for Teachers. (3, no limit) A An advanced course in the teaching of writing focusing on recent research and theory in composition studies.

528. Studies in Reading and Literature for Teachers. (3) (Also offered as ENGL 528.) An advanced course in the teaching of reading and literature with an emphasis on recent research and theory in literature education.

529. Race, Ethnicity, and Education. (3) Concentrates on empirical studies that reveal how schools work to create racial and ethnic inequality. Explores current debates about the concepts “race” and “ethnicity” and evaluates the consequences of these debates for educational studies.

530. Whiteness Seminar. (3) Looks at how white power and privilege shapes schools and society. Studies the impact for both people of color and whites. Possibilities and limitations of white antiracism, multi-racial alliances, and antiracist education are explored.

532. The Reading Process. (3) Explores the reading process through current theories, research and implications for acquisition and instruction. Theories and research are examined from a variety of perspectives.
534. Seminar in Teaching Reading. (3)  
Advanced study focused on the research, debates, practices, and themes in the teaching of reading with attention to implications for multicultural/multilingual settings. (Offered upon demand)

535. Critical Literacy. (3)  
This course is an exploration of the ways in which texts are used to celebrate, control, transform, conceal, move to action, manipulate, disclose, convince, and in other ways act upon individuals and groups.

537L. Assessment of Reading and Language Arts. (3)  
Provides students theoretical and applied working knowledge of assessment issues and procedures. Students develop lesson plans and teach lessons grounded in evidence-based results of assessments of children.

538. Teaching Reading through the Content Field. (3)  
Course explores issues of literacy development (i.e., reading, writing, listening and speaking) across core content areas of the school curriculum. Required in secondary teacher education for all content specialization areas.

540. Instructional Trends in the Social Studies. (3)  
Examines social studies content, teaching practices and student learning in K–12 classrooms. Emphasis is placed on broadening and enhancing knowledge gained from personal experiences as a teacher and learner of social studies in the schools.

541. Seminar in Children's Literature. (3-12 to a maximum of 12)  
Theoretical stances and issues in the study of children’s literature are explored in relationship to implications for classroom practice.

544.443. Children’s Literature. (3)  
A survey course of the field of children’s literature. Focuses on knowledge and practice of literature, literary response and classroom programs.

545. Spanish-English Bilingualism. (3)  
(Also offered as LING 532.) An introduction to issues in bilingualism with emphasis on Spanish and English in the Southwest. Topics: language maintenance and shift, language policy and education, borrowing and codeswitching, first and second language acquisition, language attitudes.

551. History of American Indian Education. (3)  
The course examines the history of Indian Education from 1890 to the present for Indians of the Southwest. The course examines national standards, recorded government documents, scholarly writings, and oral history.

552.452. Curriculum Development in Mexican History and Culture. (3)  
This course introduces students to the formative aspects of Mexican history and culture, and applies them to the development of curricula for bilingual programs. (Taught in Spanish.)  
Restriction: permission of instructor to ensure academic proficiency in Spanish.

554. Teaching the Native American Child. (3)  
The course explores methodologies for creating culturally appropriate curricula for Native students. Emphasis is placed on applying principles of integrated thematic instruction and research of Native learning styles and effective teaching methods.

556.456. First and Second Language Development within Cultural Contexts. (3)  
First and second language development addressed as lifelong processes within cultural contexts, with greater emphasis on second language development in children than adults. Language development in the classroom is given special attention. (Summer, Fall, Spring)  
Prerequisite: an introductory linguistics course.

557.457. Language, Culture, and Mathematics. (3)  
This course focuses on linguistic and cultural influences on the teaching and learning of mathematics. Additionally provides information on how students construct mathematical skills and knowledge by examining best models of research and practice. (Fall)

558.458. Literacy Across Cultures. (3)  
Theory and practice of literacy instruction in countries whose languages are represented in students in the Southwest. Compare/contrast with current methods of teaching reading and writing to native speakers of English.

559.459. Second Language Literacy. (3)  
Current theory and practice in teaching reading and writing in English to second language learners, elementary through adult levels.

560.460. Language and Education in Southwest Native American Communities. (3)  
(Also offered as LING 536 and NATV 460.) This course explores the historical context of education and its impact on Native American communities of the Southwest. Topics include native language acquisition, bilingualism, language shift, and language revitalization efforts in native communities and schools.

564. Issues in American Indian Education. (3)  
The course examines contemporary issues of American Indian children in southwestern classrooms faced by teachers, counselors, and administrators at the elementary and secondary levels, but may include post-secondary concerns.

565. Latino/a Identities and Schooling. (3)  
From a cross-disciplinary approach this seminar focuses on the identity construction of Latinos in the U.S. so as to examine the manner they are perceived and understood in school systems.

566. Issues in Hispanic Education. (3)  
This course is designed to assist educators to more fully understand historical and contemporary issues related to the education of Hispanic students in New Mexico, the Southwest and across the country.

567. Home Literacy and Schooling. (3)  
Through ethnographic studies and field research, course participants learn to critically analyze, value, and build upon the diverse and rich literacy experiences that children from different ethnic groups bring to school.

568. Alternative Assessment Practices for English Language Learners. (3)  
The purpose of this course is to consider the dilemmas of using traditional assessment instruments, such as standardized tests, with English language learners and to expose course participants to a variety of alternative assessment methods.  
Prerequisite: 556.

569.469. ESL Across the Content Areas. (3)  
The course addresses ESL/content-area instruction, which integrates language and content instruction and focuses on the issues of processing content in a second language and the implied redesigning of instruction in grades K-12.

