



DEPARTMENT OF  
LANGUAGE, LITERACY,  
& SOCIOCULTURAL STUDIES

The University of New Mexico

# Language, Literacy, & Sociocultural Studies

UNIT/DEPARTMENT

Academic Program Review 2024

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## Criterion 1. Introductory Section & Background Information

The section should provide a brief introduction to the Self-Study Report, which includes the following elements:

**1A: Summary** *An Executive Summary that provides a one to two-page summary/abstract of the information contained within the Self-Study Report.*

Language, Literacy, & Sociocultural Studies (LLSS) in the College of Education & Human Sciences (COEHS) at the University of New Mexico offers one master's degree with concentrations in:

- American Indian Education,
- Bilingual Education
- Educational Thought and Sociocultural Studies
- Language Arts/Literacy, Social Studies
- Teaching English to Speakers of Other Languages.

LLSS offers one doctoral program in which students may specialize in any of the master's areas at greater depth; we also house the intercollege Educational Linguistics Ph.D. We offer endorsements and minors in reading, TESOL, and bilingual education and a transcribed graduate certificate in TESOL. LLSS works closely with the Department of Teacher Education, Educational Leadership, and Policy (TEELP) to serve educator preparation programs. We also offer undergraduate support to several programs in the COEHS on areas of linguistic and cultural diversities to all educator preparation programs. Our qualitative research methods, language, literacy, diversity, and race studies courses prepare our students to engage in critical conversations and make contributions to their fields.

LLSS goals are communicated to students in a variety of ways including syllabi, class sessions, the website, and student gatherings. Each concentration highlights the expertise of the faculty and their commitment to societal and educational change. Our learning goals are robust in addressing theory, research methods, and practices that prepare students as scholars and leaders in their fields. LLSS faculty are very active in their service to the university, local, state, profession, and tribal governments, and also participate in international work. We also evaluate and assess our work. Faculty work to assess their teaching effectiveness by having others observe them, using the UNM system for student evaluations of courses, monitoring progress towards student learning outcomes (SLOs) in courses, and in Program and Department meetings, completing annual and merit reviews, and engaging in systematic study of student work. Our Department is engaged in ongoing processes in order to continuously improve.

LLSS' vision towards social justice is embedded in our efforts to: recruit more diverse students and faculty, offer courses that are rigorous, timely, and convenient (through our cohort model, online offerings, and summer institutes), and locate funding through scholarships, teaching and research assistantships, and financial aid. Our faculty are committed to students success as evidenced by our high advising loads and multiple forums in which students' needs and interests can be addressed. Our persistence and graduation rates suggest that LLSS students tend to juggle many responsibilities at once while engaging in time-consuming qualitative research. Noteworthy are the placements of our graduates as they enter higher education, influence K-12, 3



or do important activist and consulting work in their communities.

Our faculty maintains an impressive level of scholarship, making an impact in all areas of education, as they are experts in the fields of literacy, languages, cultures, and the social, political, and historic contexts of education. They study the marginalization of people and produce scholarship that challenges systems of oppression. Their academic and professional goals are aligned with our social justice vision and each faculty member is an expert on the complexities and intricacies of their field. They are also active in local, national, and international venues, as well as being involved in department, college and university committees, local, state, and tribal governments, and international advocacy.

Faculty retirements have affected the workload (especially advisement) for faculty currently in the Department. With insufficient faculty lines and support staff, we have had graduate students teach more classes than part time hires (to provide our students with more marketable experiences). The scholarship and grant work in which our faculty engage coupled with our lack of funding for their travel is limiting for some department faculty who attend national and international conferences. The COVID-19 pandemic presented a challenge that faculty and students responded to. We had new insights, but we are also facing the aftermath of being remotely from one another and getting used to it, so that we are now needing to revive the sense of community among students.

Our space and technology in Hokona Hall, TEC, and the CBTL buildings are adequate for classes, meetings, and hearings. However, the wireless Internet connection in Hokona continues to be challenging for students and faculty because it is difficult to access in many parts of the building. The faculty has sufficient technology and the College's newer buildings have much better access to technology and modern class meeting spaces.

LLSS is as competitive and innovative as similar programs at other schools. Our curriculum is aligned with many of the peer institutions and even though our faculty is smaller than some of the programs across the country with similar depth and breadth of programming, we offer similar degrees, concentrations, and endorsements. Our American Indian Education program expertise is less common across similar programs while our language, literacy, and cultural studies are more prevalent. We have a student run nationally refereed journal called *Intersections* (see Appendix K for a recent call for manuscripts) link to website: <https://digitalrepository.unm.edu/intersections/> .

Our strengths continue to be: our productivity as scholars and producers of creative works, teaching, advising for dissertation and master's level students, summer institutes, and our deeply held commitment to respect, sustainability, responsiveness to injustices.

**1B: History** *A brief description of the history of each degree/certificate program offered by the unit.*

A description of the history of each program is inextricable from a description of the history of the unit because our programs were created when the Department of Language, Literacy & Sociocultural Studies (LLSS) was created in 1999. Originating as a Division, we soon found that lacking the word *department* made some curriculum formwork, the creation of centers, and other

work difficult. In 2001, then Chair Dr. Ann Nihlen completed the work to have us become a department. By 2004, a second restructuring was completed with the creation of Teacher Education as a department. It was formerly a Center, served by the other departments in the College. However, throughout all of these changes, two things remained constant: LLSS had the same programs that it has today, and we exerted nearly 50% of our energies in direct support of teacher education (through coursework in our department, coordinator and committee work, and more). The first APR took place in 2007, the time of our last APR was until 2016. Before 2013, the College had six departments: Teacher Education; Physical Performance and Development; Individual, Family and Community Education; Educational Leadership and Organizational Learning; Educational Specialties; and LLSS. In 2014, Teacher Education absorbed Educational Leadership from Educational Specialties and the former became Teacher Education and Educational Leadership and Policy (TEELP); the latter became Special Education. Leadership in LLSS has fluctuated in about a rate of 1 Chair per two years. Dr. Richard Meyer was Chair between 2016 and 2017, when he retired, Dr. Zia Hossain (from IFCE-Individual Family and Community Education) became LLSS Chair between 2017-2019; when Dr. Hossain transitioned to the position of Associate Dean for Faculty, Dr. Peele-Eady became Chair of LLSS; in 2020 due to the COVID-19 pandemic, the UNM campus shut down and went entirely remote, which required several adjustments to our programming. Most faculty were charged with the need to adjust to new format modalities and use of technology in instruction. In early spring of 2021, Dr. Peele-Eady was appointed Associate Dean for Faculty, Diversity, Equity, and Inclusion, as a result Dr. LópezLeiva was appointed as Interim Chair of LLSS. In 2023, he was appointed permanent Chair of LLSS. Throughout this time there were several key retirements and resignations that affected the composition of the LLSS Department. This situation was exacerbated with the passing of Dr. Ruth Trinidad Galván, who has full professor in the Educational Thought and Sociocultural Studies (ETSS) program. As such, in 2016 LLSS was integrated by a total of 17 faculty members, 6 (>35%) of which were full professors. From these group, 7 faculty members have retired, 1 passed away, and 2 resigned. Consequently, in 2024 only 7 of the faculty group from 2016 remain, and 5 new faculty members have joined LLSS ever since. LLSS currently has a total of 12 faculty members, which include 1 temporary position, 2 Assistant Professors, 7 Associate Professors (>50%), and 2 full Professors (<17%). Between 2016 and 2014, LLSS has lost 10 (59%) full time tenured faculty members, more than one per year, and has welcomed 5 (42%) new faculty members in the Department. While we acknowledge that several aspects have contributed to this situation, the faculty remaining in LLSS have been resilient carrying on the work in the Department.

The Academic programs in LLSS include, American Indian Education (AIE), The BETESOL program comprised of the Bilingual Education & Teaching English to Speakers of Other Languages (TESOL) concentrations, the Literacy/ Communicative Arts (LLA sometimes referred to as Literacy program), and Educational Thought and Sociocultural Studies (ETSS), which also hosts the Social Studies concentration. The LLSS Academic programs serve the following degree programs: two undergraduate and one graduate minor, one Graduate Certificate, a master's program with five concentrations, two doctoral programs, and five institutes. Below, we will describe the brief history of these programs between 2016 and 2024 and their curricular goals and significant changes.

## **Institutes**

The institutes described below fell all under LLSS, but at some point, or another, they have either evolved, sunset, or been moved to another department.

### ***Educational Media and Library Science Program (EM/LS) & Tireman Library***

In 2010, the only faculty member, Leslie Chamberlain, retired and the COE Dean chose not to replace her. Since that time, the Educational Media and Library Science Program (EM/LS) did not admit any more students. It was a small program in the College, situated within the Literacy Program. It had .5 faculty (lecturer), fewer than 15 active students, and five courses. The purpose of the program was to make it possible for elementary and secondary school teachers to earn a library science endorsement through the NM Public Education Department so they could serve as school librarians. The program never offered degrees. One important facet of the EM/LS Program was Tireman Library. This facility was located in the large lobby area of the EDUC/TEC building and housed a large collection of children's books and teaching materials. When the Program was closed, most of the materials were trashed; this occurred during the summer, and we could not rescue the materials. Some of the children's books were placed in Zimmerman Library's collection. Tireman Library also served as a collection site for materials that districts were considering adopting. Teachers would come to the site to view and assess materials and preservice teachers could spend time studying materials that were being used at their field experience and student teaching school sites. This function has been continued by the COEHS (see, <https://coehs.unm.edu/administration/center-for-student-success/curriculum-review.html>). Only one course, EM/LS 451/551: *Books and Related Materials for Young Adults*, was offered on a regular basis. This course was readapted and the Literacy/Language Arts Program is teaching the course. The course is required of students in Secondary Education (in TEELP) who are preparing to become Secondary Language Arts teachers. The course is also an elective for students who have selected the language arts emphasis in Elementary Education. Curriculum paperwork was submitted and now the course is LLSS 450/550.

### ***High Desert Writing Project***

In 2012, the High Desert Writing Project was discontinued after full operation between 2007-2012. Then a reading institute was started in the summer of 2013, led by Dr. Rick Meyer. He knew the importance and power of a summer experience for teachers after he directed the HDWP site for seven years. The reading institute included six credit hours (two classes) focused on literacy processes and practices, which proves quite important during an era when teachers have been increasingly told what to do but not to consider issues beyond strict compliance. The reading institute was populated by cohort students, but it is open to any graduate level student. Later, Dr. Penny Pence developed a literacy assessment institute, which also ran during summers. Following a similar model as the other institutes, participants register for both literacy classes and engage in intense learning about assessment strategies, theories, practices, and issues. These two institutes are not active anymore. While the Literacy program is still offering courses during the summer, the plan is to develop a Literacy Institute that responds to families and students of New Mexico and the current literacy foci in the state.

### ***TESOL and Spanish Immersion Summer Institutes***

In 2015, Dr. Holbrook Mahn led the BETESOL program in the creation of a transcribed TESOL graduate certificate. The certificate is proving valuable to our international students

because their home countries find worth in the certificate as evidence of expertise. Offering other summer institutes is part of the history of LLSS because these contexts allow students to engage in intense learning while accumulating between six and nine credit hours. Since full time student status at UNM during the summer is six credit hours, students can take nine credit hours but only pay for six. This ‘summer sale’ encourages students in the six-credit hour institutes to seek a third three-credit course during the summer. Summers are also important for in-service teachers who can take advantage of the summertime to study and complete coursework related to an endorsement. For example, the TESOL summer institute included diverse students, such as doctoral, master’s, undergraduate, and non-degree students, which involved also pre- and in-service teachers. The institute helps teachers and future teachers gain the skills they need to support students who are learning English. The Institute used to offer the opportunity for the TESOL students to work with children and adults who were learning English. Due to COVID-19, the TESOL Institute was moved to an online context, and the work with children became challenging, so ever since, children are not part of the Institute anymore. However, the fact that it was offered online was useful for teachers from other areas of New Mexico. To keep serving these teachers in the state, the TESOL Summer Institute is now all online since after COVID. It currently offers two sections of the three following courses,

LLSS 456/556 – *First and Second Language Development within Cultural Contexts*

LLSS 459/559 – *Second Language Literacy*

LLSS 482/581 – *Teaching English as a Second Language*

In the same program we have the Spanish Summer Immersion Institute (SSII). The SSII aims at providing a safe space for future Bilingual (Spanish and English) Educators to be immersed in a rich Spanish language experience by learning, speaking, reading, listening, writing, reading, and teaching in Spanish. This immersive experience was designed with the purpose of supporting future and in-service teachers to boost their Spanish language skills and bilingual identities as they participate in the Institute. At the end of the institute, participants take a test (i.e., Prueba) administered by the state that assesses their Spanish language skills and practices to teach bilingual students. The Institute includes three courses, which are taught in Spanish every weekday during four weeks in June: LLSS 455 – *Spanish for Bilingual Teachers*, LLSS 479/579 – *La Enseñanza de la Lectura*, LLSS 457/557 – *Language, Culture & Math*. This set of courses provides methods, strategies, knowledges, and experiences that support future bilingual educators’ equitable teaching practices in their classrooms. This Institute, given the nature of its goals, takes place in person. Between 2020-21, due to COVID, the Institute was held online.

### ***Native American Language Teachers' Institute (NALTI)***

Similarly, another important Institute is the Native American Language Teachers' Institute (NALTI) is annually sponsored each summer by the American Indian Language Policy Research and Teacher Training Center on the UNM campus. NALTI is a one-week summer program for Native language speakers who teach their native languages in community-based or school-based language programs. Each summer a specific theme or focus is organized by the Center's staff ranging from topics related to language immersion approaches, language program planning, and materials development, to adult Master- Apprentice language initiatives. NALTI attracts speakers from various Native language groups in New Mexico as well as from states such as Alaska, North Carolina, Iowa, and Arizona.

### ***Diné Language Teacher Institute (DLTI)***

The newest summer Institute is the Diné Language Teacher Institute (DLTI). DLTI specifically and deliberately focused on teaching of Navajo in immersion and community settings. The Institute includes course that address basic foundations of teaching Navajo language learners using language immersion principles, as well as issues related to the Diné Education on New Mexico. The focus on Navajo language immersion teaching is to work Navajo families, students, and communities and put into practice effective Navajo language immersion methodologies and value the importance of critical pedagogical praxis, meaningful dialogue, cross-racial and cross-ethnic alliance building, and fundamental educational change and transformation.

With all of our summer institutes, students are required to register for all institute classes, providing a seamless experience for them, fully emerged in the topics and foci of the specific institutes.

### **Master's Degree**

The MA in LLSS is one program. LLSS students may select a concentration offered for this program, which include American Indian Education (AIE), Bilingual Education, Teaching English to Speakers of Other Languages (TESOL), Literacy/Communicative Arts (sometimes referred to as Literacy/Language Arts), and Educational Thought and Sociocultural Studies (ETSS) and Social Studies. These are essentially the same master's programs that we've had since our inception, but we continually update content, develop new courses, lose, and gain faculty, and study our relationships with other departments with the goals of support and collaboration. These concentrations also work as a way of coordinating our work by Academic Programs in LLSS. Each of the Academic programs oversee the respective concentration.

### ***MA concentrations in Bilingual Education and TESOL (Teaching of English to Speakers of Other Languages)***

The BETESOL (Bilingual Education and TESOL) program oversees the coursework and advisement of students in MA concentrations in Bilingual Education and TESOL (Teaching of English to Speakers of Other Languages). The advising sheets in Appendix A present the differences between these two concentrations. In 2019, the BETESOL program decided to make changes to both concentrations. The curricular changes made official some topics courses such as (LLSS 555, *Language Studies for Educators*, LLSS 575, *Exploring Thirdspaces in Education*, LLSS 578, *Adult ESL Pedagogies*). Additionally, elective courses were readapted by requesting that all MA students in either concentration would take at least one course focused on American Indian Education and learn more about the New Mexico communities. These changes are still current in each of the MA concentrations today. The same program also offers undergraduates minors in either Bilingual Ed. or TESOL. These minors are articulated with the requirements for the state's endorsement in those areas. Students in other licensing programs can choose these minors to complete the coursework needed for an endorsement. Sometimes students often begin working towards an endorsement and then decide to complete the master's degree program, but students take different classes to specialize in one or the other. We offer coursework leading to endorsements in: Bilingual Education, TESOL, and Reading (within the literacy/language arts concentration). The New Mexico Public Education Department is the licensing agency for teachers in our state. LLSS graduate students can also take specific coursework leading to an endorsement, which can be included as part of their MA program and be added to their existing

teaching license.

The BETESOL program also oversees a Dual MA program. The College of Education and Latin American Studies (in the College of Arts & Sciences) 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.

### ***MA concentrations in Literacy and Language Arts***

The Literacy program has used cohort models, which we describe in greater depth later in this report. These cohorts of teachers working towards a master's degree have yielded a very high rate of completion (95%), mostly attributable to the facts that: the classes are offered at convenient (for the teachers) sites, they are taken in unison offering significant collegial support for students, and they fit the schedules of busy teachers' lives. All cohort classes are open to any graduate students and the cohort participants are not given any preferential treatment in terms of registration; that said, no student has ever been turned away from a cohort class as long as they have graduate student status (degree or non-degree). These cohorts have not continued because of issues with the pandemic and districts foci on the specific curriculum and promoting fidelity to it. In spite of the challenges that COVID -19 and new foci on literacy have exerted in the content and format of instruction, the Literacy program is currently developing collaborations in the College and the state to promote integrated approaches that align with the current emphasis and yet have a clear focus on the diversity of children and youth of New Mexico. Finally, the Literacy Program also offers a graduate minor in Literacy with a focus in either elementary or middle/secondary. The Literacy program updated and developed some courses, these courses include,

- LLSS 527: Advanced Teaching Writing
- LLSS 537L: Assessment of Literacies
- LLSS 538: Literacies Within and Across Disciplines
- LLSS 450/550: Books and Related Materials for Young Adults
- LLSS 533: Studies in Comics
- LLSS 545: Classroom Drama
- LLSS 546: Advanced English Language Arts Teaching Methods
- LLSS 548: Literacy Leadership
- LLSS 561: Reading, Writing, & Diversities
- LLSS 567: Home Literacy & Schooling Research

### ***MA concentration in American Indian Education (AIE)***

The American Indian Education (AIE) program in addition to the courses offered in the MA Concentration, AIE was able to develop a curriculum focused on Diné Language Education. This was possible through the development of the Institute previously mentioned, the Diné Language Teacher Institute (DLTI). The primary goal of DLTI is to advance a Diné centered (Indigenous) educational approach using Indigenous language immersion methodology for creating a new generation of Diné speakers by engaging language speakers. The courses specifically developed for DLTI include, *LLSS 493/593 –Teaching Navajo in Immersion and Community Settings*; *LLSS 493/593: Issues in Navajo Language and Education*; *LLSS 493/593 – Issues in Navajo Language*

*Curriculum Development; and LLSS 493/593 – Navajo Pedagogy and Community Engagement.* AIE has been communicating with Navajo Nation’s Department of Diné Education to get these courses (and our certificates of completion) recognized as part of the Navajo language teacher certification process. We anticipate increased enrollments when the Education Committee of the Navajo Nation Council approves our courses as a primary requirement for the tribe’s language certification process.

### ***MA concentration in Educational Thought and Sociocultural Studies (ETSS)***

The programs overseen by Educational Thought and Sociocultural Studies (ETSS) Academic program have remained with a similar curriculum as before. ETSS advances the mission and vision of LLSS through its focus on research and diversity and social justice, which also are major tenants of the ETSS faculty. The research courses in the program focuses on qualitative research paradigms and the courses range from introductory to specific qualitative research approaches such as ethnographic research and discourse analysis. The courses focused on diversity target the role of education in global communities; how power operates in education; the racial politics of schooling; and identifying educational inequalities (e.g., gender and race) to promote advocacy and change. Several of these courses have become sources of complementary studies for students across campus who want to hone their perspectives on critical education. In fact, some of these courses have become part of the Undergraduate Certificate in Race & Social Justice, which is a recent initiative across UNM units (<https://race.unm.edu/certificate/undergrad.html>).

### **Doctoral Programs**

The doctorate (Ph.D.) in LLSS is also one program. Similar to the master’s degree as far as concentration opportunities, students may select from: Bilingual, TESOL, American Indian Education, Literacy, and ETSS as concentrations. No major curricular changes have been made in the program.

There is one more doctoral opportunity within LLSS, which is unique because it is an interdisciplinary program between our Department and the College of Arts & Sciences. Educational Linguistics has been housed in LLSS since before 2009 and has a 30+ year history at UNM. From part of the Ed Ling website (<https://catalog.unm.edu/catalogs/2011-2012/colleges/education/ed-linguistics/graduate-program.html>), the program is described as supporting “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.”

LLSS remains the most Ph.D.-productive unit in the College; the Department consistently has had the larger number of Ph.D. students in the College (see Criterion 4, and <https://public.tableau.com/app/profile/coehs.assessment/viz/COEHSMajors1/Enr>). We have, in the past few years, attracted students from all over the world, including: Korea, Saudi Arabia, Pakistan, China, Mexico, other central and South American countries, Thailand, Nigeria, Taiwan, Canada, Japan, and more.

**1C: Organizational Structure** *A brief description of the organizational structure and governance of the unit, including a diagram of the organizational structure.*

The Department of LLSS is as much a democratic organization as is possible within the university system. We have a chair elected for a three/four-year term by the faculty and who serves at the pleasure of the Dean. We have two standing committees within the department: Graduate and Personnel. The Personnel Committee oversees and summarizes reviews for merit and it also contributes to annual reviews, making recommendations to the Chair. It is also in charge of organizing special department activities, such as retirements. Personnel Chair is also part of the COEHS Scholarship Committee. The Ortiz Award for a bilingual education student relies upon the BETESOL program for awardee selection. Personnel also recommends faculty hiring requests.

The Graduate Committee reviews curricular issues, oversees our website, and presents decision items to the entire faculty for voting.

The Department has a regular meeting at least once a month for updates from the Chair and standing COEHS and LLSS committees, to discuss departmental issues, and to vote upon action items, such as our new comprehensive exam policy and master's and doctoral admissions.

Decisions about faculty needs within the programs are based on needs of the community, our students, and on our mission.

LLSS also has working groups that provide oversight for each program. These working groups are comprised of faculty with expertise in that particular concentration and chaired by a faculty designated as the program coordinator (PC); the program coordinators may have a course reassignment based on the COEHS Program Coordinators Policy, so they can focus more on their PC work. The programs work to update and design curriculum and prepare paperwork for curriculum change, oversee part-time faculty and graduate student instructors, review applications for new students, share advisement duties, and make recommendations for student honors. Faculty rotate responsibility for teaching required core courses and periodically conduct a group review of content and assessment of those courses. All faculty are informed of and vote on recommendations from the working groups. Faculty from LLSS also advise our graduate student organization, and a graduate student representative is invited to attend LLSS meetings as a nonvoting member when personnel issues are not discussed. Five faculty also serve as program faculty in Educational Linguistics; Dr. Chamcharastri currently serves as coordinator of that program. He is also coordinator for the BETESOL, Dr. Rice for the Literacy and Language Arts, Dr. Martinez for ETSS, Dr. Werito for AIE academic programs.

In addition to more formal roles, leadership in the department is also informal and shared. Senior faculty are responsible for most committee work, advisement, and comprehensive examinations and dissertations, so that not-yet-tenured faculty can concentrate on their scholarship and teaching. However, not-yet-tenured faculty are not precluded from these roles and are quite active on master's and doctoral committees as well as department and college committees.

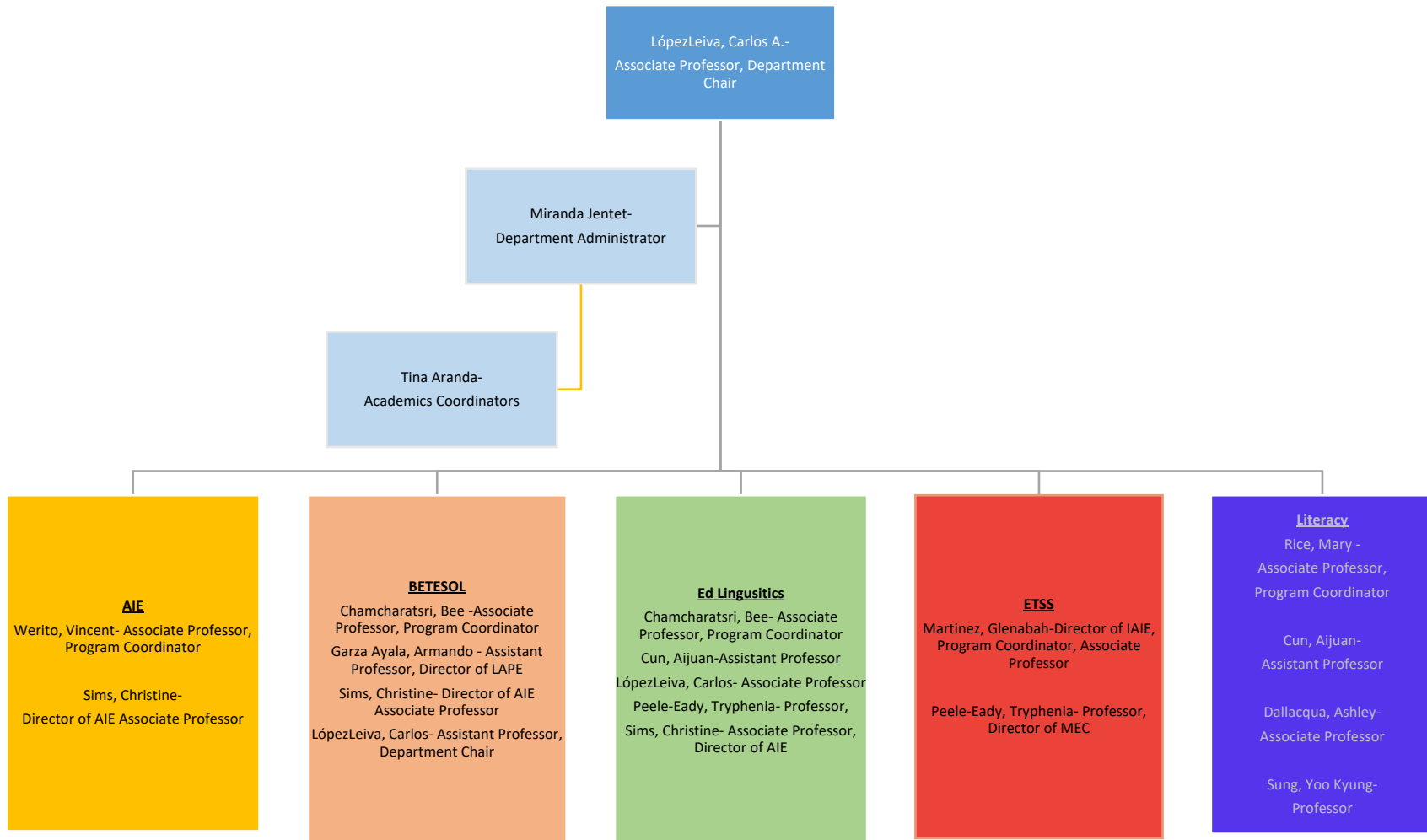
The staff was organized with a Department Administrator (DA) at the top, overseeing our



Academics Coordinator (AC). After and around COVID, LLSS faced a time when the Department was serving without a specific DA and AC. The Chair, Dr. LópezLeiva was serving as Interim Chair. The current DA (Miranda Jeantete) and AC (Tina Aranda) started in Spring 2023. Dr. LópezLeiva was appointed regular Chair in Summer 2023.

The following organizational chart (Figure 1) shows the LLSS faculty and the support staff. Faculty are organized by program. The AC information will change since Tina has moved to a different Department. This shift has increased the workload for Miranda and Dr. LópezLeiva

**Figure 1:**  
*LLSS Organization Chart*



**1D: Accreditation** *Information regarding specialized/external program accreditation(s) associated with the unit, including a summary of findings from the last review, if applicable. If not applicable, indicate that the unit does not have any specialized/external program accreditation(s).*

LLSS is a department mainly focused on graduate (Certificate, Ph.D. & MA) degree programs in education. However, **LLSS** through coursework related to linguistic diversity, American Indian Education, Bilingual Education, and Teaching of English to Speakers of Other Languages (TESOL) **also supports** the preparation of teachers in other educator preparation programs.

The educator preparation programs within the College of Education & Human Sciences (COEHS) is currently accredited by the National Council for Accreditation of Teacher Education (NCATE) as of May 2016. This accreditation decision indicated that the education preparation provider (EPP) and its programs (including LLSS MA) met rigorous standards set forth by the professional education community (<https://coeassessment.unm.edu/caep.html>). The COEHS educational programs were reaccruited under the Council for the Accreditation of Educator Preparation (CAEP) in fall 2022. Here is a link to CAEP annual reporting measures and our impact: (<https://coeassessment.unm.edu/data-overview.html>).

As indicated before, LLSS supports teacher preparation by providing coursework in diversity, bilingual, TESOL, literacy, and Indigenous education for undergraduates (which is considered as *initial preparation*) seeking specific endorsements (or Minors) and working to address diversity requirements in their programs. LLSS also provides graduate work via degrees, endorsement work, minors, and graduate certificates considered as *advanced programs*. However, **since LLSS does not hold a licensure program**, it did not participate in the CAEP accreditation process. The CAEP review of the COEHS was positive. The CAEP evaluation was developed under the InTASC (Interstate Teacher Assessment and Support Consortium) framework which offers a set of Model Core Teaching Standards and coordinated by the Council of Chief State School Officers (CCSSO). The four main areas of the ten standards include:

**A. The Learner and Learning**

Standards #1 & #2: Learner Development and Learning Differences

Standard/Progression #3: Learning Environments

**B. Content Knowledge**

Standard/Progression #4: Content Knowledge

Standard/Progression #5: Application of Content

**C. Instructional Practice**

Standard/Progression #6: Assessment

Standard/Progression #7: Planning for Instruction

Standard/Progression #8: Instructional Strategies

**D. Professional Responsibility**

Standard/Progression #9: Professional Learning and Ethical Practice

Standard/Progression #10: Leadership and Collaboration

As described by the CCSSO ([https://ccsso.org/sites/default/files/2017-12/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf)), from these standards the ones that

more closely align with the LLSS work include standards 1, 2, 5, and 9 (underlined text added to highlight connection to LLSS work):

Standard #1: **Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: **Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #5: **Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #9: **Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

While these standards do not provide enough specificity in educator preparation programs for our preservice teachers to address: English learners, new language learners, and relations with students' community; these diversities are explicitly addressed in the LLSS programs, which sustain the relevant and complementary work that LLSS provides to the College's programs.

In New Mexico, a shift in supporting culturally, linguistically, and ability diverse students was reaffirmed in July 2018 when Judge Sarah Singleton ruled in favor of the plaintiffs (*Yazzie/Martinez Case*). She stated that the state is violating the rights of public-school students to the resources, funding, and programming that will enable them to succeed. She argued that the education system was lacking supporting the education of at-risk students, which includes children from low-income households, students of color, English Language Learners, and students with disabilities. Ever since this mandate has been debated and no factual elaboration has taken root implementing the Court's ruling that "no education system can be sufficient for the education of all children unless it is founded on the sound principle that every child can learn and succeed[.]" New Mexico as a multicultural education system should include (NMPED, <https://webnew.ped.state.nm.us/wp-content/uploads/2022/05/NMPED-Strategic-Plan.pdf>):

1. attract and retain quality and diverse teachers to teach New Mexico's multicultural student population;
2. hold teachers, students, schools, districts, and the state accountable;
3. integrate the cultural strengths of its diverse student population into the curriculum with high expectations for all students;
4. recognize that cultural diversity in the state presents special challenges for policymakers, administrators, teachers, and students;
5. provide students with a rigorous and relevant high school curriculum that prepares them to succeed in college and the workplace; and
6. elevate the importance of public education in the state by clarifying the governance structure at different levels.

Despite the inconsistent systemic support to the ruling, the NMPED (2022\*) developed an action plan that includes to re-engage students, approach structured literacy by teaching educators the

“science of reading” and focus on college or career readiness, and provide technology to all students and their teachers and access to high-speed internet. In that same action plan the NMPED asserts including efforts “to focus efforts on **bilingual students** who want to pursue a career in education. Currently, New Mexico high school students may obtain a biliteracy seal on their diplomas when they graduate. NMPED hopes to attract these and other bilingual students into teaching through the Educators Rising program, as well as through recruitment in college” (p. 9). As well as to “increase support for the **Bilingual, Indigenous Educator Pipeline Project** [at UNM]. In the past three years, over 130 Native-language teachers and 119 Spanish-language teachers have participated. The program is critical to providing pathways to apply for alternative licensure, bilingual degrees, and ultimately in helping to increase the number of bilingual, Indigenous educators [...] Increasing bilingual educators is also critical to meeting students’ bilingual needs in the classroom.” (18).

[\\*https://webnew.ped.state.nm.us/wp-content/uploads/2022/05/Martinez-Yazzie-Discussion-Draft-2022.05.09.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2022/05/Martinez-Yazzie-Discussion-Draft-2022.05.09.pdf)

The specialized focus of LLSS is current, relevant to, and needed in the state and complementary to the various teacher education programs at the COEHS.

**1E: Previous APR** *A brief description of the previous Academic Program Review Process for the unit. The description should:*

- *note when the last review was conducted;*
- *provide a summary of the findings from the Review Team Report;*
- *indicate how the Unit Response Report and Initial Action Plan addressed the findings; and*
- *provide a summary of actions taken in response to the previous APR.*

The last program review in LLSS took place in October 2016. The Review Team consisted of Dr. Barbara Flores, Language, Literature & Culture California State University-San Bernardino; Dr. Django Paris, Teacher Education Michigan State University; and Dr. Nancy López, Sociology, UNM. The Review Team described LLSS as a vibrant academic department with faculty who enact inclusive excellence and embody the racial, ethnic, linguistic richness of the state, students, and communities they serve. The LLSS graduate students are diverse racially/ethnically and in terms of region of origin (e.g., 50% international at the doctoral level and the majority of MA students are local.). LLSS students describe LLSS as a space where engagement in social justice scholarly endeavors is embraced. The Review Team highlighted that the collaborative, transdisciplinary spaces for preparing and developing “teacher scholars” in LLSS is perhaps one of the most impactful aspects of the program. And unlike many other programs at UNM struggling to represent and serve the students and communities of New Mexico, LLSS represents varied multiple perspectives and interests that are respected and valued, which are evident through the LLSS curriculum and programs.

As part of the Program Review, the Reviewer Team presented evaluation and recommendations both to the College and the LLSS Department. Below a summary of the recommendations to the college are included, followed by a summary table of the results of the evaluation by criterion. The table also includes actions taken in LLSS between 2016 and now about each of the

recommendations. After the table, the LLSS Initial action plan and responses to the Review Team's findings are included.

The **Reviewer Team encouraged the College** for the creation of institutional structures that facilitate productive conversations, collaborations, and curricular needs that utilize the expertise of faculty in LLSS for the preparation of teachers. The Reviewer Team suggested the following action items (briefly described) to support this goal.

**1.Leverage the Newly Established College of Education Diversity Strands to Include Intersectionality of Difference, Power and Discrimination.**

The development of a 9-credit diversity strand to provide depth of expertise in one of the following areas: (1) Bilingual Ed./TESOL; (2) Native American Education; (3) Dis/ability & Special Education; (4) General Diversity Strand. But, the Team argued that if students are required to only pursue one particular strand they will miss crucial information that can strengthen their understanding of the importance of equity and inclusion for other groups that experience major educational inequities. LLSS is strategically positioned to cultivate scholarly practitioners who use research and applied theories to advance critical intersectional social transformations PK-12 education.

**2. Joint Appointments at the Associate Level Between TEELP & LLSS.** There is need in TEELP to address racial, ethnic, and linguistic equity in teaching and learning. The Team suggested joint appointments in TEELP of tenured LLSS faculty so that the teacher preparation program can benefit from the expertise of the LLSS faculty. This strategy may also help increase the representation of faculty of color in TEELP. However, this strategy will also impact the LLSS faculty teaching load, so further hires in LLSS will be necessary. The LLSS and TEELP departments need to maintain their identity, focus, and mission. Cross pollinating their expertise is evidenced in the TECLA pilot program. *Unfortunately, the TECLA project was closed by the previous Dean in 2022. No explanation was given.*

**3.Leadership, Decision-making, and Responsibility between LLSS and TEELP for Teacher Preparation.**

Develop a common curriculum committee between LLSS and TEELP for a robust teacher preparation that would include strategic leadership and decision-making around staffing and curriculum for core courses. The expertise in LLSS would provide leadership in areas of diversity in teacher preparation programs. The Team recommend the creation of an institutionalized process among faculty in both departments whereby faculty self identify expertise and qualifications for teaching course offerings between the two programs. Both Chairs in TEELP and LLSS would oversee the process and the Dean of the College of Education would make sure that the staffing is implemented professionally and in a timely manner. Any disputes would be settled by the Dean as determined by their discretion regarding the service needs and benefits to the students and community.

**4. New Faculty Hires and Promotions that Reflect the Diversity of State/National Student Population.**

The Team reported that given that 11% of the population is Native American in the state of New Mexico and only 1% of the teaching force in the College is Native American is very

alarming. Since there are no tenure-track Black or Native faculty in the teacher preparation part of **TEELP** and there is an inadequate Latinx representation. There is also only one tenure-track (tenured) Black faculty member in **LLSS**. If the **COE**, **UNM**, and the **LLSS** Department are sincere about fulfilling their vision and mission to “educate professionals who can facilitate human growth and development in schools, homes, communities and workplaces... [that reflect] the peoples, cultures, histories and communities of New Mexico...,” then, at a minimum the diversity of the faculty needs to proportionately reflect the demographics of the state of New Mexico.

## 5. Contextualized Teacher Evaluations.

Given opportunities around diversity strands and the need for increased faculty diversity, it will be crucial to contextualize teaching evaluations (e.g., acknowledge student resistance to race and inequality courses). Research on teaching evaluations has shown that women of color receive the lowest teaching evaluations across disciplines when compared to their peers. For example, bimodal evaluations may indicate the resistance to a challenging curriculum that addresses issues of power, racism, discrimination, and social justice. The Review Team recommended that this reality be recognized in all annual reviews where numeric values are contextualized with the understanding that teaching scores should never be interpreted in a decontextualized fashion. The American Association of University Professors (**AAUP**) provides valuable and detailed guidelines for holistic teaching evaluations for annual reviews and tenure and promotion.

**Table X:**

*Review Team Findings by Criterion and Following Actions Taken*

Criterion	Criterion Area	*Overall Evaluation	Strengths	Room to Grow	Actions Taken since 2016
1	Program Goals	E	Clear focus on social justice through education and research. Goal defined and aligned across all <b>LLSS</b> programs, information is available in multiple forms (e.g., website and hard copy, in person academic advising)	The website needs to be revised for ease of navigation and to include a coherent sense of who the faculty and students are, what the programs are, and how to apply. Further collaboration and partnership with other units at UNM	Website was updated when Dr. Zia Hossain was <b>LLSS</b> Chair. A new website is under development, which includes a student handbook (Appendix B). <b>LLSS</b> has continued partnerships with Latin American Institute, Native American Studies Department, Linguistics, and districts. For example, the work developed by Dr. V. Werito, Dr. G. Martinez, Dr. C. Sims.
2	Teaching and Learning Curriculum	M	<b>LLSS</b> creates collaborative transdisciplinary spaces.	Next <b>LLSS</b> hires be centered on race, equity	The last five hires were possible through

			Indigenous faculty are developing Indigenous K-12 culturally relevant curriculum	and education in their scholarship and teaching because LLSS aligns with students' interest in race and equity.  Encourage faculty for greater intentional mentoring.  LLSS create professional development that enhances interdisciplinary collaborations.	COEHS and UNM approval and support. New hires three focus on Literacy, and one on Bilingual Education. Literacy faculty retired earlier. Faculty from other programs retired later when there were fewer resources to support new hires. TECLA project was closed without faculty consent.
3	Teaching and Learning	M	Strong evidence of reflexive curriculum development from graduate students' consistent commentaries, course syllabi, and faculty interviews.	Establish a "living document" for each Graduate student to track progress electronically. Revise forms for student milestones to be more useful maybe electronic.	We have created a student handbook that is in process of being uploaded on LLSS website. There is also a document that tracks these milestones, but we are still considering this website design without going against FERPA.
4	Students	MC	Students feel valued and respected by LLSS faculty. Students tailor own coursework to their interests. Graduate Student Excellence Awards deemed as an asset.	Graduate Chair receive a Special Administrative Component (SAC) and a course release for tasks related to student recruitment and advising. Graduate Chair would facilitate an Orientation every fall. Develop a weekly proseminar where faculty present topics including milestones in the program, IRB development, teaching and research. Colloquia series for progress for feedback before presenting at a conference or publication. Creation of specific creating listserves for students, official business, and faculty. Clarify application deadlines on web. Add individual and group	We have edited our website. It was revised by Chair Hossain and a new website is under development. We are still recovering from the pandemic and working remotely. We have had orientations in person and hybrid, but not enough students have joined. Dr. Rice has started a coffee shop meeting. The goal is to coordinate with the LLSS GSA these new activities that may provide greater student support. Listserves are always active. Students need to subscribe to be part of them. They receive invitation to it in their acceptance letter.



				<p>pictures of staff, students and faculty.</p> <p>Regular annual review of graduate students.</p> <p>Have a Graduate Student serve on the Graduate Committee.</p> <p>Recruitment weekend for prospective students.</p>	
5	Faculty	M	<p>The <b>LLSS</b> faculty represents crucial racial and ethnic diversity that in many ways reflects that of New Mexico and the communities <b>LLSS</b> and <b>UNM</b> serve.</p> <p>Further hires of faculty from Black, Native, and Latinx communities is needed.</p> <p><b>LLSS</b> faculty have high level of engaged, funded scholarship.</p>	<p>Only one Black tenure-track faculty in <b>LLSS</b> and <b>COE</b> is alarming.</p> <p>Hire additional faculty with expertise in African American education, one on Race, and one on critical quantitative research.</p> <p><b>LLSS</b> and <b>COE</b> need a plan to promote Associates to Full.</p> <p>Limited funding for conference travel.</p> <p>Research methods be taught by tenure-track professors.</p>	<p><b>LLSS</b> remains racially and ethnically diverse. Hiring efforts are dependent on <b>UNM</b> support. COVID 19 affected opportunities of hiring. High number of retirements has depleted the number of faculty members. From the 17 faculty, 10 have retired/resigned, 5 new members were hired. Positions focus on maintaining core courses and advisement in each program.</p>
6	Resources and Planning	MC	<p>Ample evidence of effective community engagement and partnerships.</p>	<p>Large number of doctoral students require more faculty lines and staff.</p> <p>Continual reduction in staff and faculty is not sustainable.</p>	<p><b>LLSS</b> has submitted requests for new faculty, requests that depend on <b>UNM</b> and <b>COEHS</b> approval. <b>LLSS</b> will have two new faculty in fall 2024.</p>
7	Facilities	M	<p><b>LLSS</b> facilities overall provide adequate space.</p>	<p>A large common multipurpose space, that accommodates 30-40 individuals, should for available for exclusive use by <b>LLSS</b> faculty and graduate students.</p> <p><b>LLSS</b> communal space with a sink, refrigerator, microwave, sofas and lounge chairs for faculty and students and also where the <b>LLSS</b> colloquia could be held. A bulletin board where students can post a bio and a pic, faculty/student recent</p>	<p><b>LLSS</b> was able to acquire an office for the <b>LLSS</b> GSA. This office currently also has a book collection donated by Dr. Holbrook when he retired. <b>LLSS</b> needs a communal social space. <b>LLSS</b> wanted to convert the previous mentioned office as a student common space, but the suggestion was not approved by the prior <b>COEHS</b> Dean. <b>LLSS</b> has developed a</p>

				publications, etc. A workspace for graduate students stocked with computers, printers, and possibly lockers or mailboxes.	bulletin board featuring faculty and published books. As soon as the GSA is settled, we will also include students in the bulletin.
8	Program Comparisons	MC	<p>Faculty racial and ethnic diversity is strong especially Native American and Latinx faculty (though still inadequate). This faculty diversity is reflective of the New Mexico communities and schools.</p> <p>The committee sees LLSS as a national leader across curriculum, faculty diversity, student diversity, and faculty scholarship and productivity.</p>	<p><b>LLSS</b> needs more faculty specializing in race and social justice. Native faculty are engaged in heavy community service and grants focused on language and cultural revitalization work all that is time intensive. Faculty are overworked. Short- and long-term budgets need to include faculty lines, especially since there is only one tenure-track (tenured) African American faculty member in <b>LLSS</b>. <b>LLSS</b> professional communities are relatively weak. Doctoral students need to develop more community around common topics, research questions, and/or burning issues, and connect with communities.</p>	<p>Faculty still have heavy advising to keep the programs. We are recovering from COVID 19 pandemic and the goal is to re-build the sense of community among students and faculty. Our goals is to promote more spaces of getting to know each others' research work and constantly inform students about their timelines in their programs. LLSS has developed a student handbook for this purpose. See Appendix B.</p>
9	Future Directions	M	<p><b>LLSS</b> Chair, Dr. Rick Meyer's leadership, vision, administrative acumen, student centered advising, faculty relationship building, and professionalism need to continue growing. Future leadership has to mirror the quality of current one. Chairs will need the college and university administrative support and authority to continue in this positive direction.</p> <p>Team reported opportunities for the <b>LLSS</b> programs expansion such as a trilingual program in interpreting; educational</p>	<p>Three areas of growth were highly recommended: <b>Grow Your Own (GYO)</b> pipeline from high schools through college &amp; grad school, particularly of Latinx, Indigenous, Black students, teachers and faculty. Reach tribal communities to grow teachers from Native American communities. <b>Recruitment Efforts</b> to Strategically reach students of color in New Mexico; the Kellogg and Golden Apple Foundations provide fellowships and scholarships to promising</p>	<p>GYO is an initiative that aligns better with degrees that have licensure programs. LLSS is not one of those. Recruitment has continued through support of the COEHS and initiatives in LLSS. Students have been recruited in the Summer Institute (SSII) for Bilingual Educators. Through support of the Office o Graduate Studies and the NM HED, LLSS has received funding to</p>

			interpreting certificate; qualitative methods certificate; ongoing work in Indigenous communities within the New Mexico.	future teachers and offer them financial assistance. <b>Foundations:</b> Seek opportunities to increase student funding. <b>LLSS</b> could apply for nationally competitive programs focused on the next generation of scholars of equity by providing upper-level undergraduate students with experiences in conducting mix-methods courses and increasing diversity in science education.	cover student tuition and student fees for all participants since 2021. Also, LLSS has received scholarship support from the Provost for doctoral students. While the number is limited it supports doctoral students who are working on services that LLSS provides, like the Writing Center and the Intersections Journal. Furthermore, American Indian Faculty have received support to develop programs supporting Diné Education, the Native American Language Teachers Institute, as well as the Institute of American Indian Education (IAIE). The IAIE is currently supporting a residency program that is hosted in LLSS.
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\*Key: E (Exceed), MC (Met with Concern), M (Met)

### **LLSS Response to Report and Initial Action Plan**

LLSS responses to the findings are provided below by criterion.

**Student Performance.** On this criterion, the review committee recommended the following areas for growth.

Streamline Admissions Process: **Response:** It is often difficult for us to have one admission committee since we have several program focus areas and admission is based on specific program criteria and needs that match a student's academic interest. Our tradition is that all faculty participate in admission review and decision process. We would like to continue such an inclusive review process, which we have continued since.

Improving Communications: Listserv and Website: **Response:** We have a listserv for the students to communicate important matters, like announcements on funding possibilities including scholarships and teaching or research assistantships. We started an official listserv for faculty to discuss and vote on important department matters. We are working to improve LLSS

website. We have adequate expertise in qualitative research methods, and we have demonstrable strengths in diversity education. Consistent with the COE work structure, LLSS students take the required quantitative and statistical courses from the Educational Psychology program. We have a system in place to assess annual progress of our doctoral students by each faculty advisor. We are seriously considering the APR review committee's recommendation to conduct an annual meeting (in April) where faculty discuss students' progress as a group.

### **Resource and Facilities**

Staffing and Accommodations: **Response:** We lost one staff this year due to restructuring within the College. With the largest graduate program in COE, LLSS needs more staff. This is a resource issue dependent on the COE/UNM budget. Also, we have very limited space for LLSS-GSA (graduate student association) members. We lack space for TAs and other GAs and a general space where students and faculty can conduct academic interactions. We need a common seminar space as well as individual space for our students.

### **Faculty Performance**

Lack of faculty expertise in African American research, uneven faculty advising load, limited collaboration between LLSS and TEELP. **Response:** the recruitment of faculty of color with African American research expertise is a budget issue. We submitted our request for a hire to the COE dean. We try to distribute advising load among our faculty evenly, but it is a matter of students' choice and research interests. In terms of courses with TEELP. LLSS hosts some required courses for teacher preparation (e.g., LLSS 432: Teaching Social Studies; LLSS 480: Second Language Pedagogy). TEELP faculty can teach some LLSS courses (e.g., LLSS 587: Education and Gender Equity). Interdepartmental collaborations on teaching have started.

Joint Appointment at the Associate Level between TEELP and LLSS. **Response:** This is a long-term department goal. It has not yet been achieved. Interest in both departments need to match. Some faculty in TEELP have asked to teach courses in LLSS and vice versa and it is not always supported.

### **Program Comparisons**

The relative representation of Native American and Latinx faculty across the unit translate into inequitable mentoring, teaching, and service workload. **Response:** Several Native American and Latinx faculty are highly involved in community-engaged activities and projects and the COE allows course release for these faculty. It all depends on the COE and UNM budget.

### **Recommendations for Strengthening LLSS**

Program, Faculty, and Students. **Response:** The issue of collaboration among campuses and tribal communities to serve diverse communities across the state has not specifically been addressed. Again, with the COE appointment of a director (of Native American Education) may start the process of exploring LLSS expanded role in serving underserved communities in the state. The hiring of faculty and staff would require COE and UNM support. The undergraduate degree program in bilingual education will also work as a pipeline to grow the graduate program with Native American and Latinx students. Most applicants for doctoral program were international. Therefore, our plan for starting an undergraduate program in bilingual education and securing targeted grants have potentials to help us recruit more graduate students from New Mexico. Faculty who are very successful in getting external offer much needed graduate assistantships to some students. Also, the Office of Graduate

Studies (OGS) provides LLSS with several graduate assistantships for incoming and continuing doctoral students.

**1F: Vision & Mission** *Provide a brief overview of the vision and mission of the unit and how each degree/certificate offered addresses this vision and mission. Describe the relationship of the unit's vision and mission to UNM's vision and mission. In other words, to assist the university in better showcasing your unit, please explain the importance of its contribution to the wellbeing of the university, including the impact of the unit's degree/certificate program(s) on relevant disciplines/fields, locally, regionally, nationally, and/or internationally?*

Our unit focuses on educational issues related to diversity, equity and inclusion. Since we have five active master's programs, one emerging/revising master's program, two distinct Ph.D. programs, and many certificates, endorsements, and minors, a review of our unit demands some depth, and therefore length.

The Mission of the Department of Language, Literacy and Sociocultural Studies is to:

- Create an academic community within the college in which democratic governance, open dialogue, authentic collegiality, and collaboration within and without the college are fostered. This community will create an intellectual culture conducive to maintaining and enhancing faculty vitality, productivity, and adherence to professional and ethical standards of conduct. We are also committed to the recruitment and retention of minority students and faculty.
- Identify and address the educational needs of a community that contains wide diversity with regard to class, race, ethnicity, gender, language, sexual orientation, disability, and age by providing leadership, resources, and expertise necessary to create programs that foster the collaborative creation and sharing of new knowledge, pedagogies, and programs.
- Facilitate the study of culture, language, and literacy in conjunction with the study of cultural, social, and political contexts in which educational events and practices are embedded.
- Provide courses and pursue scholarly inquiry in both traditional and anticipatory areas of foundational study. This includes historical, philosophical, sociological, and anthropological examinations of power, knowledge, technology, the media, and new cultural intermediaries and their impact on educational processes and institutions.
- Create a community of educators who will link efforts in multicultural education to social action efforts that promote social reform in the wider community. These efforts would be driven by the wider community and result in empowerment and change in both the college and the community.
- Begin a dialogue with other COEHS programs on the impact of language and culture on the varied fields represented in the College of Education & Human Sciences, such as health, technology, leadership, policy, families, communities, etc.