570. Science and Native American Education. (3)  
The course explores best practices and methods for presenting science to Native American learners. Students apply recent brain research and teaching methods to develop culturally responsive curricula applicable to Native learning styles and ontology.

579.479. The Teaching of Reading in the Bilingual Classroom. (La Ensenanza de la Lectura) (3)  
Analysis of various reading methods and assessment of children’s reading skills, with a focus on balanced approach to reading. Taught in Spanish.  
Prerequisite: 556. Restriction: permission of instructor.
580. Seminar in the Education of the Bilingual Student. (3)
An advanced course which provides an overview of issues including the research, theory, and practice in bilingual education in New Mexico and other settings. Restriction: enrolled in LLSS M.A. or Ph.D. degree program.

582. Curriculum Development in Multicultural Education. (3)
Graduate course focusing on the foundations of curriculum development for diverse populations, including the theory and practice of curriculum development in multicultural settings in the U.S. and abroad. (Summer, Fall, Spring)

583. Education Across Cultures in the Southwest. (3)
Focuses on issues, policies and school practices related to diversity and the education of native cultures of the Southwest as well as more recently arrived linguistic and cultural groups.

587. Perspectives on Sex and Gender in Education. (3)
(Also offered as WMST 487; however, it does not carry graduate credit.)

588. Feminist Epistemologies and Pedagogies. (3)
By engaging various understandings of epistemology, this course examines the basis of knowledge from a feminist standpoint. Feminist approaches to epistemology are then employed to understand their relation to research and pedagogy.

590. Seminar. (3)
Synthesize course work which has made up master’s degree program. Enhance student's ability to defend professional ideas. Develop competence in professional communication oral and written.

591.391. Problems. (1-3, no limit) ∆
593.393.493. Topics. (1-3, no limit) ∆

595. Advanced Field Experiences. (3-6 to a maximum of 12) ∆
Restriction: acceptance into a graduate program and permission of instructor.

596. Internship. (3-6 to a maximum of 12) ∆
598. Directed Readings. (3-6 to a maximum of 6) ∆
599. Master’s Thesis. (1-6, no limit) ∆
Offered on a CR/NC basis only.

605. Advanced Qualitative Research Methods. (3)
(Also offered as LEAD 605.) A doctoral seminar focusing on helping students understand qualitative research methods, including: problem definition, data collection and analysis and how to increase the trustworthiness of one’s findings. A research study is required. Prerequisite: 502.

606. Case Study Research Methods. (3)
Students conceptualize, develop, conduct, and report a pilot case study research project. Course includes an emphasis on qualitative data analysis techniques and the writing of case narratives. Prerequisite: 502.

614. Vygotsky Seminar. (3)
A doctoral-level seminar in which the seminal writings of the Russian psychologist, Lev Vygotsky, will be examined in depth. This seminar will be of interest to Linguistics, Early Childhood, Psychology, Special Education, and LLSS students.

615. Contemporary Philosophies of Education. (3)
Focuses on the most recent trends in educational thought from the U.S. and other societies. Special attention is paid to texts that speak directly to issues of race, class, and gender.

618. Sociological Theories of Education. (3)
This course examines major sociological theories like functionalism, structural-functionalism, conflict theory, economic reproductionism, cultural reproductionism, resistance theory, and symbolic interactionism that have shaped educational studies. Possibilities and limitations for social transformation are explored.

623. Ethnographic Research. (3)
Seminar designed to engage students in the philosophy and methods of ethnographic research. Includes finding an appropriate cultural scene, conducting the actual fieldwork, analyzing the data and writing up the study. Prerequisite: 605.

640. Seminar in Language/Literacy. (3)
A required core doctoral seminar designed to explore theoretical issues in language and literacy from an educational perspective. Will read the important research literature in these areas.

643. Curriculum Theory Seminar. (3)
(Also offered as MSET 643.) Doctoral level seminar examining curriculum theory.

645. Seminar in Educational Studies. (3)
Required core course of first-year LLSS doctoral students. Introduces key concepts and debates in critical educational studies. The social context of schooling is examined through historical, sociological, anthropological, psychological, and interdisciplinary modes of inquiry. Restriction: LLSS doctoral students only.

650. Dissertation Seminar. (1-3)
Designed to assist doctoral students in planning their dissertation proposal. Students conceptualize and write a proposal using qualitative methods. Participants bring drafts of various components of their proposal to class where their work is critiqued. Offered on a CR/NC basis only.

681. Seminar in Multicultural Teacher Education. (3)
Study issues related to multicultural education and student's learning and development. Focus will be on societal multilingualism, facilitation of multicultural growth and development in students and politics of the concept of multicultural education in general. Prerequisite: admission to Doctoral Study.

696. Internship. (3-6 to a maximum of 12) ∆
Offered on a CR/NC basis only.

698. Directed Readings. (3-6 to a maximum of 12) ∆
699. Dissertation. (3-12, no limit) ∆
Offered on a CR/NC basis only.

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NUTRITION AND DIETETICS

Deborah Rifenburg, Department Chairperson
Department of Individual, Family, and Community Education
Nutrition and Dietetics Program
Simpson Hall
MSC05 3040
1 University of New Mexico
Albuquerque, NM 87131-0001
(505) 277-4535
http://coe.unm.edu/nutrition

Associate Professors
Carole Conn, Ph.D., R.D., C.S.S.D., F.A.C.S.M., University of Michigan
Donna Lockner, Ph.D., R.D., The University of New Mexico

Assistant Professor
Deborah Cohen, D.C.P., R.D., University of Medicine and Dentistry of New Jersey

Lecturer
Jean Cerami, M.S., R.D., C.D.E., The University of New Mexico