Our vision is summarized as follows. The Language, Literacy and Sociocultural Studies (LLSS) is a multidisciplinary department committed to:

- the study of the social and political contexts of education;
- Scholarly inquiry using qualitative, critical, and innovative research methodology;
- Valuing differences of class, race, ethnicity, language, gender, sexual orientation, disability, and age as sources of leadership and expertise;
- creating a community of educators devoted to social justice.

Briefly, in what follows, we present summary statements about the ways that each program specifically addresses our mission and vision.

**The American Indian Education Program** aligns with the vision and mission of LLSS through its focus on building students' knowledge base, skill sets and a critical consciousness about key educational needs and issues that shape, influence and challenge American Indian students. Understanding the complexities of the political, economic, social and cultural contexts and histories of Indigenous peoples as well as the unique position American Indian Nations hold as sovereign entities is an especially important aspect of preparing students to work effectively with American Indian students, families and communities.

**The Educational Thought and Sociocultural Studies (ETSS)** concentration advances the mission and vision of LLSS through its research, teaching, and service. Diversity and social justice are major tenants in all aspects of the faculty's work. Research in the program focuses on the role of education in global communities; how power operates in education; the racial politics of schooling; and identifying educational inequalities to promote advocacy and change. Faculty work with communities of color and organizations and teachers in rural areas of NM and across the state that serve students from underprivileged communities.

**The Literacy and Language Arts (LLA)** program provides opportunities for connecting with literacy professionals who seek to provide nurturing and supportive environments for all children and adolescents as they acquire the abilities to interpret the ideas of others, compose their own thoughts, and communicate with their communities and the world. Literacies are presented as sociopsycholinguistic processes and as discursive practices that are bounded in and specific to particular communities. The program promotes exploration of sociocultural and political issues and the role that literacy can play in achieving social justice. Central to the work of the program are the social and political landscapes in which literacy educators and scholars exist, as influenced by policy, mandates, legislation, and litigation at the local, state, national and international levels.

**The Bilingual/TESOL Program** has played a leading role in helping provide school districts surrounding UNM with teachers who are endorsed in TESOL and who understand the role that language and culture play in educating English language learners. Through cooperation with APS the BLETESOL program sponsors the UNM/APS ESL Endorsement Summer Institute, which addresses the LLSS mission of facilitating understandings of culture, language, and literacy in cultural, social, and political contexts. As exemplified in the TECLA project, faculty in the BLETESOL program promote the creation of a community of educators who, through grant work and teaching, link efforts in multicultural education to social action efforts.

**The LLSS Ph.D. Program** is fully shaped and articulated by the mission and vision of the

Department. The doctoral degree has, at its heart, the development of new leaders and scholars who will serve the state, country and world by relying upon the most recent research in their content areas and the most current research methodologies as they address issues and help shape the fields of language, literacy, and sociocultural studies. Language, culture, and the complexities of the many diversities that our students and we study contribute to a more just and equitable world. The doctoral program serves students across the College and University by bring these issues forward, raising consciousness, and engaging in activist and theoretical scholarly and creative work.

**The Educational Linguistics Ph.D. Program** exemplifies the mission and vision of LLSS in a number of ways, because its faculty, drawn from across the university, share an understanding of the influence that language and culture play in communities and educational contexts. The program supports a variety of interrelated interests closely aligned with the LLSS mission, such as language maintenance and language revitalization, language policy and planning, bilingualism, Spanish as a heritage language, English as a Second/Foreign Language, and issues of assessment. Communities and languages of the Southwest and signed languages are of particular interest.

### **Relationship of the LLSS vision and mission to UNM's vision and mission & COEHS'.**

Our teaching is rooted in the needs of the community, state, nation, and world and focuses on addressing issues of critical importance as well as critique. Our courses are rigorous and demanding. Our service contributes to the quality of life in New Mexico through contributions to public policy, support for first and second language learners, language preservation programs, political activism, literacy, educational thought and philosophies, and advocacy for the disenfranchised.

Our Unit aligns with UNM 2040 vision and mission in that LLSS is already a department with an international population of students and faculty. This diversity includes a focus on promoting relationships across cultures, languages, countries, and literacies. Faculty and students in LLSS are generating intellectual contributions and promoting educational values to the global educational community. Such efforts are inclusive of cultural and linguistic diversity of New Mexico since about a third of the faculty in the Unit develop work specific to New Mexican communities and languages.

As such, LLSS mission and vision intersects with UNM (see below) on “demonstrating the power of inclusive diversity”, and generating intellectual contribution that values and fosters excellence, inclusion, integrity, and place in New Mexico and beyond.

### **UNM 2040**

The University of New Mexico has a plan denominated, UNM 2040: **Opportunity Defined**, which aims at building a vision and mission for the future. It is stated that UNM's vision and mission include:

#### **Vision**

Be a global leader in realizing human potential, addressing critical community challenges, and demonstrating the power of inclusive diversity.

**Mission**

As the state's premier institution of higher learning and provider of health care, The University of New Mexico promotes discovery, generates intellectual and cultural contributions, honors academic values, and fosters an educated, healthy, and economically vigorous New Mexico.

**Values****Excellence**

We value excellence in all of our work, and we strive to perform and achieve at the highest levels.

**Inclusion**

We respect and celebrate the differences of all persons and value working in a collaborative environment where diversity is cherished and there is a shared sense of belonging.

**Environment**

We are dedicated to the protection of our planet to ensure the health, well-being, and success of future generations.

**Integrity**

We value fairness, honesty, and transparency. We are good stewards of the resources that have been given to us.

**Place**

We are dedicated to the peoples and places of New Mexico even as we reach for global impact for the benefit of all humanity.

Similarly, LLSS mission intersects with the COEHS conceptual framework. The fundamentals of our work rely upon this conceptual framework and its three broad ideas of: understanding, practices, and identities (UPI)

**Understandings:** The following frames the identity and practices of educational professionals. We seek to help you better understand:

- Human Growth and Development
- Culture and Language
- Content of the Disciplines
- Pedagogy
- Technology
- Professional Issues
- Nature of Knowledge

**Practices:** The understandings enable the student, as a professional, to value and engage in practices that embody the following qualities:

- Learner-Centered
- Contextual
- Coherent
- Culturally Responsive
- Technologically Current

**Identities:** Developing a professional identity is central to lifelong growth as a professional educator. The College of Education helps to develop the following attributes of a professional:

- Caring
- Advocacy



Inquisitiveness  
Reflection-in-Action  
Communication  
Collaboration  
Ethical Behavior

We consider these vision and mission statements seriously and will further elaborate on our connections to this view throughout this review. We also seek to embody the COEHS Core Values. As reviewers study this report, the voice of LLSS within the composition of the Core Values will become evident. The COEHS Core Values ([https://coeassessment.unm.edu/docs/core\\_values\\_framework.pdf](https://coeassessment.unm.edu/docs/core_values_framework.pdf)) are portrayed in the figure below and then we briefly described each of them.

**Figure 1.1**  
*College of Education Core Values.*



**Advocacy:** In response to evidence of educational, social and political inequities, we promote activism to advance change.

**Building Professional Identities:** We support the development of individuals as life-long learners and effective professionals who are grounded in their own identities.

**Collaboration and Relationships:** We engage in authentic, active participation with all community members to develop solutions for the individual, local and global challenges we face.

**Dignity:** We treat all people ethically, with respect and afford them the dignity that is their innate right.

**Diversity and Social Justice:** We are dedicated to the analysis of social structures and power relations that hinder equal access for all, especially historically underrepresented populations, and to the educational and political work that addresses these inequalities.

**New Mexico:** The peoples, cultures, histories and communities of New Mexico enrich our work. This sense of place influences all that we do.

**Scholarship and Research:** We challenge ourselves to engage in scholarship and research that enrich the human experience, inform educational policy and practice, and address the needs of a complex, diverse world.

**Teaching and Learning:** Teaching and learning are central to our work. We study, question, debate and revise these dynamic and robust areas of investigation in order to improve our practice (From: [https://coeassessment.unm.edu/docs/core\\_values\\_framework.pdf](https://coeassessment.unm.edu/docs/core_values_framework.pdf)).

LLSS active role in supporting other programs and departments within the college as a result of foci that our courses and work provide on inclusion, diversity and equity. The importance of social justice work that is new to many other departments has been central to ours from our beginning, as indicated by our mission and vision statements. LLSS faculty are relied upon throughout the College and University as leaders in every aspect of the Core Values and Mission Statement. Our active teaching and scholarly agendas are saturated with the values and mission of the College and the University.

## **Criterion 2. Teaching & Learning: Curriculum**

The unit should demonstrate the relevance and impact of the curriculum associated with each degree/certificate program. (Differentiate for each undergraduate and graduate degree and certificate program offered by the unit.)

**2A: Curricula** *Provide a detailed description of the curricula for each degree/certificate program within the unit.*

- *Include a description of the general education component required, including any contributions from the unit to general education, and program-specific components for both the undergraduate and graduate programs.*
- *Discuss the unit's contributions to and/or collaboration with other internal units within UNM, such as common courses, courses that fulfill pre-requisites of other programs, courses that are electives in other programs, cross-listed courses, etc.*

### **A Brief Introduction**

The relevance and impacts of our programs are profound on many different levels. Our undergraduate coursework serves to disrupt many limited notions about literacies, languages, sociocultural contexts, power, race, gender, learning and teaching. Many of our students are the first in their families to earn degrees (especially advanced degrees) and our work with issues of subjectivities/identities remains central to what we do; but that is not sufficient for teaching. We focus on expertise consistent with the College and Department goals, visions, and missions. A fuller discussion of those is presented in Criterion 1.

Our graduate programs provide forums in which to interrogate, challenge, deeply study, engage in research, and make contributions to the respective areas and fields listed below. Our courses, programs, and degrees are life-changing events in our students' lives. The faculty of LLSS, as productive scholars in their fields, bring to teaching the complexities and intricacies of what it means to be a learner. Central to our teaching is our awareness of the New Mexico context as a

unique place for teaching and learning. In New Mexico there are 11 Indian Nations; a land that hosts 8 Indigenous languages such as, Diné (Navajo), Mescalero Apache, Jicarilla Apache, Keres, Tewa, Tiwa, Towa and Zuni Languages (<https://www.sos.nm.gov/voting-and-elections/native-american-election-information-program/native-american-languages-in-new-mexico/>). Two reservations are also in New Mexico. All Indigenous groups in NM have unique cultural linguistic, social, and cultural characteristics. New Mexico encompasses a multilingual and multicultural context, in fact as of 2020 33.5% on New Mexicans over 5 years old spoke another language than English at home (<https://mchb.tvisdata.hrsa.gov/Narratives/Overview/8b609333-f44b-4eeb-a392-f09e56afd404#:~:text=Foreign%20born%20persons%20makeup%209.2,95%2C014%20men%2C%20and%2010%2C904%20children>).

Of the about 2,115,000 people in New Mexico, 50.2 % identify as Hispanic/Latina/o/e/x, and 11.2% identify as American Indian, 2.3% Black/African American, and 35.7% White non-Hispanic (<https://www.census.gov/quickfacts/fact/table/NM/PST045223>). As of 2022, 9.3% were foreign born (<https://www.migrationpolicy.org/data/state-profiles/state/demographics/NM>). New Mexico is the first minority majority state in the US and part of our department's work is understanding, respecting, and valuing the many facets of the Hispanic population here, including histories, languages, cultural nuances, politics, and much more. For many of our students, understanding the often ignored, marginalized, or bracketed histories within New Mexico provides them with a sense of pride, distinction, and possibilities. Our students are often activists at some level as they work as teachers, community organizers, and project leaders in their own locales and beyond.

Our work in LLSS is instrumental in provoking ideas that may ultimately lead to greater senses (and realities) of justice. Each program offers its own sensibilities of relevance and impact. Our advising sheets for each program provide even greater specificity about the curriculum and are presented in Appendix A.

### *Relevance and Impact of the TESOL and Bilingual Curriculum*

New Mexico is considerably more culturally and linguistically diverse than the overall national population. The numbers of linguistically and culturally students in New Mexico and around the United States attests to the need for both bilingual and TESOL teachers at the national level. The Bilingual Education and TESOL (BETESOL) programs in LLSS are specifically devised to address the instructional needs of teachers in our linguistically and culturally diverse Southwest border context, and nationally. The BETESOL program offers two Summer Institutes to support teachers in the state to complete coursework in Bilingual Education and TESOL programs and obtain a respective endorsement granted by the state.

### *Relevance and Impact of the Educational Thought and Sociocultural Studies Curriculum*

The MA in LLSS with a concentration in ETSS offers courses that promote diversity and social justice, foster advocacy, and interrogate different forms of knowledge in learning and teaching environments – historically, socially, anthropologically, and philosophically, to question the power dynamics that marginalize certain communities. Students learn how to organize and foster community relationships by engaging in activist and social action projects that provide opportunities to collaborate and build relationships across entities and communities.

### *Relevance and Impact of the Literacy/Language Arts (LLA) Curriculum*

New Mexico is chronically at the bottom of lists and reports of literacy efficacy in the United States. Teachers in our state are provided with professional development that focuses on specific programs (e.g., more recently the “Science of Reading” has been adopted in NM as a mandatory framework to teach literacy), rather than understanding literacy/language processes in multicultural and multilingual contexts. Most undergraduate programs prepare students to deliver curriculum with little understanding of those underlying processes and contexts. This program focuses on the research, theories, and practices that inform effective literacy educators.

### *Relevance and Impact of the American Indian Education Curriculum*

The MA in LLSS with a concentration in AIE provides students the opportunity to focus specifically on American Indian Education issues through an historical and contemporary lens. For New Mexico educators, this is especially critical given the significant number of American Indian students in New Mexico schools and the continuing need to address the intersection between education, language, sociocultural, and sociopolitical issues. More recently, AIE has also focused on the preparation of Diné Language Teachers. The courses were developed through the Diné Language Teachers Institute (DLTI) organized through the collaboration of Dr. Werito and other external faculty. The courses were piloted and developed include, LLSS 493/593: *Issues in Navajo Language and Education*, LLSS 493/593: *Issues in Navajo Language Curriculum Development*, LLSS 493/593: *Teaching Navajo Language in Community and Immersion Settings*, and LLSS 493/593: *Navajo Language Pedagogy and Community Engagement* (<https://dlti.unm.edu/classes/index.html>). While all course have Topics course numbers, all of the courses have been approved by the COEHS and the Faculty Senate Curriculum Committee, and the new course numbers will be published during the next Academic year in the UNM course Catalogue. This curriculum will be used as part of a future Graduate Certificate in Diné Language Education that will be hosted in LLSS.

### *Relevance and Impact of our Advanced Degrees*

Master’s and doctoral level degrees afford our students time, coursework, and a thought collective in which to delve deeply into issues that touch their lives and motivate their thinking and actions. The reviewers of this self-study will have time to meet with our students to verify this in greater depth and with the specificity that individual narratives provide. The list of our students’ dissertations (**Appendix C**) provides a glimpse into the variety of interests that we serve.

LLSS courses follow the educational objectives outlined in the COEHS’s Conceptual Framework and the LLSS Mission. The conceptual framework outlines understandings, practices, and characteristics of identity valued by the College. This is commonly seen on syllabi as UPI (understandings, practices, identity). Every course syllabus that serves students in a preservice or in-service educator degree, endorsement, certificate, or minor program is aligned to the New Mexico Public Education Department (NM PED) standards and with the College Conceptual Framework, and specific standards of the course. For example, the objectives for LLSS 469: *ESL Across the Content Areas* align with the state level NMPED entry and InTASC standards/competencies, TESOL Standards, and the COEHS framework.

The educational objectives for each program are presented below written in alignment with the

College's Conceptual Framework. LLSS offers a number of courses at different levels coordinated by the different Academic programs that serve different degree programs that the department offers. At the graduate level, LLSS offers a master's degree (with six concentrations), two for the doctoral degrees, a graduate certificate (TESOL), and a minor in Literacy. At the undergraduate level, LLSS offers two minors (TESOL and Bilingual Education). Two Graduate certificates are under development, a certificate on Diné Education and another in Bilingual Education. In general, LLSS offers a great number of courses. In 2016, we offered 85 upper level undergraduate and graduate courses in concentration and support areas; at the time of this writing, we offer 81 upper level undergraduate and graduate courses. LLSS also offers seven qualitative research classes. LLSS offers three general introductory courses, one in the Master's (LLSS 500) and two in the doctoral programs (LLSS 640 and 645). We continue to offer directed readings, internships, and dissertation hours as we did then, with the first two available at both graduate and undergraduate levels. Below, we present a detailed description of the LLSS programs categorized by undergraduate and graduate programs.

### **Language, Literacy and Sociocultural Studies (LLSS) Undergraduate Programs**

LLSS offers two undergraduate program options that are tailored for students (mainly pre-service teachers) to complete the coursework required by the New Mexico Public Education Department to obtain and endorsement in either Bilingual Education or TESOL.

#### **Minor in Bilingual Education Program**

The Bilingual Education minor is designed to help pre-service teachers gain a Bilingual endorsement as part of their undergraduate teacher licensure program. By successfully completing the curriculum listed below, students are able to have a Bilingual endorsement attached to their teaching license through the New Mexico Public Education Department. In addition to the courses listed below, students must also pass Prueba de Español para la Certificación Bilingüe. Prueba de Español para la Certificación Bilingüe is an instrument designed to measure the Spanish language proficiency of prospective bilingual education teachers in New Mexico. Depending on their language proficiency, students may also have to take additional language courses. Students must complete and submit an application for the Bilingual Education minor, available on the LLSS Web site, and have it be reviewed by the LLSS Bilingual Ed./TESOL program faculty.

#### **Requirements**

##### **Core Requirements**

LLSS 300	Bilingual Teaching Methods, Materials and Techniques
LLSS 453	Theoretical and Cultural Foundations of Bilingual Education
LLSS 455	Teaching Spanish for Bilingual Classroom
LLSS 456	First and Second Language Development within Cultural Contexts
LLSS 479	The Teaching of Reading in the Bilingual Classroom
LLSS 482	Teaching English as a Second Language

##### **Total**

**18 Credit Hours**

##### **Corequisites**

Linguistics:

- LING 2110 - Introduction to the Study of Language
- LING 440 - Introduction to Linguistics

- or any other
- Linguistics course
- Language:
- SPAN 301 - Topics in Hispanic Culture and Language
  - SPAN 302 - Developing
- Spanish Writing Skills
- Sociocultural/History/Arts: 3 credit hours
- See LLSS Web site under Bilingual Endorsement for a list of courses.

### **Minor in Teaching English to Speakers of Other Languages (TESOL)**

The Teaching English to Speakers of Other Languages (TESOL) minor is designed to help pre- service teachers gain a TESOL endorsement as part of their undergraduate teacher licensure program. By successfully completing the curriculum listed below and passing the PRAXIS test on ESOL, students are able to have a TESOL endorsement attached to their teaching license through the New Mexico Public Education Department. This minor is also available to undergraduate students who are not enrolled in a teacher licensure program, but who want to teach TESOL to adults domestically or abroad. Students must complete and submit an application for the TESOL minor, available on the [program Web site](#), and have it be reviewed by the LLSS BETESOL program faculty.

#### **Requirements**

##### **Core Requirements**

- LLSS 453 Theoretical and Cultural Foundations of Bilingual Education
- LLSS 456 First and Second Language Development within Cultural Contexts
- LLSS 458 Literacy Across Cultures
- LLSS 459 Second Language Literacy
- LLSS 482 Teaching English as a Second Language

##### **Total**

**15 Credit Hours**

##### **Corequisites**

Linguistics: 3 credit hours

- LING 2110 - Introduction to the Study of Language
- LING 440 - Introduction to Linguistics
- or any other

Linguistics course

Second Language: 6 credit hours

- Spanish, Navajo, or another language
- or demonstrated proficiency in a language other than English

### **Connections to other Programs**

Both minors contribute to other programs across campus, so that undergraduate students can choose to focus on either of these minors. These minors can also support students obtaining an education (TESOL or Bilingual Education) endorsement granted by the New Mexico Public Education Department. Most of students in these programs are already enrolled in UNM



licensure programs and they take them to graduate with the requirements needed to serve children of New Mexico. Furthermore, many these courses are also offered during the summer semester, during this time students from the districts come and take these courses to also add an endorsement. Finally, LLSS also collaborates with other internal units by offering courses that support the General Education (e.g., [https://catalog.unm.edu/catalogs/2023-2024/?\\_gl=1\\*8636mw\\*\\_gcl\\_au\\*MTY0NjU5NTE2LjE2ODc5MDE2MzI.#/programs/HJxPjJOii9?\\_gl=1\\*8636mw\\*\\_gcl\\_au\\*MTY0NjU5NTE2LjE2ODc5MDE2MzI.#/programs&bc=true&bcCurrent=Bachelor%20of%20Science%20in%20Education%20in%20Elementary%20Education&bcGroup=Teacher%20Education&bcItemType=programs](https://catalog.unm.edu/catalogs/2023-2024/?_gl=1*8636mw*_gcl_au*MTY0NjU5NTE2LjE2ODc5MDE2MzI.#/programs/HJxPjJOii9?_gl=1*8636mw*_gcl_au*MTY0NjU5NTE2LjE2ODc5MDE2MzI.#/programs&bc=true&bcCurrent=Bachelor%20of%20Science%20in%20Education%20in%20Elementary%20Education&bcGroup=Teacher%20Education&bcItemType=programs)) of students related to issues of Diversity, Equity, and Inclusion for example, LLSS 1110: *Foundations of American Indian Education Seminar*, LLSS 321: *School and Society*, LLSS 443: *Children's Literature (Literatura Infantil)*, LLSS 315: *Educating Linguistically and Culturally Diverse Students*, LLSS 430: *Teaching of Writing / Studies in Rhetoric for Teachers*. Some of these courses are also part of the Undergraduate Certificate in Race & Social Justice, which is an initiative across UNM units (<https://race.unm.edu/certificate/undergrad.html>).

As described above, the LLSS undergraduate courses contribute to other internal units within UNM and the COEHS through the offering of courses that support the development of students across programs. Our most symbiotic relationship is with the Department of Teacher Education and Educational Leadership and Policy (TEELP). We offer required and elective courses for undergraduate and non-degree teacher licensure programs, and non-degree endorsement programs in reading, TESOL, and Bilingual Education. Many of our faculty serve as advisors to licensure students, in addition to our LLSS graduate advisees. We collaborate with Teacher Education faculty in program development and oversight.

Specifically, faculty make the following contributions to Teacher Education:

- LLSS BETESOL faculty serve as advisors, teach, and oversee courses, and participate in program development in the bilingual and TESOL concentrations/teaching fields (e.g., B.S. degree in elementary education). This work helps students obtain the state's endorsement in these areas.
- Literacy faculty teach and oversee courses required for the language/communication arts concentration/teaching fields in elementary education.
- Two faculty, from LLSS programs, serve as advisors, teach, and oversee courses, and participate in program development in the Secondary Education Program (e.g., B.A. and B.S. degrees).
- NOTE: TEELP has had different chairs. Our relationship changes as a function of the TEELP chair's desire to collaborate. The list, above, is inclusive of capacities in which we have regularly functioned in the recent past years.

Specifically, LLSS offers the following courses required in other undergraduate and/or licensure programs.

- LLSS 1110 Foundations of American Indian Education (serves preservice teachers as a required diversity class)
- LLSS 300 Bilingual Teaching Methods, Materials, and Techniques (Licensure endorsement in bilingual education)
- LLSS 315 Educating Linguistically and Culturally Diverse Students (Licensure in elementary education, required for those seeking general diversity area of concentration)
- LLSS 430 Teaching of Writing (Licensure in secondary

communication/language arts; part of the elementary language arts concentration)

- LLSS 443 Children's Literature (required for elementary education majors)
- LLSS 450/550 Books and Related Materials for Young Adults (Licensure in secondary communication arts)
- LLSS 432 Teaching of Social Studies (Licensure secondary social studies)
- LLSS 480 Second Language Pedagogy (Licensure secondary bilingual)
- LLSS 482 Teaching English as a Second Language (Licensure secondary TESOL)
- LLSS 436 Teaching of English (Licensure secondary communication arts)
- LLSS 583/481 Education Across Cultures in the Southwest (M.A. elementary)
- LLSS 556/456 First and Second Language Development within Cultural Contexts (M.A. elementary concentration in bilingual/TESOL)
- LLSS 538 Teaching Reading and Writing in the Content Fields (M.A. w/ licensure secondary education)

### **Language, Literacy and Sociocultural Studies (LLSS) Graduate Programs**

LLSS offers the following graduate Degrees/Certificate: (See Criterion 1 for more information)

- **Master of Arts in Language, Literacy and Sociocultural Studies (M.A.)**
- **Dual Degree: M.A. in LLSS and M.A. in Latin American Studies**
- **Doctor of Philosophy in Language, Literacy and Sociocultural Studies (Ph.D.)**
- **Doctor of Philosophy in Educational Linguistics (Ph.D.)**
- **Graduate Certificate in Teaching English to Speakers of Other Languages (GCERT)**
- **Graduate Minor in Literacy**

### **Master of Arts in Language, Literacy and Sociocultural Studies**

All Master of Arts (M.A.) students must fulfill the general admission requirements and the **Plan I** (with thesis) or **Plan II** (without thesis) requirements. The M.A. in Language, Literacy, and Sociocultural Studies may be pursued in one of the following concentrations:

- American Indian Education
- Bilingual Education
- Educational Thought and Sociocultural Studies
- Literacy and Language Arts
- Social Studies
- Teaching English to Speakers of Other Languages (TESOL)

Rigorous coursework culminates in either a comprehensive examination or a thesis.

A core seminar (LLSS 500, taken in the first year of the program) provides a set of foundational perspectives on practice. The purpose of the master's program is to contribute to the development of professionals in education and related fields. The following courses, listed under each concentration, are described more fully in Appendix A. Below we present each MA concentration with details on curriculum as well as the overarching goals of the Academic program that oversees each concentration.



### **Concentration in American Indian Education (AIE)**

The AIE program involves both master's and doctoral level students in coursework. The program serves the undergraduate program in Teacher Education and Educational Policy (TEELP) by providing endorsement classes but is largely a graduate program serving master's and doctoral students. At the undergraduate level the program offers LLSS 1110: *Foundations of American Indian Education*. The program's overall learning goals are:

- Prepare educators who exhibit an understanding and ability to analyze the academic and Indigenous paradigms related to issues of identity, knowledge, epistemology, ontology, and practice.
- Prepare professionals who demonstrate cultural proficiency for teaching American Indian students and developing educational leadership in schools serving American Indian students.
- Prepare professionals who demonstrate the ability to understand, analyze and synthesize issues that impact Indigenous teachers and students in their efforts to achieve academically.

The program aligns with the College's UPI (Understandings, Practices, and Identity) statement. AIE students will develop advanced understandings of:

- The history of Native American education in the United States.
- Local, state, and national issues of sovereignty, culture, language, poverty and oppression that influence American Indian education.
- The nature of American Indian thought and its relationship to western thought.
- How American Indian children and adolescents develop within their communities.
- The diversity of Native Nations differing cultural, social, governmental, and linguistic practices and policies.

AIE students will develop expertise in the following practices:

- Adapting to the learning styles and cultural norms of American Indian students in order to meet their needs.
- Developing curricula that honor and incorporate American Indian knowledge, philosophy, people, language, art, science, and culture in partnership with tribal communities.

AIE students will develop the following characteristics of identity:

- Appreciation of the contributions that American Indian culture makes to the culture of the Southwest and the world.
- Sensitivity to the learning styles, cultural norms, and needs of American Indian students.
- Ability to work successfully with American Indian communities.

### **Program Core Requirements**

LLSS 500 Issues in Language/Literacy/Sociocultural Studies

LLSS 590 Seminar

### **Research**

*Choose two from:*

EDUC 500 Research Applications to Education

LLSS 501 Practitioner Research

LLSS 502 Introduction to Qualitative Research

**6 Credit Hours**

EDPY 502	Survey of Statistics in Education	
	<b>Concentration in American Indian Education</b>	<b>9 Credit Hours</b>
	<i>Choose three from:</i>	
LLSS 551	History of American Indian Education	
LLSS 554	Teaching the Native American Child	
LLSS 564	Issues in American Indian Education	
LLSS 583	Education Across Cultures in the Southwest	
	<b>Curriculum</b>	<b>9 Credit Hours</b>
	<i>Choose three from:</i>	
LLSS 560	Language and Education in Southwest Native American Communities	
LLSS 570	Science and Native American Education	
LING 515	Native American Languages	
	Finally, in consultation with an advisor in the program, students <i>also</i> select an <b>additional 6 credit hours</b> related to the program concentration.	
	<b>Plan I Total</b>	<b>30 Credit Hours</b>
	(30 + 6 thesis hrs.)	
	<b>Plan II Total</b>	<b>36 Credit Hours</b>

### Concentration in Bilingual Education (Spanish)

The Bilingual Education (BILED) program also aligns with UPI as follows. The program serves the undergraduate program in Teacher Education and Educational Policy (TEELP) by providing endorsement classes; it is largely a graduate program for master's and doctoral students.

BILED students will develop advanced understandings of:

- The history of bilingual education in the United States.
- Local, state, and national issues of culture, language, poverty and oppression that influence the education of the bilingual student.
- Their own language use and developing expertise in a second language.
- How children and adolescents develop fluency in two or more languages.
- Contexts and techniques for helping learners develop competence in speaking, reading, and writing in two or more languages.

BILED students will develop expertise in the following practices:

- Adapting to the learning styles and meeting the needs of bilingual students.
- Ability to provide content instruction in at least two languages.
- Developing curricula that honor and incorporate the cultures represented by all language learners in an educational setting.

BILED students will develop the following characteristics of identity:

- Appreciation of the contributions that Spanish and indigenous languages make to the culture of the Southwest and the world.
- Advocacy for immigrant children and all English language learners.
- Sensitivity to the learning styles and needs of bilingual students.
- Ability to work successfully with Spanish and indigenous communities.

## **MA Curriculum**

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

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

### **Program Core Requirements (18 Credit Hours)**

LLSS 500: Issues in Lang., Lit., and Sociocultural

LLSS 503: Research Issues in Bilingual & Second Language Classrooms & Communities

LLSS 555: Language Study for Educators

LLSS 556: 1st & 2nd Language Development within Cultural Contexts

LLSS 580: Seminar in Ed. of the Bilingual Student

LLSS 590: Seminar: Master's

### **Research (3 Credit Hours)– Choose one from:**

LLSS 501: Practitioner Research

LLSS 502: Introduction of Qualitative Research

EDUC 500: Research Applications

ED PY 502: Survey Statistics in Ed.

### **Concentration:**

#### **Language, Literacy and Culture (6 Credit Hours)**

LLSS 554: Teaching the Native American Child

OR

LLSS 560: Language & Education in SW Native American Communities

#### **Choose one from:**

LLSS 557: Language, Culture and Math (taught in Spanish during summer)

LLSS 558: Literacy across Cultures

LLSS 579: Teaching of Reading in Bilingual Classroom (*La Enseñanza de la Lectura*)

LLSS 593 Folklore en el Aula

SPAN 547: Seminar in Southwest Spanish

#### **Sociocultural Studies (6 Credit Hours)**

LLSS 521: Sociology of Education

LLSS 523: Education and Anthropology

LLSS 564: Issues in American Indian Education

LLSS 575: Exploring 3rd Spaces in Education

LLSS 583: Education Across Cultures in the Southwest

CCS 520: Cine Chicano y Mundial

SPCD 511: Social Construction of Disabilities

SPCD 560: Introduction to Bilingual/Multicultural Sp. Ed.

#### **Curriculum and Pedagogy –(3 Credit Hours) Choose one from:**

LLSS 455\*: Teaching Spanish in Bilingual Classroom

LLSS 544: Children's Literature (*Literatura Infantil*)

LLSS 568: Alternative Assessment Practices for English Language Learners  
(Prerequisite: LLSS 555)

LLSS 569: ESL Across the Content Areas

LLSS 581: Teaching English as a Second Language

LLSS 582: Curriculum Develop in Multicultural Education

LLSS 593: Bilingual Teaching Methods, Materials and Techniques  
 SPCD 559: Teaching Bilingual/Multicultural Sp. Ed.

**Total 36 credit hours**

\* Indicates 400 level course (typically undergraduate) is available for graduate credit.

### **Concentration in Educational Thought and Sociocultural Studies (ETSS)**

The central aim of ETSS is to highlight the counter-narratives of historically marginalized communities and their resiliency as examples of change in action (i.e. advocacy of Latin American women and Native and African American communities; school reform and professional development). The program's service in the community and across UNM reflects commitment to the betterment of education for historically underrepresented and underserved communities. ETSS offers qualitative research classes and a few courses that support the College's diversity requirement and serve TEELP students, such as LLSS 321: *School and Society*. The following are areas in which the ETSS program serves students.

- **Social Justice** (a) Students should demonstrate a philosophical, theoretical, and historical knowledge of the relationship between social justice and education; (b) Students should demonstrate practical applications of a social justice approach to education.
- **Theoretical Development:** Students should be able to:  
 [a] demonstrate an understanding of the various theories informing and explaining the field of education, and [b] situate their work among one or more theories.
- **Educational Foundations:** Students should be able to describe, evaluate, and, if necessary, re-envision the contexts and processes of schooling through major theoretical lenses adapted from the social sciences (i.e., anthropology, history, philosophy, sociology, etc.).
- **Research:** Students should (a) be able to demonstrate a theoretical, philosophical as well as practical and concrete understanding of qualitative research as a whole and its multiple methodologies; (b) have a solid beginning understanding of quantitative research and be, at minimum, an educated reader of this paradigm; (c) be able to conduct research that reflects these understandings.
- **Interdisciplinary/Multidisciplinary Approach:** Students should be able to develop a research agenda and approach to teaching that reflects a meaningful understanding of the interdisciplinary and multidisciplinary nature of educational thought and sociocultural studies.
- **Faculty:** Students will develop working professional relationships with (a) faculty from diverse theoretical perspectives, philosophies, and research interests, and (b) faculty who have conducted innovative and creative research surrounding issues of race, class and gender.

### **MA Curriculum**

<b>I.</b>	<b>Core Requirement (take during first semester):</b>	<b>3 Credit Hours</b>
LLSS 500	Issues in Language, Literacy and Sociocultural Studies	
<b>II.</b>	<b>Research Courses (choose two from):</b>	<b>6 Credit Hours</b>

EDUC 500	Research Applications to Education	
EDPY 502	Survey of Statistics in Education	
LLSS 501	Practitioner Research	
LLSS 502	Introduction to Qualitative Research	
<b>III.</b>	<b>ETSS Concentration Courses (choose four from)</b>	<b>12 Credit Hours</b>
LLSS 510	Paulo Freire	
LLSS 511	History of U.S. Education	
LLSS 513	Globalization and Education	
LLSS 515	Philosophy of Education	
LLSS 521	Proseminar: Sociology of Education	
LLSS 523	Education and Anthropology	
LLSS 530	Whiteness Studies	
LLSS 553	Education and African American Children	
LLSS 587	Education and Gender Equity	
<b>IV.</b>	<b>Support Area Electives (choose three from):</b>	<b>9 Credit Hours</b>
	Graduate-level courses offered by LLSS or any other UNM department. Consult advisor.	
<b>V.</b>	<b>Degree Completion Activity (choose one from):</b>	<b>3-6 Credit Hours</b>
	Consult with Advisor	
<b>Plan I</b>	<b>Thesis</b>	
	Completion of a Master's Thesis	
LLSS 599	Master's Thesis	<b>6 Credit Hours</b>
<b>Plan II</b>	<b>Non-Thesis (Choose one from):</b>	
A.	Professional Paper	
LLSS 590	Seminar	<b>3 Credit Hours</b>
	Completion of a literature review of licensure dossier	
B.	Master's Exam	
LLSS 598	Directed Readings	<b>3-6 Credit Hours</b>
	Completion of a comprehensive exam	
	<b>Total credit hours (I-V):</b>	
	<b>Plan I – Thesis</b>	<b>36 Credit Hours</b>
	<b>Plan II (A) - Professional Paper</b>	<b>33 Credit Hours</b>
	<b>Plan II (B) - Master's Exam</b>	<b>33-36 Credit Hours</b>

### **Concentration in Literacy and Language Arts (LLA)**

The LLA program is also largely a graduate program, although we do offer courses that serve Teacher Education and Educational Leadership and Policy (TEELP), such as LLSS 443, *Children's Literature* and *Teaching Writing*. LLA students will develop advanced understanding of:

- The history and structure of the discipline of LLA to include the study of language and literature and composing and interpreting in print and other media.
- How children and adolescents develop literacy in their first and second languages.
- Sociopsycholinguistic facets of learning to read, write, speak, and listen.
- The interrelationship between language, literacy and culture, especially as reflected in literature, popular culture, and the writing of students.
- Local, state, and national issues of access to literacy, appropriate reading materials for children and adolescents, and assessment.
- The relationship between language, literacy and knowledge.
- How technological advances influence the nature of language and literacy.
- Critical literacy

LLA students will develop expertise in the following practices:

- Responding to the reading and writing of diverse students in ways that will promote literacy learning.
- Creating environments where students can practice literacy skills that they will use in contexts in the world outside the school, including critical literacy.
- Assessing literacy practices that students have had sufficient opportunity to learn.
- Developing curricula help students to understand their own cultures and cultures other than their own through responding to and composing text in print and other media.

LLA students will develop the following characteristics of identity:

- Habits of mind and skills of a teacher-researcher.
- Skill in professional communication about literacy and language arts.
- Reflection in light of theory and research in language arts teaching and learning.
- Understanding their own cultural and linguistic histories and their relationship to teaching language and literacy.

## MA Curriculum

### Program Core Requirements

LLSS 500	Issues in Language, Literacy and Sociocultural Studies	<b>3 Credit Hours</b>
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LLSS 590	Seminar	<b>3 Credit Hours</b>
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### Research

**6 Credit Hours**

*Choose two from:*

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

LLSS 595	Advanced Field Experiences	<b>3 Credit Hours</b>
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LLSS 532	The Reading Process	<b>3 Credit Hours</b>
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Two additional courses focusing on second language learning and/or cultural diversity in education, selected with advisement.	<b>6 Credit Hours</b>
<b>Support area elective(s)</b> on literacy and language arts	
Plan I	<b>3 Credit Hours</b>
Plan II	<b>12 Credit Hours</b>
<b>Plan I Total</b> (27 + 6 thesis hrs.)	<b>33 Credit Hours</b>
<b>Plan II Total</b>	<b>36 Credit Hours</b>

### Concentration in Social Studies

The MA with a concentration in social studies has been dormant, but since work is being done to revive and revise it in collaboration with the history department, learning goals are presented consistent with UPI.

SS students will develop advanced understandings of:

- The history and structure of the disciplines included in social studies, including history, economics, geography, and sociology.
- How children and adolescents learn in the social studies classroom. The ways of participating in the disciplines included in social studies and how to create contexts in which students can authentically participate.
- How various cultures shape and are shaped by what is studied in the disciplines of social studies.
- Local, state, and national issues of marginalization of oppressed social groups, setting standards for learning, and what constitutes authentic assessment in social studies.
- How the various social studies disciplines construct knowledge.
- How technological advances can enhance the teaching of social studies.

SS students will develop expertise in the following practices:

- Analyzing student work to understand their conceptual development in the social studies.
- Creating environments where students can practice ways of thinking, writing, talking, reading, and analyzing that are indicative of the social studies disciplines.
- Assessing knowledge and skills that students have had an opportunity to learn.
- Developing curricula help students to understand the influence of the social studies on public perceptions of various cultural groups.
- Using recent advances in information technology to help students gather and critique information.

SS students will develop the following characteristics of identity:

- Habits of mind and skills of a teacher-researcher.
- Skill in professional communication about social studies and student learning.
- Reflection in light of theory and research in social studies teaching and learning.

### MA Curriculum

#### Program Core Requirements

LLSS 500	Issues in Language/Literacy/Sociocultural Studies	<b>3 Credit Hours</b>
LLSS 590	Seminar	<b>3 Credit Hours</b>
	<b>Research</b>	<b>6 Credit Hours</b>

*Choose two from:*

EDPY 511	Introductory Educational Statistics	
EDUC 500	Research Applications to Education	
LLSS 501	Practitioner Research	
LLSS 502	Introduction to Qualitative Research	
	<b>Sociocultural Studies</b>	<b>6 Credit Hours</b>
	<i>Choose two from:</i>	
LLSS 511	History of U.S. Education	
LLSS 515	Philosophy of Education	
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	Education and Gender Equity	
	<b>Social Studies Education</b>	<b>3 Credit Hours</b>
	<i>Choose one from:</i>	
LLSS 520	Seminar in Social Studies	
LLSS 540	Instructional Trends in the Social Studies	
LLSS 549	History Education	
LLSS 550	Seminar in History Education	
	<b>Supporting Curriculum/Instruction</b>	<b>3 Credit Hours</b>
	<i>Choose one from:</i>	
EDUC 516	Integrating Curriculum and Inquiry in the Classroom	
EDUC 542	Principles of Curriculum Development	
EMLS 551	Books and Related Materials for Young Adults	
	Teaching Reading Through the Content Field	
	<b>Supporting Area Electives</b>	
LLSS 538	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.	
	Plan I	<b>9 Credit Hours</b>
	Plan II	<b>12 Credit Hours</b>
	<b>Plan I Total</b>	<b>30 Credit Hours</b>
	(30 + 6 thesis hrs.)	
	<b>Plan II Total</b>	<b>36 Credit Hours</b>

### **Concentration in Teaching English to Speakers of Other Languages (TESOL)**

The program serves the undergraduate program in Teacher Education and Educational Policy



(TEELP) by providing endorsement classes, but it is largely a concentration in the graduate program for master's and doctoral students.

TESOL students will develop advanced understandings of:

- The role that English has played in the development of the United States and globalization.
- Local, state, and national issues of culture, language, poverty and oppression that influence the education of the English Learner.
- Structure of the English language and its relationship to the structure and meaning of other languages.
- How children and adolescents develop fluency in English when it is not their native language.
- Contexts and techniques for helping English Learners develop competence in speaking, reading, and writing in English.

TESOL students will develop expertise in the following practices:

- Adapting to the learning styles and meeting the needs of English Learners.
- Ability to provide sheltered and supported instruction in English.
- Developing curricula that honor and incorporate the cultures represented by the English Learners (ELs) in one's educational setting.
- Ability to synthesize research and apply it in their classrooms and use it to participate in broader policy discussions related to ELs.

TESOL students will develop the following characteristics of identity:

- Appreciation of all languages other than English.
- Advocacy for immigrant children and all English Learners.
- Sensitivity to the learning styles and needs of English Learners.
- Ability to work successfully with parents and communities in supporting ELs.

## **MA Curriculum**

Admission requirement: 9 credit hours of college course work in a second language or fluency in a second language (Plan I, 30+6 credit hrs. and Plan II, 36 credit hrs.).

### **Program Core Requirements (15 Credit Hours)**

LLSS 500: Issues in Lang., Lit., and Sociocultural

LLSS 503: Research Issues in Bilingual & Second Language Classrooms & Communities

LLSS 555: Language Study for Educators

LLSS 556: 1st & 2nd Language Development

LLSS 580: Seminar in Ed. of the Bilingual Student

### **Research –(3 Credit Hours ) Choose one from:**

LLSS 501: Practitioner Research

LLSS 502: Introduction of Qualitative Research

EDUC 500: Research Applications

ED PY 502: Survey Statistics in Ed.

### **Concentration:**

#### **Language, Literacy and Culture-(6 Credit Hours):**

LLSS 554: Teaching the Native American Child

OR

LLSS 560: Language & Education in SW Native American Communities

#### **Choose one from:**

LLSS 557: Language, Culture and Math (taught in Spanish during summer)

LLSS 542: Seminar: Global English Issues

LLSS 558: Literacy across Cultures

LLSS 559: Second Language Literacy

**Sociocultural Studies (3-6 Credit Hours) – Choose one(Plan I) or two (Plan II) from:**

LLSS 521: Sociology of Education

LLSS 523: Education and Anthropology

LLSS 564: Issues in American Indian Education

LLSS 575: Exploring 3rd Spaces in Education

LLSS 583: Education across Cultures in the Southwest

SPCD 511: Social Construction of Disabilities

**Curriculum and Pedagogy (3 Credit Hours)- Choose one from:**

LLSS 568: Alternative Assessment Practices for English Language Learners

LLSS 569: ESL Across the Content Areas

LLSS 578: Adult ESL Pedagogy

LLSS 581: Teaching English as a Second Language

LLSS 582: Curriculum Develop in Multicultural Education

SPCD 559: Teaching Bilingual/Multicultural Special Education

**Degree Completion Option**

**Plan I**

LLSS 599: Master's Thesis (6 credits) **Last course taken in program**

**Plan II**

LLSS 590: Seminar (3 credits) **course to be taken by the end of the program**

**Plan I or II: Total of 36 credit hours**

### **Dual Degree: M.A. in Language, Literacy and Sociocultural Studies and M.A. in Latin American Studies**

The College of Education & Human Sciences and the Latin American Studies Program offer a dual degree program leading to master's degrees in Language, Literacy and Sociocultural Studies and Latin American Studies (<http://laji.unm.edu/academic-programs/current-students/graduate/malas-mallss.html>). 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 credit hours of course work for students who hold teaching certificates. It includes three components: 1) 21 credit hours of Language, Literacy and Sociocultural Studies courses with a concentration on social studies education; 2) 21 credit hours of Latin American Studies course work divided between two of the following concentrations: Anthropology, Art History, Brazilian Studies, Brazilian Literature and Culture, Communication, Community and Regional Planning, Economics, Gender Studies, History, Human Rights, International Management, Political Science, Religion and Philosophy, Sociology, Southwest Studies, Spanish American Literature, and Spanish Linguistics; and 3) 9 credit 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 & Human Sciences and Latin American Studies. Separate applications should be made simultaneously to the Departments of Language, Literacy and Sociocultural Studies and Latin American Studies. It is expected that applicants to this program have 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 credit hours of course work (at the undergraduate and/or graduate level) in the social studies plus 24 credit hours of professional education course work.

### **Doctor of Philosophy in Language, Literacy and Sociocultural Studies**

The Doctor of Philosophy (Ph.D.) degree program in Language, Literacy and Sociocultural Studies is a rigorous but flexible course of studies that can be tailored to meet a wide range of interests and needs. The doctoral program seeks to enable students to develop deep understanding of theory and research, and contribute to the body of scholarship and new knowledge, and assume leadership positions to design, conduct, interpret, critique, and share research and scholarly work that contributes to the mission of the department. Doctoral graduates will:

- Understand the fundamental concepts in their area(s) of study. (Understandings/Knowledge)
- Engage in research practices appropriate to their area(s) of study and the discipline(s) in which their research is situated. (Practices/Skills)
- Develop an ethical identity as a researcher and scholar. (Identity/Responsibility),

Multidisciplinary study is fundamental to the mission of LLSS. The specific elements of students' areas of focus are individualized to meet students' needs and can be drawn from, but are not limited to, the following areas: educational thought, critical theory, bilingual education, teaching English as a second language (both K-12 and Adult), American Indian education, language and literacy education, global education; qualitative research methodologies; critical theory and education for social justice; and the social and cultural study of educational theories, institutions and practices. All students are expected to develop a program of studies combining course work in the LLSS Department with course work in related disciplines in the College of Education & Human Sciences and other colleges. The program places emphasis on helping students develop qualitative and/or mixed methods research and inquiry skills needed for the advanced study and analysis of education in its many social, cultural, economic, and political contexts.

All Ph.D. students must fulfill the general admission requirements for both the University and the College of Education & Human Science, as described on the University Catalog (<https://catalog.unm.edu/catalogs/2022-2023/>), 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; an area of focus constructed by the student in consultation with an advisor and a program of studies committee; and a 24 credit hour minor or supporting area.

### **Expected Curriculum**

(72–75 credit hours, minimum, of coursework, plus dissertation)

<b>Core</b>	<b>(24-27 credit hours, plus dissertation)</b>	
	<b>Seminars</b>	<b>6 Credit Hours</b>
LLSS 645	Seminar in Educational Studies	
LLSS 640	Seminar in Language/Literacy	
	<b>Research. Choose from:</b>	<b>12 Credit Hours</b>
LLSS 501	Practitioner Research	
LLSS 502	Introduction to Qualitative Research	
LLSS 605	Advanced Qualitative Research Methods	
LLSS 623	Ethnographic Research	
EDPY 502	Survey of Statistics in Education	
EDPY 505	Conducting Quantitative Educational Research	
EDPY 511	Introductory Educational Statistics	
	(Must include at least one quantitative and one qualitative course. Appropriate research methods courses from outside COE may be substituted.)	
	<b>Research Internship / Field Experience</b>	<b>3-6 Credit Hours</b>
LLSS 595	Advanced Field Experiences	
-and/or-		
LLSS 696	Internship	
	<b>Dissertation Seminar</b>	<b>3 Credit Hours</b>
LLSS 650	Dissertation Seminar	
	<b>Area of Focus (24 credit hours)</b>	<b>24 Credit Hours</b>
	Selected from the Catalog by candidates in consultation with their committee.	
	<b>Support Area (24 credit hours)</b>	<b>24 Credit Hours</b>
	The support area may consist of credit hours in a single field, usually within the COE, or may be an interdisciplinary support area, selected in consultation with their committee. At least 12 credit hours must come from outside LLSS. The support area is to be supportive of the focus.	
	<b>Total</b>	<b>72-75 Credit Hours</b>
	<b>Dissertation</b>	<b>18 Credit Hours</b>
	(Maximum transfer/applied credit: 36)	

LLSS also administers the transdisciplinary Ph.D. in Educational Linguistics.

### **Doctor of Philosophy in Educational Linguistics Program**

The Educational Linguistics Program Manual explains the program as follows. 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 Education with a concentration 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, first and second language acquisition, issues of assessment, and online language learning. Communities and languages of the Southwest and signed languages are of particular interest. The strengths of the program faculty lie in our active collaboration and diversity of perspectives on common issues.

The goals for the Educational Linguistics Ph.D. are also aligned to the UPI that guides work in the College and within each broader category. Educational Linguistics students will develop advanced understandings of:

- Language maintenance and language revitalization, language policy and planning, bilingualism, first and second language acquisition, issues of assessment, and online language learning.
- Concepts, principles, and practices related to the study of language and literacy.
- Communities and languages of the Southwest and signed languages.
- Structure of the English language and its relationship to the structure and meaning of other languages.
- A cognitive-functional perspective that focuses on language structure as interacting with language use in diverse contexts.
- Language typology, change, discourse, interaction, variation, processing, and acquisition.
- Contexts and techniques for teaching English as a Foreign Language learners to develop competence in speaking, reading, and writing in English.

Educational Linguistics students will develop expertise in the following practices:

- Successfully develop a Dissertation Proposal.
- Ability to analyze research and theory and present an analysis in writing.
- Conduct research that contributes to the knowledge base in his/her selected field(s).
- Collaboration with the linguistic and educational communities in which they carry out research.
- Successfully defend a Dissertation.

Educational Linguistics students will develop the following characteristics of identity:

- Appreciation of linguistic diversity and the role of culture in language development.
- Commitment to the application of linguistics to social and educational concerns in diverse cultural contexts, including minority language maintenance and empowerment of minoritized and bilingual communities.
- Knowledge of potential careers in Educational Linguistics including university teaching and research, public education, government, private research, TESOL program administration and teacher training, and language education programs in the United States or abroad.

The program of studies for each student is tailored by the individual in consultation with his/her faculty advisor and Committee on Studies and is approved by the Committee on Studies.

Requests for transferring courses are submitted to the Committee on Studies along with appropriate course descriptions and syllabi. If the transfer is approved by the Committee on Studies, the transferred courses will be listed on the Program of Studies submitted as part of the Application for Candidacy.

**Program of Studies Requirements:**

1. At least 72 semester hours beyond the bachelor's degree. These 72 hours must include the following (the same course may be counted in two or more of the following areas, but only once for the 72-hour requirement):
2. **Core Courses (24 hours)**
  - i. LING 504: Phonological Analysis
  - ii. LING 522: Grammatical Analysis OR LING 523: Functional Syntactic Theories
  - iii. LING 531: Language in Society
  - iv. LING 567: Psychology of Language
  - v. LLSS 640: Seminar in Language/Literacy
  - vi. LLSS 645: Seminar in Educational Studies
  - vii. EDPY 502: Survey of Statistics in Education (or similar course as determined by advisor)
  - viii. One course in Advanced Research Methods in Linguistics and/or Education (Possible courses include: LLSS 605: Advanced Qualitative Research Methods, LLSS 623: Ethnographic Research). Note: Other Research Methods courses may be recommended by your advisor based on your area of inquiry.
3. **Area Electives (24 Hours)**

Courses selected to fulfill area electives should supplement and strengthen the student's professional preparation in education, educational research, linguistics, and the area of research focus, and should be selected in conjunction with the student's advisor and Committee on Studies.

**NO MORE THAN 12 credit hours may be taken in any one department.** Possible courses to fulfill the area elective requirements include, but are *not limited to*:

  - i. 500 or 600-level LLSS Courses (or 400-level courses carrying graduate credit)
  - ii. 500 or 600-level LING Courses
  - iii. 500 or 600-level Courses in Spanish & Portuguese
  - iv. 500 or 600-level OILS Courses
  - v. 500 or 600-level Educational Psychology Courses
4. **Area of Focus (24 Hours)**

At least 24 hours in an area of focus in Educational Linguistics. Courses in this area will be determined in consultation with your advisor and/or your Committee on Studies.
5. **Dissertation Hours (18 Hours)**

At least 18 hours of dissertation (699); no more than 9 hours each semester.
6. **Other course requirements:**
  - At least 24 hours taken at UNM.
  - A maximum of 45 hours transferred from other institutions.
  - At least 18 hours at the 500 or 600 level.

- No more than 24 hours in 'problems, readings, or workshops'.
- Competency in a language other than English is required for graduation. The minimal acceptable level of competency is a grade of B in a fourth semester of a college level course, or its equivalent.

**Transfer of Credit.** The following regulations apply to the transfer of credits toward the doctoral degree:

1. Course must have carried graduate credit.
2. Coursework must be from an accredited institution.
3. Student must have obtained a grade of "B" or better. A maximum of 6 hours of thesis from a completed master's degree or other course work graded Pass or Credit (CR) is transferable.
4. Course must be approved by the doctoral Committee on Studies and the graduate unit.
5. Course must be listed on the Application for Candidacy form.
6. All courses must have final approval from the Dean of Graduate Studies.

Additionally, please note that:

- Courses more than 10 years old will be examined on a case-by-case basis.
- MA coursework may be applied to your PhD coursework with the prior approval of your advisor and Committee on Studies.

### **Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL)**

With similar UPIs as described above in the MA with concentration in TESOL, the TESOL Graduate Certificate is designed to help teachers add a TESOL endorsement to their teaching license, and to prepare other graduate and non-degree graduate students to teach English as a second or foreign language to adults in this country or abroad. For information on the TESOL endorsement and application procedures, students are urged to visit the New Mexico Public Education Department Web site for the most up to date information.

In the TESOL certificate program, students gain understanding of the theoretical and cultural foundations for the teaching and learning of English language and literacy across the curriculum, and across K-16 teaching contexts. They learn methods to appropriately apply this understanding in different cultural contexts.

#### **Application Process**

#### **Program Requirements - 15 credit hours**

LLSS 556	First and Second Language Development within Cultural Contexts	<b>3 Credit Hours</b>
LLSS 558	Literacy Across Cultures	<b>3 Credit Hours</b>
LLSS 559	Second Language Literacy	<b>3 Credit Hours</b>
LLSS 580	Seminar in the Education of the Bilingual Student	<b>3 Credit Hours</b>
LLSS 581	Teaching English as a Second Language	<b>3 Credit Hours</b>
<b>Total</b>		<b>15 Credit Hours</b>

### **Graduate Minor in Literacy**

With similar UPIs as described above in the MA with concentration in Literacy and Language Arts, LLSS also 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.

**Elementary Language Arts focus**

**Required courses:**

- LLSS 532 The Reading Process
- LLSS 537L Assessment of Literacies
- LLSS 567 Home Literacy and Schooling Research

**Choose one from the following:**

- LLSS 541 Seminar in Children's Literature
- LLSS 534 Seminar in Teaching Reading

**Middle School/Secondary Language Arts focus**

**Required courses:**

- LLSS 522 Seminar in English Curriculum and Instruction
- LLSS 527 Advanced Teaching of Writing
- LLSS 528 Studies in Reading and Literature for Teachers

**Choose one from the following:**

- LLSS 550 Books and Related Materials for Young Adults
- LLSS 538 Literacies within and across Disciplines
- LLSS 559 Second Language Literacy
- LLSS 558 Literacy Across Cultures

**Connections to Graduate Programs at UNM**

The LLSS graduate courses contribute to other internal units within UNM and the COEHS through the offering of courses that support the development of graduate students across programs. For example, LLSS offers qualitative research courses that are not existent in other departments, so students come to LLSS to develop this expertise by interacting with LLSS faculty and students.

As stated in the undergraduate section, our most symbiotic relationship is with the Department of Teacher Education and Educational Leadership and Policy (TEELP). We offer required and elective courses for graduate and non-degree teacher licensure programs, and non-degree endorsement programs in reading, TESOL, and Bilingual Education. Specifically, faculty make the following contributions to Teacher Education:

- LLSS BETESOL faculty serve as advisors, teach, and oversee courses, and participate in program development in the bilingual and TESOL concentrations/teaching fields (for B.A. degree in elementary education). This work helps students obtain the state's endorsement in these areas.
- Literacy faculty teach and oversee courses required for the language/communication arts concentration/teaching fields in secondary education.
- Two faculty, from LLSS programs, serve as advisors, teach, and oversee courses, and participate in program development in the Secondary Education Program (M.A. degrees). Below, courses linked to these educational programs are listed
  - LLSS 450/550 Books and Related Materials for Young Adults (Licensure in



- secondary communication arts)
- LLSS 480/593 Second Language Pedagogy (Licensure secondary foreign language and Spanish teaching)
- LLSS 583/481 Education Across Cultures in the Southwest (M.A. elementary)
- LLSS 556/456 First and Second Language Development within Cultural Contexts (M.A. elementary concentration in Bilingual Ed/TESOL)
- LLSS 538 Teaching Reading and Writing in the Content Fields (M.A. w/ licensure secondary education)
- NOTE: TEELP has had different chairs. Our relationship changes as a function of the TEELP chair's desire to collaborate. The list, above, is inclusive of capacities in which we have regularly functioned in the recent past years.

Across the COEHS and other units, graduate students from other programs may take LLSS courses to fulfill their diversity, multicultural, and research requirements and/or to develop support areas. (See, for example, M.A. in Art Education, Ph.D. in Counseling, Education Specialist and Ed.D. in LEAD.) Many programs specifically suggest LLSS courses in their program requirements.

- LLSS 500: *Issues in Language, Literacy and Sociocultural Studies* (often taken by students in other COEHS Programs)
- LLSS 502: *Intro to Qualitative Research* (Taken by students from within and beyond the College; Serves MA and PhD students in a variety of departments)
- LLSS 511: *History of US Education* (Taken by students in other colleges across the campus)
- LLSS 521: *Proseminar in Sociology* (Taken by students in other colleges across the campus)
- LLSS 523: *Critical Race Theory* (Taken by students in other colleges across the campus)
- LLSS 530: *Whiteness Studies* (Taken by students in other colleges across the campus)
- LLSS 551: *History of American Indian Education* (cross-listed with Native American Studies)
- LLSS 554: *Teaching the Native American Child* (cross-listed with Native American Studies)
- LLSS 564: *Issues in American Indian Education* (cross-listed with Native American Studies)
- LLSS 553: *Education and African American Children* (sometimes taken by students outside the College of Education)
- LLSS 582: *Curriculum Development in Multicultural Education* (M.A. in elementary and secondary education diversity requirement)
- LLSS 583: *Education Across Cultures in the Southwest* (M.A. in elementary and secondary education diversity requirement)
- LLSS 605: *Advanced Qualitative Research* (attracts students throughout the College of Education and UNM) (PhD in OILS)
- LLSS 623/593: *Ethnographic Research* (attracts students throughout the College of Education and UNM; Ph.D. in Multicultural Teacher and Childhood

Education—MSET Concentration).

- LLSS 650: *Dissertation Seminar* (taken by students whose home departments do not offer a dissertation specific course)

Non-degree students take the courses, listed above, but are not LLSS graduate or certificate students. Finally, some of the LLSS courses are also supported or listed under the Latin American Studies (LAS) program as these courses align with its goals

([http://laji.unm.edu/academic-programs/current-students/graduate/las-course-descriptions-sp24\\_11.01.20231.pdf#academic-programs/current-students/graduate/las-course-descriptions-updated-dec21.pdf](http://laji.unm.edu/academic-programs/current-students/graduate/las-course-descriptions-sp24_11.01.20231.pdf#academic-programs/current-students/graduate/las-course-descriptions-updated-dec21.pdf))

### **Faculty Regularly Serving Other Departments**

Dr. Pisarn Chamcharatsri is currently a joint appointment with the English Department and splits his time between the two. He teaches English 101 and English 102, both classes required for undergraduates at UNM. This is part of his regular load, teaching one of these each semester. These courses are now renumbered as English 110 and English 120, respectively; he continues to teach them.

Dr. Glenabah Martinez regularly teaches social studies methods at the secondary level for TEELP.

Dr. Christine Sims co-teaches a Special Education that focuses on assessment, with Dr. Julia Scherba de Valenzuela.

Dr. Vincent Werito has developed a collaboration with Dr. Tiffany Lee and Lorenda Belone in the development of the Diné Language Teacher Institute.

### **Cross Listed Courses**

LLSS faculty work with other departments to have our courses cross listed. Some of the cross-listed classes are provided below.

- LLSS 560/460: *Language and Education in Southwest Native American Communities* (Also offered as LING 436/536 and Nat Am 460) (3)
- LLSS 605: *Qualitative Research in Education* (Also offered as EDLEAD 605) (3)
- LLSS 587: *Education Gender and Equity* (Also offered as Women's Studies 487) (3)
- LLSS 514: *Young Children Moving Into Literacy* (Also offered as ECME 514) (3)
- LLSS 528: *Studies in Reading and Literature for Teachers* (Also offered as ENGL 528) (3)
- LLSS 588: *T/Feminist Epistemologies and Pedagogies* (WMST 393) (3)

Finally, LLSS courses are relevant to UNM students and are included in the Graduate Certificate in Race and Social Justice (<https://race.unm.edu/certificate/grad.html>) and the Latin American & Iberian Institute ([http://laji.unm.edu/academic-programs/current-students/graduate/las-course-descriptions-sp24\\_11.01.20231.pdf#academic-programs/current-students/graduate/las-course-descriptions-updated-dec21.pdf](http://laji.unm.edu/academic-programs/current-students/graduate/las-course-descriptions-sp24_11.01.20231.pdf#academic-programs/current-students/graduate/las-course-descriptions-updated-dec21.pdf)). Finally, the Minor in Literacy and the TESOL Graduate Certificate also offer graduate students the opportunity to add another degree to the current one. Some programs support these types of courses/programs as electives.

### **Centers and Institutes**

LLSS faculty also lead Centers and Institutes that have impact on the College and NM. LLSS works closely with the Multicultural Education Center (MEC), directed by LLSS faculty member Dr.

Tryphenia Peele-Eady. MEC aims to advocate for multicultural education, research, programs, and policies that recognize and honor cultural and linguistic diversity and nurture culturally relevant and responsive pedagogy and teaching practices.

### ***The Latin American Programs in Education (LAPE) Center***

The Latin American Programs in Education (LAPE) directed by Dr. Armando Garza Ayala. LAPE carries out collaborative educational programs with Latin America, Canada, Equatorial Guinea, and Spain, often in conjunction with the Latin American Iberian Institute (LAI). LAPE has become the hub for students seeking advanced degrees in the College. The MEC and LAPE directors are both LLSS faculty. Both MEC and LAPE are now college level centers that facilitate the serving of programs across all the departments of the College.

In 2004, the American Indian Education Institute (AIEI) was established through the hard work of the American Indian faculty, led by Dr. Joseph Suina. The AIEI is currently directed by Dr. Glenabah Martinez. The AIEI is leading the Native American Teacher Preparation Program (<https://coehs.unm.edu/departments-programs/teelp/native-american-teacher-prep/index.html>)

### ***The American Indian Language and Policy Research and Teacher Training Center***

Dr. Christine Sims reinvigorated the Institute by developing the American Indian Language and Policy Research and Teacher Training Center. The Center aims to serve as a local and national center of collaborative research that examines major policy issues affecting the survival and maintenance of American Indian languages. The Center also provides a venue for building an international dialogue about language issues that extends to other indigenous languages of the Americas. Developing and providing native language teacher training programs and technical assistance support for American Indian tribes engaged in language maintenance and preservation initiatives is another key aspect of the Center's outreach and service.

(From: <https://coe.unm.edu/administration/institutes-centers.html>)

### ***The Diné Language Teacher Institute (DLTI)***

Dr. Werito in collaboration with faculty from other program developed the Diné Language Teacher Institute (DLTI) and it supports Navajo Language teachers' pedagogical practices to revitalize Diné in New Mexico. The DLTI courses offers course for teachers in all New Mexico, especially northern New Mexico, in the Navajo Nation.

### ***The TESOL Summer Institute***

LLSS also houses the TESOL Summer Institute, directed by Dr. LópezLeiva, which provides teachers with courses in TESOL during the summer. The coursework eventually leads to a state endorsement in TESOL. This Institute completed its 25th summer program in the summer of 2023. The institute involves UNM students, both graduate and undergraduate the classes are online. The TESOL transcribed graduate certificate also has coursework woven into the summer institute.

### ***The Summer Spanish Immersion Institute (SSII)***

Dr. LópezLeiva also directs the Summer Spanish Immersion Institute (SSII) for bilingual teachers. Participants can earn credits towards the state's bilingual education endorsement and the transcribed graduate certificate in bilingual education.

During the summer, the Literacy program sometimes also runs a summer reading institute in

which teachers learn about reading process, strategies for teaching, and advanced methods for assessing reading.

**2B: Mode of Delivery** *Discuss the unit's mode(s) of delivery for teaching courses.*

LLSS faculty engage in a variety of modes of course delivery. We follow face-to-face formats in a large majority of our classes. That said, many instructors use various learning systems, some belonging to UNM (CANVAS), and other platforms such as the use of wikis to supplement and enhance our students' experiences. We also offer online courses, online courses include Literacy/Language Arts courses (LLSS 443, *Children's Literature*), courses of the TESOL Summer Institute, courses for the DLTI (Diné Language Teachers Institute), as well as undergraduate diversity courses (LLSS 321: *School and Society*). These courses provide access to students beyond Albuquerque and support teachers who cannot travel to main campus. New Mexico has a large rural population (by land mass) and online courses support serving this population, even when the internet is still being developed in some of these areas. Indigenous teachers working in remote parts of the state benefit from this form of delivery. During COVID between 2020-2021, the entire campus shut down and went entirely on remote teaching and work, which required several adjustments to our programming. All instructors had to teach online. There was a huge challenge in the adjustment to the new format modalities and use of technology. Intense online training was required for everyone. Zoom became the main tool or context for regular classes and Department and College meetings. When remote working was lifted, masks were required for students and instructors in face-to-face instruction, which were not always pedagogically supportive. At times, classes could be moved back to remote instruction to preserve the safety and health of students and instructors. Thus, uncertainty affected the delivery of courses during several semesters.

### **Criterion 3. Teaching & Learning: Assessment**

The unit should demonstrate that it assesses student learning and uses assessment to make program improvements. In this section, the unit should reference and provide evidence of the program's assessment plan(s) and annual program assessment records/reports. (Differentiate for each undergraduate and graduate degree/certificate program and concentration offered by the unit.)

**3A: Assessment Plans** *Provide current Assessment Plan for each degree and certificate program in the unit.*

**3B: Assessment Reports** *Provide current Assessment Report for each degree and certificate program in the unit. Expand on any initiatives/changes that have resulted from these reports.* This section of our report demonstrates our assessment of student learning and use of that assessment to make program improvements. In the first section, we report on our master's degree, each master's concentration, and the doctoral program. In the charts, we reference and provide evidence of the program's assessment plan(s) and annual program assessment records/reports. The LLSS offers a master's and two doctoral degrees. We have had the practice of assessing and planning each of the MA concentrations separately, and for that reason, we

present it this way here. We are currently integrating our MA assessment report, which is still being optimized. For that reason in Appendix F we include the plans and reports for 2022-23.

### **Master's Degree in LLSS**

Given that the Department of LLSS offers one master's degree with four concentrations, the department seeks to develop Student Learning Outcomes (SLOs) and employ assessments that reflect the overall goals of our unit, as well as those specific to each concentration. What follows is a description of our SLOs and assessment process for all students in LLSS, followed by a description of the SLOs and processes for each concentration.

#### **All LLSS Master's Degree Students**

- Will demonstrate understanding of and use theoretical and practical aspects of effective curriculum and instruction in Language, Literacy, & Sociocultural Studies.
- Will analyze studies on broad educational concepts and theoretical debates in the social foundations of education and in order to develop social justice-oriented practices.
- Will demonstrate and use knowledge and general applications of qualitative research methodologies and methods.

These SLOs could be extended to all MA courses, but we want to do both (a) keep the specific emphasis of each concentration and (b) still be able to assess comprehensively the student work done across concentrations. For that reason, LLSS faculty decided to focus the general MA assessment report on two courses (LLSS 590 and 500 described below), while each concentration will continue implementing its internal assessments associated with the specific SLOs in each concentration.

#### **LLSS 590: Seminar**

*Student Learning Outcome:* Students will synthesize foundational, theoretical, and applied knowledge of program content in writing.

The department sought to ensure faculty agreement on criteria for the paper through the articulation of a Decision Guide (see Appendix G) that is used by all programs. The Decision Guide assists faculty in making a rating of fail, pass, or pass with distinction. The criteria reflect the goal of candidates writing publishable articles and asks faculty to evaluate the quality of the argument presented, organization, accuracy of scholarship interpretation, as well as manuscript and language conventions. If two out of three faculty agree on a score, the score is reported to the administrator, the LLSS 590 instructor, and the student. The student then has the opportunity to revise, and the paper is re-evaluated.

To provide comparative data across programs, concentration faculty have agreed on a student learning outcome for all programs: Students will synthesize foundational, theoretical, and applied knowledge of program content in writing (SLO, which while specific to the course also aligns with LLSS MA General SLOs listed above). This outcome incorporates the specific knowledge areas listed for each program through disciplinary faculty input into individual student projects and evaluates the shared goal for master's degree students that they understand, can synthesize, and communicate that knowledge to an academic or public audience.

LLSS 590 paper has been identified as direct measure of this SLO. All master's degree students

must complete a final examination upon completion of coursework and prior to graduation. This outcome incorporates the specific knowledge areas listed for each program through disciplinary faculty input into individual student projects.

The final examination is judged using a hermeneutic model of shared judgment and discussion of discrepancies among raters (Moss, 2005). With the help of their advisor and two other faculty members, each student composes a final synthesis paper that is then evaluated by those same three faculty members, using the Faculty Decision Guide (Appendix G).

Most students enroll in LLSS 590 Seminar in Language, Literacy and Sociocultural Studies, a class devoted to supporting their writing endeavors. The Faculty Decision Guide is shared with students at the beginning of that course, or, if they elect not to take the course, by their faculty advisors in the early stages of their writing. The Decision Guide also guides student self-evaluation of their developing drafts.

The Decision Guide assists faculty in making a rating of fail, pass, or pass with distinction. The criteria reflect the goal of candidates writing publishable articles and asks faculty to evaluate the quality of the argument presented, organization, accuracy of scholarship interpretation, as well as manuscript and language conventions. LLSS offered practicing teachers the opportunity to prepare a Professional Development Dossier in order to advance to their New Mexico teaching license to Levels II and III. This more practice-oriented version used the Guidelines for the Development of a Professional Development Dossier<sup>1</sup> to guide students in preparation, and we developed a Faculty Decision Guide (Appendix G), based on the College of Education's Conceptual Framework. Our intent was to allow our students to be able to use their comprehensive examinations for the additional purpose of seeking licensure advancement. In the dossier version, students are expected to demonstrate their learning through portfolio-like documentation of their instruction (Strand A), student work (Strand B), and assessment of student learning (Strand C), supported by explanations of how scholarship in the field is evident in their teaching. We continue this practice.

We address inter-rater reliability of scores by requiring three reviewers. If two out of three faculty agree on a score, the score is reported to the administrator, the LLSS 590 instructor, and the student. A student who receives a score of Conditional Pass then has the opportunity to revise, and the paper is re-evaluated before the end of the term. If a student fails, they may retake the exam.

### **LLSS 500: Issues in Language, Literacy and Sociocultural Studies**

All LLSS students are required to take LLSS 500: Issues in Language, Literacy and Sociocultural Studies, so we describe below existing assignments in that course to present how it addresses the overall LLSS MA SLOs. We explore how a high course grade indicated a general willingness to study issues related to equity and fairness in education, we sought refine existing assessments to emphasize identity/responsibility/disposition.

In our review we explicitly address the characteristics of identity as defined by the College of Education Conceptual Framework, a concept that is parallel to UNM's concept of Responsibility and to the National Council of Accreditation for Teacher Education's (NCATE) concept of Disposition. Each concentration has some student learning outcomes related to this category, but

we sought to define an outcome that would be appropriate for all concentrations and develop an assessment that would provide us with information about this aspect of student development.

Students are advised to take the course as their first course or sometime early in their program. It is taught every semester. LLSS selected the final assignment for this course to be a key assessment that will provide more specific evidence about characteristics of identity/responsibility/disposition of course completers. This assessment will be a summative assessment that indicates that a graduate student met, did not meet, or exceeded program expectations related to the standards indicated. The final paper that takes three forms that will be evaluated using the same criteria for performance and allow program faculty to make inferences:

- Review of Literature and Issues
- Critical Study of Your Own Teaching
- Social Action Plan

Although the forms are different, we intend for students to have some choice in how they present the understandings and characteristics of identity that will allow our graduate students to “acquire and demonstrate knowledge, skills, and professional dispositions necessary to help all students learn” (NCATE Standard 4) and allow them to “demonstrate and apply proficiencies related to diversity.” (NCATE Standard 4).

Given that our department focuses on issues related to social justice and equity, we decided that we needed some indication of student willingness and ability to explore these issues. It is also necessary to explain that our program is required to develop outcomes in relationship to entities to which our Department is accountable. Hence it is necessary to situate the outcomes and assessment within frameworks provided by NCATE (see above), the UNM Knowledge, Skills, and Responsibilities; UNM College of Education Core Values; Conceptual Framework for Professional Education; and the Level III New Mexico Teacher Competencies, the LLSS Mission Statement, and the learning goals for LLSS 500 Issues in Language, Literacy and Sociocultural Studies. Although we presented some of these in earlier criteria, we now move to a discussion of the ways in which they overlap and how we specifically address them in assessing our students. Early in our analysis, we realized that in this measure, we needed to focus on both knowledge/understanding and identity/responsibility/disposition and support their agency in the course objectives, readings, and activities.

#### *Course Objectives*

- To engage in intellectual analysis and discussions within a community of learners.
- To analyze the methodologies and standards of evidence researchers use to investigate curriculum and teaching from a multiplicity of perspectives.
- To examine issues of race, ethnicity, social class, culture, gender, and language in relation to curriculum and teaching.
- To explore one’s identity and critically examine one’s lived experience as part of self- reflections and self-transformation.
- To utilize the self-reflection process as a means for developing an inquiry project focused on specific issues that relate to language, literacy, and sociocultural issues in education.
- To examine the relationship between education and power and understand its significance and implications in today’s schools.

To determine the extent that proposed instructional targets align with the key assessment, we

engaged in a two-step process, similar to that used in holistic scoring where a table leader selects exemplars and the raters discuss the qualities of those papers. The sample of student papers was a sample of convenience (Patton, 1990) and had no other intended purpose than to be used in an examination of evidence sufficiency. In her estimation, all three versions of the paper provide evidence of student's ability to:

1. engage in intellectual analysis;
2. examine issues of race, ethnicity, social class, culture, gender, and language in relation to curriculum and teaching; and
3. reflect on and critically examine one's lived experience.

A paper that demonstrates these abilities meets the following criteria:

- Identifies and clearly defines a cultural, language, or social justice problem or issue.
- Provides varying perspectives on the problem or issue;
- Theorizes probable reasons for the problem or issue; and
- Discusses appropriate action related to the issue or problem.

LLSS faculty reviewed and discussed the instructional targets and proposed criteria for success. Then they reviewed three examples of student work, one in each format. Four faculty members reviewed each example to determine the extent to which each version provided adequate data to make a decision about a students' identity/responsibility/ and identity related to social justice and equity. The faculty raised the following issues and made the following recommendations:

- There seems to be a mismatch between "Theorizes probable reasons for the problem or issue" and what the Critical Study of Your Own teaching evokes. Instead, faculty recommended that criteria be replaced with, "Make personal connections to the issue" and "describes what brought the student to this issue." Upon further discussion, we decided to add a goal related to positionality to the course goals because positionality is a concept fundamental to study in LLS.
- Provides empirical evidence to support claims and actions" be added to the criteria.
- And "especially related to perspectives which are often silenced" should be added to the first criteria.
- It was also suggested that we also include judgments about the writing to provide early program data about students' ability to write academically that can be comparable to the paper prepared in LLSS 590 at the end of the program.

As a result, faculty agreed to 1) review papers from the current semester in light of these criteria, so that we can include the above outcomes and scoring criteria, 2) begin to delineate different levels of performance, and 3) decide into what framework we will situate these outcomes in order to best support our communication to students. All syllabi include these goals and same rubric. The development of this SLO, different versions of the measure, and the criteria for success will lay the foundation for developing additional measures that allow us to track this important identity/responsibility/disposition as our students progress through their various concentrations.

### **Master's Degree with Concentration in American Indian Education**

The AIE Program has developed Student Learning Outcomes using the College of Education's Conceptual Framework to identify categories of learning including Understandings (U), qualities of Practice (P) and characteristics of Identity(I). We have



also identified the broader UNM categories that are defined as knowledge (K), Skills (S) and Responsibilities (R). The following table presents each of our Goals, Criterion, How student achievement is measured, and our analysis of the effectiveness of the measures.

*The Assessment Process and Evaluation of Student Learning Outcomes*

Criterion 1 Outcome	SLO	Measure	Analysis	Years in Use /Action Plan
U, K: Recognize the critical importance of the history of American Indian Education in contemporary curriculum, instructional practice and policy regarding Indigenous educational models.	Recognize the critical importance of the history of American Indian Education in contemporary curriculum, instructional practice and policy.	<p>Direct: Final oral history project OR Final Paper including a final presentation</p> <p>Indirect: Course grade in LLSS 551 History of American Indian Education</p> <p>Cross listed as NATV 450 undergraduate course</p>	Course provides an advanced understanding of the history of American Indian Education	Both Direct & Indirect assessment has been used for 3 years; Program faculty identified a grade score range for a letter grade of A or B based on a total # of 300 points for the entire course. A rubric was also developed for the direct measure. Thus far, faculty have been satisfied with both direct and indirect assessments but will also continue to review rubrics and revise as needed.

U, P, K, S: Prepare educators who exhibit an understanding and ability to analyze the academic and Indigenous paradigms related to issues of identity, knowledge, epistemology, ontology, and practice.	Identify the critical aspects and historical significance of American Indian Education as presented in a pedagogical project	<p>Direct: Final curriculum project OR Final Paper including a final presentation</p> <p>Indirect: Course grade in LLSS 554 Teaching the Native American Child</p>	Course introduces students to the learning styles and cultural norms of Native American students and engages them in curriculum development practices that honor and incorporate American Indian knowledge, philosophy, language, art, science and culture.	<p>Both Direct &amp; Indirect assessment has been used for 3 years; Program faculty identified a grade score range for a letter grade of A or B based on a total # of 300 points for the entire course.</p> <p>A rubric was also developed for the direct measure. Thus far, faculty have been satisfied with both direct and indirect assessments but will also continue to review rubrics and revise as needed.</p>
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I, R, S: Prepare professionals who demonstrate cultural proficiency for teaching American Indian students and developing educational leadership in schools serving American Indian students.	As a student, teacher and educational leader, articulate a project rationale that recognizes the unique qualities and complexities of Native American contexts (individual, community and cultural) and issues	Direct: Final Community Research project OR Final Paper including a final presentation Indirect: Course grade in LLSS 564 Issues in American Indian Education.	Course engages students in examining and developing a deeper understanding and sensitivity to issues of tribal sovereignty and culture & how poverty and oppression influence American Indian education. Ability to work successfully with American Indian communities is incorporated into the final research project	Both Direct & Indirect assessment has been used for 3 years; the Program faculty identified a grade score range for a letter grade of A or B based on a total of 300 points for the entire course. A rubric was also developed for the direct measure. Thus far, faculty have been satisfied with both direct and indirect assessments but will also continue to review rubrics and revise as needed.
U, K: Prepare professionals who demonstrate the ability to understand, analyze and synthesize issues that impact Indigenous teachers and students in their efforts to achieve academically.	Articulate in writing and present salient empirical research, theoretical and philosophical literature, and content-specific knowledge related to American Indian Education in research, curriculum, instruction, and/or policy.	<i>Direct: Final Comprehensive Examination Paper for LLSS 590 MA Comps</i>	The Comprehensive Examination is the culminating paper that is meant to bring together research, theoretical literature and content knowledge about a key issue or topic in American Indian Education.	A Department wide rating scale and rubric has been used for at least 5 years to determine a PASS or a FAIL of the written examination.  Letter Grades are also assigned for the course with a passing grade of A or B.  Until such time that it is determined by LLSS faculty that a change is warranted in the grading, the AIE faculty are satisfied with this direct measure

**Table 3.1.** *American Indian Education Program SLOs, measurement, analysis, and actions.*

*How are the student learning outcomes clearly defined and measurable?*

Program faculty have clearly defined Student Learning Objectives that are measurable and meet university requirements for data reporting. Faculty are able to use these to assess the performance of students in each of the courses that comprise the AIE concentration.

*How have the student learning outcomes been changed or improved?*

Over the past two years, AIE faculty have added and revised additional SLOs to more clearly articulate expected outcomes and align them with our Program goals. We now meet the minimum number of SLOs required and have developed both direct and indirect measures to help track student progress through the AIE program.

*How are the SLO's communicated to faculty and students?*

SLOs for the AIE Program are communicated to students through our course syllabi and reviewed during the first day of classes by the instructor. As part of our annual program review process faculty engage in a yearly review of our program goals and SLOs and the extent to which we are fully implementing and using multiple assessment measures.

*How have the program's assessment methods been changed or improved?*

Over the last two years AIE faculty have more fully expanded our SLOs, adding two more SLOs to our original ones. We have also developed scoring rubric to be used in assessing direct measures where applicable. These changes have moved us to articulate more specifically the goals and expected outcomes for the AIE program.

*The Impact of the Program's Annual Assessment Activities*

*How have the results of the program's assessment activities been used to support quality teaching and learning?*

The annual program review that we are expected to comply with requires that we enter all data regarding the program's goals, SLOs, measures and criteria for assessment into the College's system. While the system itself is a bit cumbersome to navigate online, it has influenced course instruction to where faculty have had to develop more precise measures for assessing student progress as required by the annual review process and have begun to identify samples of varying levels of student work in order to more fully understand the progression of student learning as they complete courses. This has also affected the quality of student learning as students are apprised of the various criteria they must meet for course assignments.

*How have the results of the program's assessment activities been used for program improvement?*

The program's assessment activities have influenced faculty to consider how the AIE program can expand in the future to better meet the coursework needs of our students. Due to the limited number of faculty who are identified as AIE faculty it has proven a challenge to develop additional new courses that would expand program offerings. The Introductory Course in American Indian Education has been successfully welcomed.

*Overall, how is the program engaged in a coherent process of continuous curricular and*

*program improvement?*

The AIE faculty meet monthly to discuss and share information about the courses they teach and the changing trends and needs in the field of American Indian Education that we attempt to address in our program. This has led in some instances to Native faculty either co-teaching a course to take advantage of faculty expertise in different areas. AIE faculty are also invited periodically to present a lecture in their area of expertise in other AIE classes. These developments usually come out of faculty discussions focused on curricular improvement. As well AIE faculty meet monthly with a broader group of College-wide Native faculty concerning research, program improvement and the courses we teach, especially in light of current movement in the College towards Re-imagining Literacy and Teacher Preparation. Should this become a reality, offering an undergraduate focus in American Indian Education may create a pipeline for additional graduate level students who wish to pursue a LLSS Master's Degree with a concentration in AIE. AIE faculty will continue to engage in these broader discussions with an eye towards continuous curricular and program improvement of the AIE Program.

*How does the program monitor the effects of changes?*

The AIE faculty currently utilize the Annual Program Review process to monitor the effects of change in the AIE Program. We also take into account student feedback that is now collected through the UNM system as course evaluations. We also continue to discuss as a group the results of the Annual Program Review, which is reported back to us by the College.

**Master's Degree with a Concentration in Bilingual Education**

*The Assessment Process and Evaluation of Student Learning Outcomes*

Criterion 1	Student Learning Outcomes. Students will understand:	Measure	Analysis	Years in Use/ Action Plan

Develop ability to synthesize research on bilingualism and ability to apply it in their classrooms and use it to participate in broader policy discussions related to bilingual education.	The history of bilingual education in the United States, with a focus on local, state, and national issues of culture, language, poverty and oppression that influence the education of the bilingual student. Contributions that Spanish and indigenous languages make to the culture of the Southwest and the world.	Comprehensive Exam	Three Bilingual MA students took the Comprehensive Exam and all passed, two with distinction.	Since inception of program/Discussion within program about feasibility of changing the comprehensive exam. Will need to discuss this within the department
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Prepare teachers who reflect on their practice and who, through professional leadership, advocate for bilingual education in school and community.	First and second language development as shaped by historical, social, and political contexts, which are reflected across generations in relation to their own language use and developing expertise in a second language.	Grade on Language Analysis Project in LLSS 556	Not all students in LLSS 556 are in the MA with a Bilingual Concentrate. Two students received an A and one a B.	Since inception of program/Discussion within program about the nature of this assessment.
Prepare teachers who understand theoretical and practical aspects of effective curriculum, instruction, and assessment of bilingual students.	How children and adolescents develop fluency in two or more languages.	Written Assessment in LLSS 581	Not all students in LLSS 581 are in the MA with a Bilingual Concentrate. Two students received an A on this assignment.	Previously this assessment was in LLSS 453* but LLSS 581 was substituted for this course when it was created in 2015 and was reformed in 2019.
	Contexts and techniques for helping learners develop competence in speaking, reading, and writing in two or more languages.	Tutoring Reflection in LLSS 581	Not all students in LLSS 581 are in the MA with a Bilingual Concentrate. Two students received an A on this assignment.	Previously this assessment was in LLSS 453* but LLSS 581 was substituted for this course when it was created in 2015 and was reformed in 2019..

**Table3.2.** Bilingual Education Program SLOs, measurement, analysis, years in use, and actions.

*How are the student learning outcomes clearly defined and measurable?*

The Student Learning Outcomes for the MA in Bilingual operationalize the overall program goals of developing understandings, practices, and characteristics of identity that prepare our students to educate bilingual students. While the SLOs are clearly defined and measurable, the program has been having discussions about SLOs that can more specifically address the question of students' dispositions, particularly that all of our graduates have the disposition that all students can learn.

*How have the student learning outcomes been changed or improved?*

The Bilingual program is in the middle of an ongoing discussion about changing the SLOs to bring them in alignment with other programs in the department using the introductory MA course LLSS 500 to provide a bookend with the comprehensive examination. We are also wanting to make more explicit outcomes related to students' dispositions.

*How are the SLO's communicated to faculty and students?*

the options available for them to acquire their Bilingual endorsement and also to explain the goals of the program. The informational and recruitment brochure for the program also communicates these goals to students. The goals are listed on the course syllabi for the program and the fact that instruction in those courses is guided by these learning goals is made explicit. Both the Spanish Immersion Institute and the ESL Endorsement Summer Institute provide opportunities to communicate the learning goals to students.

*How have the program's assessment methods been changed or improved?*

As part of the implementation of the TESOL Graduate Certificate, LLSS 581 was created to take the place of LLSS 482\*, which had two of the program's assessments. As we reviewed the number of students who were captured by the assessment, we decided to review the program as a whole in an effort to capture more of our students, which was the motivation for moving to include LLSS 500 in the assessment.

*The Impact of the Program's Annual Assessment Activities*

*How have the results of the program's assessment activities been used to support quality teaching and learning?*

Each semester, the program reviews the results of the program's assessment activities and uses them, in connection with curriculum mapping, to make sure that understandings, practices, and identity, particularly dispositions, are being conveyed and appropriated by our students.

*How have the results of the program's assessment activities been used for program improvement?*

As described above, the program has used the assessment activities as a starting point for a review of the Bilingual MA program to determine course sequence and align course assignments. In the course of this discussion, the program decided to implement a bilingual minor, which will help recruit students to the MA program.



*Overall, how is the program engaged in a coherent process of continuous curricular and program improvement?*

Through our biweekly meetings we typically have a point related to SLOs and the assignments we will use for our TK20 reporting. We review the assignments for each of our core courses and see if there is overlap and if those assignments are aligned with our SLOs. Through this process, we have also changed the prerequisites required for our core courses.

*How does the program monitor the effects of changes?*

By having students reflect on their experiences in the core courses and by the evaluation scores received in the courses. We also monitor the number of students who are enrolled in the MA program. We also monitor targeted data.

### **Master's Degree with a Concentration in Educational Thought and Sociocultural Studies (ETSS)**

The ETSS faculty have identified four student learning outcomes that we consider essential to our program and that support the key learning goal for students to engage in the study of broad educational concepts and theoretical debates in the social foundations of education and be able to understand social justice as it relates to education specifically. These four SLOs are as follows:

- 1) Students will demonstrate a philosophical, theoretical, and historical knowledge of the relationship between social justice and education;
- 2) Students will demonstrate practical applications of a social justice approach to education;
- 3) Students will demonstrate general applications of qualitative research methodologies and methods; and
- 4) Students will demonstrate a theoretical and empirical understanding of the intersectionalities of race, class, gender and language within matrices of domination.

These SLOs align with the College of Education's Conceptual Framework and Core Values and the mission and vision of the Department of LLSS. The following table summarizes the relationship of our broad learning goals, our SLOs, how we measure achievement of those outcomes, our analysis of the effectiveness of the measure, and our action plan for each SLOs.

#### *The Assessment Process and Evaluation of Student Learning Outcomes*

<b>Criterion 1 Outcome (UPI=KSR)</b>	<b>SLO</b>	<b>Measure (Direct/Indirect/description)</b>	<b>Analysis</b>	<b>Years in Use/ Action Plan</b>
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<b>K, U</b>	Students will demonstrate a philosophical, theoretical, and historical knowledge of the relationship between social justice and education;	<p>Indirect Grade of Pass, B, or better in coursework</p> <p>Direct</p> <ul style="list-style-type: none"> <li>• Plan-I-Master's Thesis (LLSS 599)</li> <li>• Plan-II(A)-Literature Review (LLSS 590)</li> <li>• Plan II(B)-Comprehensive Exam (LLSS 598)</li> </ul>	100% successful completion of coursework is marked by a grade of Pass, B, or better.	We have determined that the current assessment system works well for our program. Overall student performance on the various assessment and measures (e.g. Plan I and Plan II A/B and end-of-coursework assessments) we implemented, were high. "High" refers to their scores on rubrics and grade of B+ or better.
<b>K, S, R U, P, I</b>	Students will demonstrate practical applications of a social justice approach to education;	<p>Indirect Grade of Pass, B, or better in coursework</p> <p>Direct</p> <ul style="list-style-type: none"> <li>• Plan-I-Master's Thesis (LLSS 599)</li> <li>• Plan-II(A)-Literature Review (LLSS 590)</li> <li>• Plan II(B)-Comprehensive Exam (LLSS 598)</li> </ul>	100% successful completion of coursework is marked by a grade of Pass, B, or better.	We developed a rubric to assess elements of social justice in the Plan II(B)—non-thesis Comprehensive Exam (e.g. SLOs 1, 2, 3, and 4)

<b>K, S, R, U, P, I</b>	Students will demonstrate general applications of qualitative research methodologies and methods;	<p>Indirect Grade of Pass, B, or better in coursework LLSS 501, LLSS 502</p> <p>Direct</p> <ul style="list-style-type: none"> <li>• Plan-I-Master's Thesis (LLSS 599)</li> <li>• Plan-II(A)- Literature Review (LLSS 590)</li> <li>• Plan II(B)- Comprehensive Exam (LLSS 598)</li> </ul>	100% successful completion of coursework is marked by a grade of Pass, B, or better.	We have developed a working rubric for the LLSS 502 (Introduction to Qualitative Research) core assignment, which is a research prospectus in which students are required to identify an appropriate research question and design a qualitative study to address it (e.g. SLO 3).
<b>K, S, R U, P, I</b>	Students will demonstrate a theoretical and empirical understanding of the intersectionalities of race, class, gender and language within matrices of domination	<p>Indirect Grade of Pass, B, or better in coursework</p> <p>Direct</p> <ul style="list-style-type: none"> <li>• Plan-I-Master's Thesis (LLSS 599)</li> <li>• Plan-II(A)- Literature Review (LLSS 590)</li> <li>• Plan II(B)- Comprehensive Exam (LLSS 598)</li> </ul>	100% successful completion of coursework is marked by a grade of Pass, B, or better.	The ETSS faculty identified added this SLO in the fall of 2015.

**Table 3.3.** ETSS Program SLOs, measurement, analysis, years in use, and actions.

*How are the student learning outcomes clearly defined and measurable?*

Through the ETSS monthly meetings and its semester and annual review of assessments, the ETSS faculty draw on data to guide improvements or changes to our program. When we meet, we discuss the results of the assessments as they are available. Further, we decided (in fall 2014) to work closer with students in their final semester to develop an annotated bibliography of theory, empirical research, and content-specific literature.

We have met university requirements for the minimum number of SLOs and data reporting. Our SLOs are clearly defined and faculty make on-going judgments of performance in the context of course assignments and criteria for success.

*How have the student learning outcomes been changed or improved?*

The ETSS faculty work consistently to identify and assess student learning objectives. Our main focus has been to explore ways to improve our assessment procedures in ways that maximize student learning. We added SLO 4 and they have proven useful to assess student work.

*How are the SLO's communicated to faculty and students?*

The ETSS faculty meets regularly to discuss student learning objectives (SLOs) and program assessment. We communicate SLOs to students primarily through discussions about course goals and criteria for success and end of program assessments. We continue to explore ways to incorporate ETSS SLOs across its body of courses and in every comprehensive exam option.

*How have the program's assessment methods been changed or improved?*

The ETSS faculty have determined that the current assessment system works well for our program, as such our methods have not changed. Overall student performance on the various assessment and measures (e.g. Plan I and Plan II A/B and end-of-coursework assessments) we implemented remain consistently high. Data indicate that fairly equal numbers of students who enter the ETSS program also graduate a consistent rate and within the anticipated two- year timeframe. Further, ETSS students are meeting anticipated learning outcomes by maintaining grades of B or better in courses and graduating with GPAs that are well above the mark.

*The Impact of the Program's Annual Assessment Activities*

*How have the results of the program's assessment activities been used to support quality teaching and learning?*

The ETSS faculty meets regularly to discuss students' progress and think through our assessment process. We have made great strides to date in using results to support quality teaching and learning. To illustrate, we developed a rubric to assess elements of social justice in the Plan II(B)—non-thesis Comprehensive Exam; and we have developed a working rubric for the LLSS 502 (Introduction to Qualitative Research) core assignment, which is a research prospectus in which students are required to identify an appropriate research question and design a qualitative study to address it (e.g. SLO 3). In developing these rubrics, guided by our SLOs, we have considered and continue to think through the implications of using the rubrics to assess student progress. For semester evaluations, our measures are course grades and faculty consensus about students' overall performance. Additionally, the ETSS faculty review syllabi annually and have committed to sit in and observe courses taught by colleagues and advanced doctoral students in an effort to maintain pedagogical consistency, content, and quality across our courses. In this way, we not only assess the assessment tools and measures, but also curriculum design and pedagogy. In several courses, we engage students in self-assessment, and we are currently exploring how to incorporate that process into our assessment system.

*How have the results of the program's assessment activities been used for program improvement?*

The ETSS faculty will continue our monthly program meetings and semester and annual

program reviews of data using our four SLOs as guideposts. This process will support our program assessment efforts and determine the need for additional assessment measures. In this way, through assessment of our SLOs, we are able to monitor avenues for program improvement. However, because so much of the focus and work that ETSS does surrounds doctoral education and students, a lot of our work gets concealed under strict programmatic evaluations or reviews since our doctoral degree is conferred at the departmental level. This could be addressed if a designation on the transcript confirmed a PhD in LLSS with a concentration in ETSS. Further, at the college level, access to pre-service teachers and teacher preparation has always been an area of interest for the program. Since the program is made up of former classroom teachers and faculty whose research and expertise address teacher education, we feel that this expertise is currently untapped.

*Overall, how is the program engaged in a coherent process of continuous curricular and program improvement?*

The ETSS faculty continually engage in discussions about curricular and program improvement. Drawing on these discussions and what we learn from the Annual Program Reviews, we recognize the importance of undergraduate education and collaborations with colleagues across campus to grow in the area of undergraduate education. At the master's level we are interested in increasing our MA program and recruiting: a) teachers who are working on their III-A licensure; b) individuals outside of education but interested in community work; and c) leaders in the community. At the graduate level we see a great need to grow in the area of policy and curriculum studies. This area is missing in our graduate education and offerings for students at the program and departmental level. Graduate students could benefit from exposure to the workings of educational policy as education becomes the hot topic at the national and state levels. Students also need to be able to interrogate how the curriculum is formed and what is left out. We also seek to keep our program current with emerging trends in our fields of study.

*How does the program monitor the effects of changes?*

At this time, we rely on the process of the Annual Program Review to monitor the effects of changes. We also rely on data outside the student achievement data that may be useful in documenting effects of changes. Additionally, because we have difficulty offering our content courses on a yearly basis, we keep our topic courses to a minimum and have instead allowed outdated courses to sunset in order to add more relevant and timely courses that are new and relevant to our field.

### **Master's Degree with a Concentration in Language Arts and Literacy**

The Language Arts and Literacy faculty has articulated student learning outcomes organized according to the College of Education & Human Sciences's Conceptual Framework, in which the categories of understandings, qualities of practice, and characteristics of identity roughly correlate in meaning to the UNM categories of knowledge, skills, and responsibilities. The table below summarizes the relationship of our Criterion 1 Outcomes, our SLOs, how we measure achievement of those outcomes, our analysis of the effectiveness of the measure, and our action plan for each SLO.

*The Assessment Process and Evaluation of Student Learning Outcomes*

<b>Criterion 1 Outcome (UPI=KSR)</b>	<b>SLO</b>	<b>Measure (Direct/Indirect/description)</b>	<b>Analysis</b>	<b>Years in Use/Action Plan</b>
All the goals listed in criterion 1 related specifically to reading U, P, I	Students will demonstrate understanding of the acquisition, teaching, and learning of literacy.	Indirect  Course Grade in LLSS 532 The Reading Process	Course provides foundational knowledge for language arts and literacy and assessments provide opportunities for students to demonstrate that knowledge.	Direct assessment used since 2015. Program faculty are satisfied with the results of this assessment. However, we are currently in the process of developing a direct assessment that provides more detail about student understandings, practices, and identities related to reading.

<p>U: How technological advances influence the nature of language and literacy.</p> <p>P: Developing curricula help students to understand their own cultures and cultures other than their own through responding to and composing text in print and other media.</p> <p>I: Skill in professional communication about literacy and language arts.</p>	<p>Students will understand the changing nature of texts in the digital environment, be able to produce a digital text to be shared on line, and hypothesize student learning needs, based on their experience in creating that digital text.</p>	<p>Indirect</p> <p>Course grade for LLSS 536 Reading and Writing Digital Texts</p> <p>Direct</p> <p>Final on-line presentation</p>	<p>As intended, our direct assessment (Final Project) focuses on a more specific aspect of the outcome than does the indirect assessment (course grade).</p>	<p>In effect for 3 years.</p> <p>No changes were deemed necessary based on the assessments; however, the course is being re-evaluated in light of the UNM criteria for quality on-line courses.</p>
<p>U: Sociopsycholinguistic facets of learning to read, write, speak, and listen.</p> <p>U: The interrelationship between language, literacy and culture, especially as reflected in literature, popular culture, and the writing of students.</p>	<p>Student will demonstrate understandings of how to help students read literature from an aesthetic stance and communicate those understandings to other professionals.</p>	<p>Direct</p> <p>Blog about the teaching of literature. Summarize, comment on, and critique a book about teaching literature--what techniques and strategies you might try in your classroom. Eight weekly, 500-word entries.</p>	<p>Student blogging in this on-line course is an effective vehicle to demonstrate understanding of how to help students read aesthetically. Blog entries serve to demonstrate this understanding; no specific levels of proficiency are used in a rubric, but instructor discretion and feedback is given.</p>	<p>In effect for 3 years.</p> <p>Program faculty did not deem any changes necessary.</p>

**Table 3.4.** *Language Arts/Literacy Program SLOs, measurement, analysis and actions.*

*How are the student learning outcomes clearly defined and measurable?*

We have met university requirements for the minimum number of Student Learning Outcomes and data reporting. Our SLO's are clearly defined and faculty can make reasoned judgments of performance in the context of course assignments and criteria for success.

*How have the student learning outcomes been changed or improved?*

The Language Arts and Literacy program has not made significant changes in SLO's because yearly analysis has not indicated the need. However, in the future, we are trying to: 1) better align our SLO's and program goals, 2) develop SLO's and assessments that provide a balanced view of student achievement across all program goals, and 3) develop multiple measures of SLO's that can indicate growth as a student progresses through the program

*How are the SLO's communicated to faculty and students?*

SLO's are communicated to faculty and students primarily through course goals and criteria for success. As part of our self-study in this Academic Program Review, program faculty realized that we need to better align our stated program goals, course goals, and SLO's and refine our criteria for success. By engaging in a systematic review of course goals and activities, we can more effectively plan SLO's that represent the range of understandings, qualities of practice, and characteristics of identity that indicate overall program success and provide a coherent picture of program expectations. For example, students in LLSS 536 participate in developing criteria for their projects through examination of course goals, content, and examples of past student work.

*How have the program's assessment methods been changed or improved?*

We have incrementally adjusted to uploading data into the tk20 system, but this database is not longer used. We have had difficulty navigating the constantly shifting waters of college, university, state, and national requirements for reporting student proficiency, tracking growth, and using data to evoke program improvement. Recent initiatives are unfocused and without overarching vision. Data creation has taken priority with constant changes in requirements. Although principles of large-scale assessment have been foisted on us without the research and development necessary for such an endeavor, we work at the program level to develop SLO's that can be assessed within our program. These reflect our overarching vision of supporting teachers as reflective practitioners with a deep sense of cultural, linguistic, and other sociocultural facets of diverse teaching and learning. In the upcoming months and years, the language arts and literacy faculty seek to systematize our assessment system with a framework that can guide our assessment development and allow us to aggregate student performance data across programs. We need to clarify our purposes for assessment, the principles upon which we will base our assessment policies and procedures and ground our research in questions we want to answer about our program, rather than compliance. In this endeavor, we seek to use the technology of tk20 and other resources to assist us in creating data that is meaningful to students, faculty, and our stakeholders.

*The Impact of the Program's Annual Assessment Activities*

*How have the results of the program's assessment activities been used to support quality teaching and learning?*

To develop Student Learning Outcomes and related assessments, the Language Arts and Literacy faculty have sought to synthesize our shared vision for the program, existing course goals and



assessment practices, requirements imposed from outside stakeholders, and, most importantly, the needs of our students, the majority of whom are practicing teachers. We developed our assessments from existing assessment practices in our courses. Through the sharing of these practices, we have identified similarities and differences in our approaches to assessment. As a result, we have begun to articulate our shared vision for future development. We value our colleagues' professional judgments and our student's self-assessment. We have just begun sharing student work from our classes, accompanied by our colleagues' evaluations. In several courses, we engage students in self-assessment, and we are currently exploring how to incorporate that process into assessment system. We embed assessment in activities that have wider purposes and audiences than evaluators. For example, in our on-line courses, we have discovered that we can find evidence of student learning in blogs that students develop and maintain to inform their classmates of their discoveries related to their reading.

*How have the results of the program's assessment activities been used for program improvement?*

Through our development of research activities, the Language Arts and Literacy faculty identified the need for a curriculum audit to identify areas of overlap and gaps in our program.

*Overall, how is the program engaged in a coherent process of continuous curricular and program improvement?*

The Language Arts and Literacy faculty meets monthly to discuss curricular and program improvement. In this process, we seek to positively affect the instruction in K-12 schools. To do so, we recruit cohorts of local teachers so that we can design programs that meet the needs of particular groups. We also seek to answer questions that we have about our program through our assessment system. For example, we seek to investigate how teachers put into practice what they have learned in the program through the use of the Professional Development Dossier (New Mexico Public Education Department) as their final examinations. We also seek to keep our program current with emerging trends in our field. In response to changes in literate practices as a result of new technologies, we developed a course focused on reading and writing in digital environments. We do, however, need to improve on documenting these changes and the reasons for them.

*How does the program monitor the effects of changes?*

At this time, we rely on the process of the Annual Program Review to monitor the effects of changes. We also rely on data outside the student achievement data that may be useful in documenting effects of changes. For example, our cohorts have over a 90%-degree completion rate, so that data encourages us to continue the practice. The Reading and Writing Digital Texts gets consistently high student evaluations and always has from 15 to 30 students every time we offer it. It obviously meets a need. It may also be time to develop an exit survey for all completers to assess their impressions of strengths and weaknesses in the program.

The students' comprehensive exams, work within individual classes, and projects and papers completed by students are important windows into the impact of changes that the program makes. Further, ongoing discussions on assessment and growth are part of at least three of the four or five department meetings held each semester; individual programs engage in discussions of this nature as a precursor to the department meetings.

The issue of our students' writing remains one constant that we have noticed recently. Writing for coursework as well as the comprehensive exams has been the focus of preliminary conversations as of this writing. The high number of our students whose second (or third or fourth) language is English is one facet of this discussion; support for all students not accustomed to writing in academic registers is another facet of the discussion.

## **Master's Degree with a Concentration in (TESOL) Teaching English to Speakers of Other Languages**

### *The Assessment Process and Evaluation of Student Learning Outcomes*

Criterion 1 Outcome	SLO	Measure	Analysis	Years in Use/ Action Plan
Prepare teachers who understand theoretical and practical aspects of effective curriculum, instruction, and assessment of English Language Learners (ELL)	Understand first and second language development.	Grade on Language Analysis Project in LLSS 556	Only students who are accepted into a program actually submit their assessments into TK20. Students who have non- degree status are usually not counted in the total number of students who appear in the TK20 system. Four students were assessed - three received "A's" and one a "B"	Since inception of program/Discussion within program about the nature of this assessment

	Modification of lesson plans to meet the language and literacy needs of ELs.	Tutoring Reflection in LLSS 581	Only students who are accepted into a program actually submit their assessments into TK20. Students who have non- degree status are usually not counted in the total number of students who appear in the TK20 system. 4 Students received "A's" and two received "B's"	Previously this assessment was in LLSS 453* but LLSS 581 was substituted for this course when it was created in 2015. We will continue it.
Prepare teachers who reflect on their practice and who, through professional leadership, advocates for ELLs in school and community.	Demonstrate ability to use effective instructional strategies for ELLs, including assessment.	Oral Assessment in LLSS 581	Only students who are accepted into a program actually submit their assessments into TK20. Students who have non- degree status are usually not counted in the total number of students who appear in the TK20 system 4 Student received "A's" and two received "B's"	Previously this assessment was in LLSS 453* but LLSS 581 was substituted for this course when it was created in 2015. We will continue so.

	Develop ability to Synthesize research and apply it in their classrooms and use it to participate in broader policy discussions related to ELLs.	Comprehensive Examination	Five TESOL MA students took the Comprehensive Exam in this timeframe, and all passed it, one with distinction.	Since inception of program/Discussion within program about feasibility of changing the comprehensive exam to one semester earlier. Will need to discuss this within the department.
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**Table 3.5.** *TESOL Program SLOs, measurement, analysis, years in use, and actions.*

*How are the student learning outcomes clearly defined and measurable?*

The Student Learning Outcomes for the MA in TESOL operationalize the overall program goals of developing understandings, practices, and characteristics of identity that prepare our students to educate English language learner students. While the SLOs are clearly defined and measurable, the program has been having discussions about SLOs that can more specifically address the question of students' dispositions, particularly that all of our graduates have the disposition that all students can learn.

*How have the student learning outcomes been changed or improved?*

The TESOL program is in the middle of an ongoing discussion about changing the SLOs to bring them in alignment with other programs in the department using the introductory MA course LLSS 500 to provide a bookend with the comprehensive examination. We are also wanting to make more explicit outcomes related to students' dispositions.

*How are the SLO's communicated to faculty and students?*

When students first indicate an interest in TESOL, they are interviewed as part of the advisement process to describe the options available for them to acquire their TESOL endorsement and also to explain the goals of the program. The informational and recruitment brochure for the program also communicates these goals to students. The goals are listed on the course syllabi for the program and the fact that instruction in those courses is guided by these learning goals is made explicit. The ESL Endorsement Summer Institute provides opportunities to communicate the learning goals to students.

*How have the program's assessment methods been changed or improved?*

As we reviewed the number of students who were captured by the assessment, we decided to review the program as a whole in an effort to capture more of our students, which was the motivation for moving to include LLSS 500 in the assessment.

*The Impact of the Program's Annual Assessment Activities*

*How have the results of the program's assessment activities been used to support quality teaching and learning?*

Each semester, the program reviews the results of the program's assessment activities and uses them, in connection with curriculum mapping, to make sure that understandings, practices, and identity, particularly dispositions, are being conveyed and appropriated by our students.

*How have the results of the program's assessment activities been used for program improvement?*

As described above, the program has used the assessment activities as a starting point for a review of the TESOL MA program to determine course sequence and align course assignments. In the course of this discussion, the program decided to implement a TESOL minor, which will help recruit students to the MA program.

*Overall, how is the program engaged in a coherent process of continuous curricular and program improvement?*

Through our biweekly meetings we typically have a point related to SLOs and the assignments we will use for our TK20 reporting. We review the assignments for each of our core courses and see if there is overlap and if those assignments are aligned with our SLOs. Through this process, we have also changed the prerequisites required for our core courses.

*How does the program monitor the effects of changes?*

By having students reflect on their experiences in the core courses and by the evaluation scores received in the courses. We also monitor the number of students who are enrolled in the MA program. We also monitor targeted data.

All LLSS students are required to take LLSS 500: Issues in Language, Literacy and Sociocultural Studies, so we conducted a study of existing assignments in that course to determine the possibility of positioning the assessment within this course. We felt that a high course grade indicated a general willingness to study issues related to equity and fairness in education, but, because the university and NCATE value direct assessments, we sought refine existing assessments to emphasize identity/responsibility/disposition.

## **Ph.D. in Educational Linguistics**

### *The Assessment Process and Evaluation of Student Learning Outcomes*

<b>Criterion 1 Outcome</b>	<b>SLO</b>	<b>Measure</b>	<b>Analysis</b>	<b>Years in Use/ Action Plan</b>
Understand the fundamental concepts in their area(s) of study. (U/K) Engage in	Demonstrate the ability to Conduct research that contributes to the knowledge base in his/her	Doctoral Comprehensive Examination All students who defended their dissertations	All students passed Ed Ling students are capable of contributing the knowledge base in his/her	Program faculty did not deem any changes necessary at this time.

research practices appropriate to their area(s) of study and the discipline(s) in which their research is situated. (U/K) Develop an ethical identity as a researcher and scholar. (I/R)	selected field(s).	received a score of pass or conditional pass.	selected field. However, the doctoral program needs to monitor student progress more closely in order to determine average time to degree and give students better feedback on their progress.	
	Students will understand concepts, principles, and practices related to the study of language and literacy	Course grade for LLSS 640, taken at the beginning of a student's program. Measurement was added as an indicator of achievement of baseline understandings, practices, and principles related to language and literacy for students at the beginning of their studies.	Five Ed Ling students earned a grade of A. The course provides an excellent overview of concepts, principles, and practices related to language and literacy, and students are able to complete the course successfully	Used since inception of the program. No actions or changes necessary at this time.
	Students will understand concepts, principles, and practices related to sociocultural studies.	Course grade for LLSS 645: Seminar in sociocultural studies, taken at the beginning of their studies.	All 5 students successfully completed the course with "A".	Program faculty did not deem any changes necessary at this time.

**Table 3.6.** *Ph.D. in Educational Linguistics Program SLOs , measurement, analysis, and actions.*

*How are the student learning outcomes clearly defined and measurable?*

The Student Learning Outcomes operationalize the overall program goals of developing the

understandings, practices, and characteristics of identity that prepare our graduate students to become researchers, scholars, and leaders in their chosen fields. The course grades in LLSS 640 Studies in Language and Literacy and LLSS 645 Seminar in Educational Studies indicate a basic knowledge of the related disciplines included in the Educational Linguistics program. The comprehensive examination, the dissertation proposal, and the dissertation are tailored to individual student knowledge through interaction with three faculty members for the exam and a committee of four or more faculty members for the dissertation. Fail, pass, or pass with distinction ratings are derived through individual and collective faculty deliberation. A majority of faculty members must agree on any score.

*How have the student learning outcomes been changed or improved?*

Throughout the years, the Educational Linguistics program faculty have developed Student Learning Outcomes that are consistent with program and university expectations of completing comprehensive examinations and preparing a dissertation.

*How are the SLO's communicated to faculty and students?*

SLO's are communicated to students through our mission statement, course goals and content throughout their programs. Each student's academic advisor meets with students as they progress through the program to discuss their scholarly development.

*How have the program's assessment methods been changed or improved?*

The Educational Linguistics program's assessment methods for comprehensive examinations, dissertation proposals, and dissertation completion follow university policy and procedure.

*The Impact of the Program's Annual Assessment Activities*

*How have the results of the program's assessment activities been used to support quality teaching and learning?*

All Educational Linguistics program faculty are committed to quality teaching and learning and providing individualized support for doctoral students. Faculty receive data about their performance from peer classroom evaluations, student evaluations, and evaluation of student work in light of their course goals. As a group, we are engaged in developing processes for monitoring student progress and providing additional support for doctoral students when needed (i.e., Annual Doctoral Student Progress Report).

*How have the results of the program's assessment activities been used for program improvement?*

Results of program assessment activities have resulted in changes to the Educational Linguistics program requirements that have been implemented and are now reflected in the course catalog.

*Overall, how is the program engaged in a coherent process of continuous curricular and program improvement?*

Each year results of assessments are compiled and presented to the entire Educational Linguistics faculty. The program maintains a data base of information related to student demographics, scores, and progress through the program.

*How does the program monitor the effects of changes?*

The Educational Linguistics program monitors the effects of changes through collection of targeted data. For example, we have calculated approximate time to completion in this report and in our past APR. We will be able to compare that figure to future estimates of time to completion to see if the newly implemented Annual Doctoral Student Progress Evaluation has achieved our intent of supporting students toward a timely program completion. In addition, we have been discussing along with the LLSS department the positioning and necessity of LLSS 650 Dissertation Seminar.

### **Ph.D. in Language, Literacy and Sociocultural Studies**

The doctoral program in LLSS is an interdisciplinary degree, which allows students to pursue advanced study in any department specialty. All faculty participate in program decisions and operation. Students are assigned major academic advisors who assist them in tailoring program requirements to their interests. The LLSS faculty articulated student learning outcomes organized according to the College of Education's Conceptual Framework, in which the categories of understandings, qualities of practice, and characteristics of identity roughly correlate in meaning to the UNM categories of knowledge, skills, and responsibilities. The table below summarizes the relationship of our Criterion 1 Outcomes, our SLOs, how we measure achievement of those outcomes, our analysis of the effectiveness of the measure, and our action plan for each SLO.

*The Assessment Process and Evaluation of Student Learning Outcomes*



Criterion 1 Goals	SLO	Measure	Analysis	Years in Use/Action Plan
<p>Understand the fundamental concepts in their area(s) of study. (U/K)</p> <p>Engage in research practices appropriate to their area(s) of study and the discipline(s) in which their research is situated. (P/S)</p> <p>Develop an ethical identity as a researcher and scholar. (I/R)</p>	<p>Demonstrate the ability to analyze research and theory and present an analysis in writing.</p>	<p>Doctoral Comprehensive Examination taken at the end of coursework; 3-point scale with 1 meaning did not pass, 2 meaning passed, and 3 meaning pass with distinction. Score based on professional judgment of the faculty.</p>	<p>Nine out of 11 students passed; the two who did not pass are preparing their examinations again. The comprehensive examination is sufficiently rigorous, is tailored to individual students' strengths, and provides evidence related to a student's ability to complete a dissertation. The process is inconsistent, and the examination period, in a few cases, has been sometimes extended indefinitely.</p>	<p>Since inception of the program. The Comprehensive Examination Policy was approved to make the process more uniform.</p>

	Develop a research proposal.	Written proposal followed by hearing. Pass, pass with revisions, or does not pass, determined by shared faculty judgment.	All five students who prepared and presented their Dissertation Proposals passed. The process of faculty review allows for refinement of theoretical framework and process for data collection and analysis.	Since the inception of the program. At this time, no change is planned.
	Conduct research that contributes to the knowledge base in his/her selected field(s).	All students who defended their dissertations received a score of pass or conditional pass.	LLSS students are capable of contributing the knowledge base in his/her selected field. However, the doctoral program needs to monitor student progress more closely in order to determine average time to degree and give students better feedback on their progress.	The LLSS program has implemented a yearly progress report for all doctoral students. Students respond to a survey and faculty provide feedback on progress and suggest next steps.
	Students will understand	Course grade for LLSS 640, taken at the	Fourteen students earned a grade	Used since inception of the program. No actions or changes necessary at this time

	concepts, principles, and practices related to the study of language and literacy.	beginning of a student's program. Measurement was added as an indicator of achievement of baseline understandings, practices, and principles related to language and literacy for students at the beginning of their studies.	of A, and one student earned a grade of B. The course provides an excellent overview of concepts, principles, and practices related to language and literacy, and students are able to complete the course successfully.	
	Students will understand concepts, principles, and practices related to sociocultural studies.	Course grade for LLSS 645: Seminar in sociocultural studies, taken at the beginning of their studies.	Out of 15 students, 14 students earned a grade of A, and one student earned a grade of B. All students successfully completed the course.	Program faculty did not deem changes necessary at this time.

**Table 3.7.** *Ph.D. in LLSS Program SLOs, measurement, analysis, years in use, and actions.*

*How are the student learning outcomes clearly defined and measurable?*

The Student Learning Outcomes operationalize the overall program goals of developing the understandings, practices, and characteristics of identity that prepare our graduate students to become researchers, scholars, and leaders in their chosen fields. The course grades in LLSS 640 Studies in Language and Literacy and LLSS 645 Seminar in Educational Studies indicate a basic knowledge of the related disciplines included in LLSS. The comprehensive examination, the dissertation proposal, and the dissertation are tailored to individual student knowledge through interaction with three faculty members for the exam and a committee of four or more faculty members for the dissertation. Fail, pass, or pass with distinction ratings are derived through individual and collective faculty deliberation. A majority of faculty members must agree on any score.

*How have the student learning outcomes been changed or improved?*

Throughout the years, program faculty have developed Student Learning Outcomes that are

consistent with program and university expectations of completing comprehensive examinations and preparing a dissertation.

*How are the SLO's communicated to faculty and students?*

SLO's are communicated to students through our mission statement, course goals and content throughout their programs. Each student's academic advisor meets with students as they progress through the program to discuss their scholarly development.

*How are the SLO's communicated to faculty and students?*

SLO's are communicated to students through our mission statement, course goals and content throughout their programs. Each student's academic advisor meets with students as they progress through the program to discuss their scholarly development.

*How have the program's assessment methods been changed or improved?*

The program's assessment methods for comprehensive examinations, dissertation proposals, and dissertation completion follow university policy and procedure. In the 2015-16 academic year, the graduate committee and program coordinators devised a systematic yearly progress report. The results will be reported in our next annual review.

*The Impact of the Program's Annual Assessment Activities*

*How have the results of the program's assessment activities been used to support quality teaching and learning?*

All program faculty are committed to quality teaching and learning and providing individualized support for doctoral students. Faculty receive data about their performance from peer classroom evaluations, student evaluations, and evaluation of student work in light of their course goals. As a group, we are engaged in developing processes for monitoring student progress and providing additional support for doctoral students when needed (i.e., Annual Doctoral Student Progress Report)

*How have the results of the program's assessment activities been used for program improvement?*

Results of program assessment activities have resulted in discussions of the need for more writing and research support for our doctoral students. The result was the development of two doctoral level courses: LLSS 610 Academic Writing and LLSS 623 Ethnographic Research.

*Overall, how is the program engaged in a coherent process of continuous curricular and program improvement?*

Each year results of assessments are compiled and presented to the entire LLSS faculty. The department maintains a data base of information related to student demographics, scores, and progress through the program.

*How does the program monitor the effects of changes?*

The program monitors the effects of changes through collection of targeted data. For example, we have calculated approximate time to completion in this report and in our past APR. We will

be able to compare that figure to future estimates of time to completion to see if the newly implemented Annual Doctoral Student Progress Evaluation has achieved our intent of supporting students toward a timely program completion. In addition, we have been discussing the positioning and necessity of LLSS 650 Dissertation Seminar. In fall 2015 and spring 2016, we are collecting reports from students regarding the value of the course (n=14). In spite of faculty doubts, the students in the fall semester (n=8) found the course valuable. We also discovered that this course serves more than LLSS students, with approximately 1/3 of students coming from other programs. Hence, an initial discussion of removing the course as a requirement will take place with this data in mind.

**3C: Primary Constituents** *Describe the unit's primary constituents and stakeholders. Include and explanation of how the student learning outcomes for each degree/certificate are communicated to students, constituents, and other stakeholders.*

Overall, our constituents are teachers, at the master's levels, and those wishing to be scholars, researchers, or in need of a culminating degree to continue their current line of employment. That said, our programs do address needs and interests with specificity. We also serve undergraduate often pre-service teachers who are completing an endorsement or their courses on Diversity, Equity and Inclusion general education.

Our constituents are our students. Thus, they are teachers, inchoate scholars, and members of our communities seeking to return to schools and communities to serve them. Our doctoral student constituency is largely the same, but the scope of communities is broader, including work internationally at universities and in communities around the world. We present the locations of our graduates later in this report.

Our key stakeholders include members of communities, schools, students, and their families, underrepresented and underprivileged communities of color, faith-based churches and organizations, native communities, transnational organizations, and local, national, and international leaders. They include different racial groups, genders, sexual orientations, and socioeconomic statuses.

The primary constituents of the American Indian Education (AIE) master's degree include Native American teachers, pre-service teachers, both undergraduate and graduate students and educators working in Native American populations in New Mexico and across the nation. Native American undergraduate students have had access to AIE classes because we cross-listed some of the LLSS AIE classes with undergraduate classes in Native American Studies. Other stakeholders include members of New Mexico and other Native American tribes as well as other Indigenous populations.

The Bilingual Education and TESOL programs constituency is teachers that are increasingly aware of the importance of addressing linguistic diversities that they are encountering in their classrooms. New Mexico is the only state with a constitution that demands teachers be bilingual and/or prepared to teach bilingual students. We include Indigenous languages in this as well as Spanish; we also have an increasing number of teachers whose students come from around the world for various reasons.

The Educational Thought and Sociocultural Studies (ETSS) concentration aims to prepare graduate students for varied positions in academia as university scholars, teachers and researchers in education (including teacher education), community leaders and organizers, educational leaders, and allied professions.

The Literacy/Language Arts master's degree helps teachers address the complexities of reading and writing in the 21<sup>st</sup> century. Many teachers were students in the last century and do not necessarily understand the changes in our knowledge of literacy processes, digitality, assessment, critical literacy, literatures, and literacy research. These are the students we serve in L/LA with the ultimate goal of serving the students of our state and beyond.

Our programs' goals address the critical need for preparing educators who are well-informed, knowledgeable, and able to apply their skills to working effectively with the many diversities of students, their families, and communities locally, as well as at state national, and international levels. We address the need for building educational leaders based in an informed understanding of literacy, languages, poverty, culture linguistics, race, power, and gender, within local, tribal, and Hispanic and non-Hispanic communities.

LLSS, we fully expect them to be cognizant of and sensitive to issues important in all of our programs. The earning of a master's is quite a service to our students because it often is accompanied by a raise in salary as they move to the next tier of state licensure. Further, bilingual and TESOL endorsements add increases to their base salary. Their work with their own constituency is enhanced.

Our doctoral students obtain leadership roles at universities and in other contexts as discussed in Criterion 4. Upon completion, they teach children and adults within the state, across the country, and internationally, including work in educator preparation, scholarly and creative work in other areas, and community work that has an impact on quality of life.

### **Communication of Learning Goals**

Learning goals are most often presented to students within the syllabi of the courses we teach. We also host orientations for our doctoral students at which expectations, goals, and more are discussed. In LLSS 500 is an introductory seminar to orient students our master's program. At that seminar the instructor discusses: the students' path/progress through the program, relationship with one's advisor, roles of that advisor, changing advisors, course substitutions, due dates throughout a student's program, and the importance of relationships with other students. The goals of the program are also discussed. Since our unit has some important ideological stances, we make every attempt to help students understand our thinking about our mission, vision, and goals.

### **American Indian Education**

An example of making goals clear to students is the syllabus excerpt from LLSS 564: *Issues in American Indian Education*. This course is taught either in person or online to include students around the state, living in mostly rural areas, have access to the class. The course overview in the

syllabus presents the goals of the class:

This course examines past and contemporary educational issues in American Indian (Indigenous) communities related to developing a positive sense of identity and well-being, maintaining/sustaining Indigenous languages and knowledge, community/language revitalization, land/water and human rights, cultural and environmental sustainability, and sovereignty. Participants will examine social, political, environmental, and economic factors that influence and/or impact on the education of Indigenous youth and communities while highlighting the experiences and knowledge of Indigenous youth and communities. The possibilities of developing, implementing, and using community based Indigenous research and Indigenous educational models will be explored.

The syllabus also states specific objectives:

This course is geared towards those who are interested in examining issues in American Indian education and Indigenous educational models beyond the classroom. The course is designed to provide background knowledge about and an in-depth look at critical issues in American Indian (Indigenous) education, so that students can begin to engage in Indigenous community-based education and language/community revitalization efforts. This course values the importance of critical pedagogical praxis, meaningful dialogue, intertribal, cross-racial and cross-ethnic alliance building, and fundamental educational change and transformation.

Students will be able to articulate ideas/thoughts through writings, in-class discussions and in-class facilitations/presentations, reflect upon and respond in writing through reflective essays, group projects and final papers to the following questions based on Indigenous knowledge, scholarship, and experience.

Key Questions:

- *How do past and present social, political, environmental, and economic factors influence and/or impact on the education of Native (Indigenous) youth in schools?*
- *The struggle of American Indian or indigenous communities for self-determination and community empowerment can be seen throughout their history. What are some of the critical issues in their continuing struggle to attain educational, economic, and political equity?*
- *What are some existing theoretical and empirical research studies on successful Indigenous educational models?*
- *What are successful Indigenous models of education for Native (Indigenous) students?*
- *How do current educational models integrate the concerns and issues of Indigenous communities into their policies, curriculum, and practices?*

Additional Questions:

- *Why is it important to understand the current state of American Indian (Indigenous) education and recognize its implications based on past historical, political, and social issues/events/persons?*
- *What are the contemporary experiences of Native (Indigenous) students in contemporary schools?*
- *What are some unique educational issues and experiences facing American Indian students and communities today? Are these issues and experiences similar to those of other cultural groups?*
- *What are some contemporary educational issues in Native communities*

*related to community/language revitalization, land/water and human rights, sustainability, and sovereignty?*

- *What are some important research questions related to the education of American Indian youth? What do we need to know/do about issues of curriculum, assessment and parent/community involvement?*

## **Bilingual Education**

When students first indicate an interest in Bilingual Education, they are interviewed to determine their fluency in the target language and as part of the advisement process to describe the options available for them to acquire their Bilingual endorsement and also to explain the goals of the program. The informational and recruitment brochure for the program also communicates these goals to students. The goals of the program are listed on each course syllabus and the fact that instruction in those courses is guided by these learning goals is made explicit. Both the Spanish Immersion Institute and the ESL Endorsement Summer Institute provide opportunities to communicate the learning goals to students.

The following are examples from course syllabi that demonstrate how the Overall Learning Goals are communicated to students.

*LLSS 503: Research in Bilingual Classrooms and Communities.* Description in the syllabus: In this course we have two objectives: 1) to read the research of scholars who have been concerned with bilingual communities and classrooms, and the issues that have concerned researchers and, 2) to begin to understand the research process with bilinguals through some basic research exercises. For our purposes, bilingual classrooms will be defined as those settings either in schools or in communities where bilingual students, or those who are in the process of becoming bilingual are found. In order to better understand the varied research that exists we will first look at some of the research paradigms that have been used in the field. The primary focus of this course will be on school-aged students and/or their families. The specific interests of students will guide the readings and content of the course.

*LLSS 580: Seminar in the Education of the Bilingual Student.* Description in course syllabus: The purpose of this course is to explore critical dimensions of bilingual education as it is implemented in the United States and internationally. The main focus of the course is the identification and analysis of issues, problems and societal dynamics that affect the quality of bilingual education programs in terms of their design, scope and actual implementation. The following are the general topics of discussion:

- 1) Sociolinguistic, psycholinguistic, political and educational perspectives of bilingualism;
- 2) Historic, political and legal aspects of bilingual education from international, national and state perspectives; especially as these relate to New Mexico;
- 3) Philosophical bases of bilingual education in the United States; models of bilingual education;
- 4) Issues related to the teaching of language minority students.

*LLSS 556: First and Second Language Acquisition and Development.* Description in syllabus: In this course, we will study both first language and multiple language development. We will look carefully at both simultaneous bilingualism (early bilingualism, bilingualism as a first language, or “bilingualism from the crib”) and sequential bilingualism (learning a second



language, or more, after the first language is established). We will look for comparisons and contrasts in the circumstances and developmental processes across these cases. Each of these fields of research is immense and complex. In our study we will consider thoughtfully, but certainly not exhaustively, such fundamental questions as:

1. What makes for a “good” explanation or theory of language acquisition?
2. How have our understandings of first and second language acquisition (our evidence and our explanatory theories) changed across time? Why have they changed?
3. What is acquired when one acquires a language? How do I know if I or someone else has acquired one? What does it mean to be fluent or proficient in a language?
4. How do we document and study the development of language(s) in their cultural contexts?
5. How are first languages (L1s) acquired? Or at least, what are the major theories that have been proposed to explain this process?
6. Why doesn’t L1 acquisition work for all learners? What individual differences are seen in L1 acquisition? What are the sources of L1 delays and disabilities?
7. How are second languages (L2s) acquired? Or at least, what are the major theories that have been proposed to explain this process? Are L1 and L2 theories and processes identical? Why, or why not?
8. What is the process of Bilingual First Language Acquisition (BFLA)? Is this process the same as, or different, from monolingual L1 development, and why?
9. What are the similarities and differences between simultaneous and sequential bilingualism?
10. Why doesn’t L2 acquisition (simultaneous or sequential) work for all learners? What individual differences are seen in L2 acquisition, and what are their causes?
11. Does the specific language being learned affect the acquisition process? If so, how? If not, why not?
12. What is the role of schooling in L1 development? How much of the L1 is acquired before schooling? How much is acquired during the school years? What factors at school promote (or limit) L1 acquisition? What happens when the learner is unschooled in the L1?
13. What about the role of schooling in the development of the L2, either simultaneous or sequential? Why is bilingualism so seldom developed at school, at least in the U.S.?
14. What factors influence literacy acquisition in L1? In L2?
15. How do L1 and L2 acquisition vary across cultures and social classes? What cultural factors influence first and second language development?
16. How do our attitudes about monolingualism and bilingualism affect our cultural, national and educational policies and practices, or those of other nations? What attitude do the *No Child Left Behind Act* and the *Yazzie Martinez Resolution* take toward bilingualism and second language acquisition, and what are the consequences of these policies on the success of L2 learners? What attitude does the Common Core State Standards (CCSS) take toward bilingualism and second language acquisition, and what are the consequences of the CCSS on the

success of L2 learners?

### **Educational Thought and Sociocultural Studies**

The Educational Thought and Sociocultural Studies (ETSS) concentration communicates its learning goals to students through advisement, in course syllabi, and in course and final assessments. The program also provides students with a brochure outlining the ETSS Concentration Program of Study and requirements.

#### *LLSS 502: Introduction to Qualitative Research*

This course is an introduction to qualitative research. A major goal is to connect the theoretical bases of qualitative research methodologies with practical research design and experience. Students gain hands-on experience with qualitative research methods through simulation activities and exercises, in addition to reading about qualitative studies and methodologies and one book-length qualitative research study of their choosing. Much of the course is devoted to probing various theoretical, ideological, and philosophical frameworks underlying the study and practice of qualitative research as well as examining methods of data collection, data analysis, and writing up qualitative research reports.

Students successfully completing this course will:

- (1) recognize the major concepts and essential characteristics of qualitative research;
- (2) understand the major approaches to qualitative research as well as key assumptions embodied within them;
- (3) critically read and evaluate qualitative studies, judging the quality of the research according to the adequacy of evidence used to support the claims put forth; and
- (4) practice using qualitative methods in activities and hands-on field experiences.

#### *LLSS 511: History of U.S. Education*

This course is designed to provide students with an avenue for thinking about the links between the events of the past with the state of education today. Some of the major themes addressed in this class include cultural domination in educational history, schools as a form of ideological management, the role of racism in the history of the U.S. and in public schools, and economic issues in public school history. This course is an opportunity for serious intellectual consideration of the critical role that history has in shaping curriculum, instruction, and policy in education today.

Students successfully completing this course will:

- (1) engage in critical analyses of primary and secondary sources;
- (2) examine one's life history as it relates to education;
- (3) examine the relationship between one aspect of education and the larger arrangement of institutions and systems outside of school sites;
- (4) conduct an interpretive critique organized around one historical theme common to a secondary, primary, and audiovisual source; and
- (5) synthesize and evaluate multiple perspectives and approaches to thinking critically about the history of U.S. education LLSS.

#### *LLSS 521: Sociology of Education*

Do schools act as a mechanism for social mobility? Or, do they act as a tool for social control? Using a sociological lens, this graduate course examines U.S. schools and schooling with a

particular focus on social inequality, and how class, race, gender, and sexual orientation intersect in the experiences of students. The course is fully participatory and oriented towards generating discussion about topics related to the sociology of education. To this end, we will do a careful and critical reading of the research, paying attention to the theoretical frameworks, designs and empirical findings. A major goal is to encourage you to apply the concepts addressed in the course to your program of studies and to your profession.

Students successfully completing this course will:

- (1) engage in intellectual activity within a community of learners;
- (2) analyze the methodologies and standards of evidence researchers use to investigate the sociology of education;
- (3) explore key sociological approaches to the study of schooling and its role in a contemporary context;
- (4) examine issues of race, social class, culture, and gender in relation to curriculum, instruction, and policy;
- (5) examine the sources of educational change, the organizational context of schooling, and the impact on social stratification;
- (6) examine the relationship between education and power; and
- (7) explore the relationships between the educational system and other social institutions such as the workplace and the family.

#### *LLSS 553: Education and African American Children*

This course is designed to explore historical and contemporary issues in the education of African American children, pre k-12. A major goal of this course is to examine education through the lens of the African American experience, probing various historical, philosophical, social, political, and legal aspects of education, with considerations for teaching and learning practices in and outside of traditional school settings, and situating discussions of African American culture and history, language, community, and institutions within broad-based examinations of education and schooling in the United States and worldwide.

Students successfully completing this course will:

- (1) understand the historical context of education in the African American experience;
- (2) be familiar with some major issues in the education of African American learners as they relate to language, culture, race, gender, policy, and social context;
- (3) critically analyze multiple ways of thinking about issues and concepts related to African American education; and
- (4) explore through discussion, the implications these issues have for education and schooling in the United States and globally.

#### *LLSS 588: Feminist Epistemologies and Pedagogies*

This seminar sets out to engage feminist epistemologies from a (her)storical, theoretical, methodological, and literary standpoint. Through questioning the basis of knowledge and what counts as valid knowledge, the class tackles various claims to knowledge as it functions to explain and understand theories of epistemology, research, and pedagogy. The course also utilizes feminist epistemologies to understand its relation to pedagogy and moves to deconstruct traditional notions of teaching and learning as it is enacted in various spaces. The course mainly

utilizes Third World feminist literature as well as global feminist and decolonial works to engage these issues.

Students successfully completing this course will:

- (1) explore through dialogue readings that expand the field of epistemology from a feminist perspective;
- (2) engage in the critical reading, analysis, and writing of young people's literature and children's books;
- (3) make connections between feminist understandings of epistemology and its relation to pedagogy, classroom teaching, and informal teaching and learning spaces; and
- (5) utilize various films on the topic at hand to generate discussions and connections to real life events, society, popular culture, and the media.

#### LLSS 645: *Seminar in Educational Studies*

Students should be able to discuss the presuppositions and nuances of structural theories of education and apply them to their own area of research interest.

The *ETSS M.A. Comprehensive Exam Evaluation* rubric is another specific example of communication of learning goals because students have access to the rubric, thus they work on their comprehensive exam knowing the criteria. They also have access to these early in the program, providing an early understanding of the program's goals.

ETSS M.A. Comprehensive Exam Evaluation Rubric		
Component of the Exam	Yes/No	Comment
1. Did the student demonstrate an understanding of the question(s)?		
2. Were the arguments or points clearly articulated and presented in an organized format?		
3. Did the student support the discussion with evidence from empirical research, literature in the field, and theory?		
4. Did the student present the response consistent with the guidelines set by APA?		

**Table 3.8.** *ETSS M.A. Comprehensive Exam Evaluation Rubric.*

In addition, faculty reading the exams respond to these open-ended prompts about the exam:

**Strengths:**

**Areas for improvement:**

**Concerns:**

**Questions:**

### **Literacy/Language Arts**

Syllabi, assignments, and criteria for success introduce and reinforce the intent of our courses. For example, the syllabus for

LLSS 567: *Family Literacy Research* contains the following Course Description:

In this course, we engage in, as well as rely upon, ethnographic research to explore the out-of-school literacy practices of families and the ways in which those practices influence and affect life in and out of school. This includes gaining a deeper understanding into the literacy and more general contexts of families and their perspectives on literacy in schools. Our inquiries will consider ‘traditional’ families and the families of marginalized and disenfranchised groups that have been historically underserved in schools.

This course is focused on the following goals for understanding:

- How children and adolescents develop literacy in their first and second languages.
- Sociopsycholinguistic facets of learning to read, write, speak, and listen, specific to family contexts.

Through completion of a study of one family’s literacy, it provides graduate students with the opportunities to try on the following characteristics of identity:

- Habits of mind and skills of a teacher-researcher.
- Skill in professional communication about literacy and language arts.
- Reflection in light of theory and research in language arts teaching and learning.
- Understanding their own cultural and linguistic histories and their relationship to teaching language and literacy.

In most courses, as in LLSS 567, instructors review and engage students in the review of emerging products in light of course materials and experiences. This process of developing shared criteria for success engages students in reflection on what principles and knowledge were emphasized in the course, the qualities of expected products, and self-evaluation of their own performances. The focus of this course is not classroom practice, but provides experiences that contribute to all aspect of their practice of literacy teaching. For example, one pair of students studied literacy in a family with gang members. Their insights into family life enhanced their teaching, learning, and sensitivity to differences. Sadly, they found themselves deeply involved in the planning of a family/gang member’s funeral, uncovering the many literacies involved in burials as well as the unique literacies of gang members.

Another example is drawn from the course goals for LLSS 536: *Reading and Writing Digital Texts*.

Through participation in the course, you will:

- become more familiar with a range of new texts created as a result of technology,
- understand and contribute to emerging theory and research on the effects of new texts on literate practices, schooling, knowing, and learning,
- become an amateur expert in a digital genre that is unfamiliar to you at the

- beginning of the course,
- adopt and adapt a new type of text into your literacy instruction,
- and, analyze how research is conducted into literacy development in these technological environments.

These course goals focus on the following overall understandings, as specifically related to interpreting and composing digital (multimedia) texts:

- The interrelationship between language, literacy and culture, especially as reflected in literature, popular culture, and the writing of students.
- Local, state, and national issues of access to literacy, appropriate reading materials for children and adolescents, and assessment.
- The relationship between language, literacy and knowledge.
- How technological advances influence the nature of language and literacy.

The course enables students to develop all characteristics of identity outlined in our overall goals but in the context of a digital environment. And the course focuses specifically on helping teachers in the practice of “Creating environments where students can practice literacy skills that they will use in contexts in the world outside the school, including critical literacy.” Instructor and peer review of emerging and final products promote self-evaluation of learning in light of these goals.

### **Teaching English to Speakers of Other Languages**

When students first indicate an interest in TESOL, they are interviewed as part of the advisement process to describe the options available for them to acquire their TESOL endorsement and also to explain the goals of the program. The informational and recruitment brochure for the program also communicates these goals to students. The goals are listed on the course syllabi for the program and the fact that instruction in those courses is guided by these learning goals is made explicit. The ESL Endorsement Summer Institute provides opportunities to communicate the learning goals to students.

The following are examples from course syllabi that demonstrate how the Overall Learning Goals are communicated to students.

#### *LLSS 556: First and Second Language Acquisition and Development*

In this course, we will study both first language and multiple language development. We will look carefully at both simultaneous bilingualism (early bilingualism, bilingualism as a first language, or “bilingualism from the crib”) and sequential bilingualism (learning a second language, or more, after the first language is established). We will look for comparisons and contrasts in the circumstances and developmental processes across these cases. Each of these fields of research is immense and complex. In our study we will consider thoughtfully, but certainly not exhaustively, such fundamental questions as:

1. How have our understandings of first and second language acquisition (our evidence and our explanatory theories) changed across time? Why have they changed?
2. What makes for a “good” explanation or theory of language acquisition?
3. What is acquired when one acquires a language? How do I know if I or someone else has acquired one? What does it mean to be fluent or proficient in a language?
4. How do we document and study the development of language(s)

in their cultural contexts?

5. How are first languages (L1s) acquired? Or at least, what are the major theories that have been proposed to explain this process?
6. Why doesn't L1 acquisition work for all learners? What individual differences are seen in L1 acquisition? What are the sources of L1 delays and disabilities?
7. How are second languages (L2s) acquired? Or at least, what are the major theories that have been proposed to explain this process? Are L1 and L2 theories and processes identical? Why, or why not?
8. What is the process of Bilingual First Language Acquisition (BFLA)? Is this process the same as, or different, from monolingual L1 development, and why?
9. What are the similarities and differences between simultaneous and sequential bilingualism?
10. Why doesn't L2 acquisition (simultaneous or sequential) work for all learners? What individual differences are seen in L2 acquisition, and what are their causes?
11. Does the specific language being learned affect the acquisition process? If so, how? If not, why not?
12. What is the role of schooling in L1 development? How much of the L1 is acquired before schooling? How much is acquired during the school years? What factors at school promote (or limit) L1 acquisition? What happens when the learner is unschooled in the L1?
13. What about the role of schooling in the development of the L2, either simultaneous or sequential? Why is bilingualism so seldom developed at school, at least in the U.S.?
14. What factors influence literacy acquisition in L1? In L2?
15. How do L1 and L2 acquisition vary across cultures and social classes? What cultural factors influence first and second language development?
16. How do our attitudes about monolingualism and bilingualism affect our cultural, national and educational policies and practices, or those of other nations? What attitude do the *No Child Left Behind Act* and the *Yazzie Martinez Resolution* take toward bilingualism and second language acquisition, and what are the consequences of these policies on the success of L2 learners? What attitude does the Common Core State Standards (CCSS) take toward bilingualism and second language acquisition, and what are the consequences of the CCSS on the success of L2 learners?

The syllabus of LLSS 581: *Teaching English to Speakers of Other Languages* provides more examples of informing students of goals.

Course Objectives – Students will learn to:

- Use knowledge of theory and schools of thought when designing instruction for students;
- Develop approaches, strategies, and learning activities with an emphasis on oral language for second language teaching, for teaching content areas in a second

- language, and for working with diverse student populations; and
- Adjust instruction according to identified needs of language learners through detailed data collection and analysis in a case study.

The syllabus of LLSS 559: *Second Language Literacy* offers this description and objectives: Course Description and Rationale: This course will examine theories of language and literacy acquisition to provide a theoretical foundation for pedagogical approaches to the teaching of writing and reading in ESL classrooms and classrooms that have English Language Learners. Students will have an opportunity to put these theories into practice by tutoring and developing lessons to teach.

Objectives:

- To become familiar with recent theory and research in the teaching of second language literacy and to use this theory and research as the foundation for sound teaching practices.
- To develop sensitivity to the complexities of the reading and writing process for all students.
- To understand the similarities and differences of literacy acquisition for students learning English as a second language.
- To explore the processes of bilingual readers and writers.
- To develop the ability to respond to and assess second language literacy learners.

### **LLSS Ph.D.**

These overall goals of our doctoral program are communicated to students in two introductory survey courses, LLSS 640: *Seminar in Language and Literacy* and LLSS 645: *Seminar in Sociocultural Studies*. In these courses, students are introduced to a range of scholarly work that represents focus areas within our interdisciplinary department and asked to complete tasks that engage them in critical analysis and synthesis of theory and research, scholarly inquiry and discussion, and creating products that are required for participation in research and/or social activist contexts. With ensuing course work, students are expected to develop their own specific areas of expertise in consultation with their academic advisor. These overall goals are reinforced in specialized courses related to theory, knowledge, and research methodology as it applies to their areas of expertise. Comprehensive examinations and dissertations are tailored to their areas of expertise within the context of our overall goal.

The syllabus of LLSS 645 makes clear the goal of becoming an active scholar by stating that, within the thought collective of the class...:

The key to creating a critical classroom is finding a way to make the dialogical interactions safe for learning, yet unsafe for structural blindneses and oppressive ideologies. It is very important that all members of the class attempt to treat each other with respect when perspectives differ. The basic rule everyone should follow is that one should not dehumanize a classmate. This does not mean that direct challenges to expressed views are unacceptable. In fact, vigorous debate is encouraged as it is one avenue to humanization vis-à-vis education. It also does not mean that one must hold back their emotions. A serious challenge to one's "blindneses" or "privileges" does not constitute a threat or dehumanization, unless it is done with the implication that the challenged participant can never understand



or change. All challenges should be conducted with the hope of building alliances.

### **Educational Linguistics**

The goals of the Educational Linguistics doctorate are communicated to students through the Educational Linguistics website, which contains the program manual, available at <http://coe.unm.edu/departments-programs/llss/educational-linguistics/index.html>. These goals are also communicated in the application process as candidates are interviewed by faculty members. Additionally, the program holds orientation sessions at the beginning of each semester at which the program goals are communicated to students. The syllabi and introductions to the courses in the program also communicate the learning goals to students.

In addition to the above, Educational Linguistics students (as well as LLSS Ph.D. students) learn about the Overall Learning Goals for the program through the core doctoral seminar that they take in their first semester. This course is also taken by LLSS doctoral students as a core class so the following is applicable to the LLSS doctoral program discussed above.

The syllabus for LLSS 640 *Seminar in Language and Literacy* states:

This doctoral seminar is designed to explore theoretical issues and research in language and literacy as they pertain to education. Our course readings will be a springboard for investigating a variety of topics, such as language and literacy development and their relationship to learning, multilingualism, biliteracy, second language acquisition, oral traditions, discourse, digital literacies and more. Throughout the semester we will consider relationships between these topics and identity, power, schooling, gender, race, and policy.

## **Criterion 4. Students (Undergraduate & Graduate)**

The unit should have appropriate structures in place to recruit, and retain undergraduate and graduate students. (If applicable, differentiate for each degree and certificate program offered by the unit). Include specific measures and activities aimed at increasing equity and inclusion.

**4A: Recruitment** *Discuss the unit's proactive recruitment activities for both undergraduate and graduate programs, including specific efforts focused on recruiting students of color, underserved students, and students from groups that have been traditionally under-represented in your academic field.*

LLSS is proud to have a student body that reflects the diversity of New Mexico as well as of the broader global international community. Historically, recruiting students from the Albuquerque area has been a little challenging because they are seeking advanced degrees that will help them earn increased salaries in the state's tier system of teacher licensure, which are offered at the undergraduate level. The rigor and research interests within the LLSS programs are attractive to local teachers seeking to further their knowledge. The specificity of these programs, in contrast to the more general courses offered in TEELP, addresses the needs that teachers experience daily in their classrooms (such as struggling readers, emergent bilingual students, and children whose home cultures are unique). As a program committed to justice, we strive to recruit undergraduate and graduate students of color, from different SES groups, with a variety of sexual orientations,

and more. We do so by emphasizing a cutting-edge curriculum and situate the content of academic courses to be reflective of diverse issues.

In general, LLSS needs more systematic strategies for recruitment, we have many vehicles in place that serve to recruit students. One of the most effective strategies used to be the development of cohorts in the Literacy Program. However, after COVID this strategy has not worked anymore. Faculty from the Literacy program traveled to teach the program coursework for the Los Lunas teachers at the Teacher Resource Center. Similarly, there have been cohorts in Rio Rancho, Valencia, Albuquerque, and Los Alamos.

Also, the summer institutes serve as a pipeline for our master's programs. Many students taking the TESOL, Bilingual Education, reading, American Indian, or assessment institutes have either been in one of our programs or have enrolled in the institutes as a form of PD, but then quickly learned the joys and advantages of completing an advanced degree. Students in our programs and in the institutes have shared their enthusiasm for our degree programs and provided the spontaneous publicity that has led to increased application numbers. Although not every single institute participant is or becomes a master's degree student, many do. Of non-degree students in our institutes, some work towards an endorsement while others apply to a program. We need to track these numbers better.

LLSS, in coordination with the COEHS Center for Student Success (CSS), launches a recruitment campaign through digital flyers distributed via email through different districts, schools, and public-school systems. In this communication system, potential students, mainly in-service teachers become aware of the Summer Institutes that can help them obtain an endorsement.

Due to COVID and the forced remote teaching that had to take place during the pandemic, the Institutes had to be offered online. Through this process, the TESOL program decided to move from an in-person Institute to an online Institute. This arrangement has offered opportunities for New Mexico teachers beyond Albuquerque to take these courses online. While this is an important opportunity to reach out beyond Albuquerque. The plans are to reinstitute the in-person version of the TESOL Summer Institute, which included a practicum with children who are emergent bilinguals. The Spanish Summer Immersion Institute (SSII) has returned to an in-person format given the goal of promoting the confidence of future bilingual teachers, who often feel that their Spanish academic skills are weak since their school experiences often reinforce monolingual (English) practices. Lately, LLSS has also partnered with some local events to set informational tables to advertise its programs to New Mexico residents.

In addition, LLSS continuously makes specific efforts to recruit Native American Language Teachers. This recruitment takes place through the MA program with a concentration in American Indian Education and the courses that it offers at the undergraduate level. More specifically, the recruitment of Native American teachers has taken place through initiatives supporting Native Language teachers. LLSS has three specific initiatives that actively recruit American Indian students. Coordinated by Dr. Glenabah Martinez, the Native American Teacher Preparation Program, which provides scholarships for future Native Teachers with a licensure in specific educational fields. The Native American Language Teachers through an Institute

(NALTII), coordinated by Dr. Christine Sims, supports Pre- and in-service Native Language Teachers with techniques, materials, and methods to support the learning and teaching of Native Languages. And the Diné Language Teacher Institute (DLTI), coordinated by Dr. Vincent Werito, supports Navajo language teachers through immersion camps and courses to learn about the Diné pedagogies. DLTI has recruited over 40 Diné teachers in the last three years. While these recruitment efforts are focused on populations of color, the recruitment and work does not always transfer into Student Credit Hours as it is described below in the 4E section.

These PD opportunities to obtain knowledge or an endorsement, like the institutes are rich in the kinds of relationship that support the retention of our students. The intensity of the summer institutes forges long-term relationships. The cohorts also serve as a place of sustained advising because each institute includes both formal and informal advising. Since many of our master's students are the first in their families to earn an advanced degree, advising sometimes includes discussions of how to engage in graduate work, study and writing strategies and skills, ways to navigate the UNM system for registration, form work, graduation, and more. This regular advisement not only provides information; it is also a forum in which students learn strategies to move towards completion in a timely fashion as they support each other as learners.

Doctoral recruiting is often by word of mouth and via our website, the latter offering details about the program and presenting our strong faculty, their research work, and their areas of expertise as scholars and instructors. We have two broad categories of doctoral students. One group is local students who typically are very bound to the New Mexico region because of family obligations and work/job commitments, both of which support their work in the program. The second group is out-of-state students, some of whom are from the US and others are from other countries. Several of the latter group can continue serving in New Mexico, by securing positions in institutions such as Valencia UNM Campus, Highlands University, New Mexico State University, Dual Language of New Mexico, etc. A small number of students earning a master's in TEELP (Teacher Education and Educational Leadership and Policy) take courses within LLSS and some subsequently apply for our doctoral program. Further, due to LLSS high scholarly productivity, some students decide to apply here because they know or want to learn more about the LLSS scholarly work. Historically, we have not need excessive recruitment activities for our doctoral program because it has been historically robust.

**4B: Admissions** *Discuss the unit's admissions criteria and decision-making processes (including transfer articulation(s)) for both undergraduate and graduate programs. Evaluate the impact of these processes on enrollment.*

Unfortunately, LLSS has no input in the admission or recruitment of undergraduate students. These decisions depend on undergraduate programs that belong to in their specific Departments or colleges.

Regarding the department degree program, the LLSS website displays due dates for applications (rolling enrollment throughout the year, but best consideration dates for the master's and Graduate Certificate, and once each year for both doctoral degrees). We act quickly to make decisions about acceptance/denial (typically within one month of receipt of applications) and let students know their status in a timely fashion. The master's and Graduate Certificate applications

are reviewed by each specific program and those programs make decisions about acceptance or denial. The decisions are made on the fit of the request to the program goals and objectives. The masters' applicants need to submit in the application an application form, a letter of intent, a vita, and three letters of recommendation that include ratings of the candidate's academic performance. Recently, LLSS chose to have a rolling enrollment to ease the admission process for the applicants. The PhD programs application due date is still December 1.

All Ph.D. students must fulfill the general admission requirements of the Graduate School and the College of Education & Human Sciences. Doctoral applicants must also include a letter of intent, a vita, three letters of recommendation that include ratings of the candidate's research and writing skills, and a writing sample. International students need to comply with other requirements that are overseen by the UNM Global Education Office. Ph.D. applications undergo extensive review by program faculty, using criteria specific to success in the LLSS or Educational Linguistics programs. See Appendix H for these criteria. The doctoral applications are reviewed in two rounds: first they're reviewed by a randomly assigned faculty member and second by the program in which the student expressed an interest. Those two reviews are brought to the body of the whole for final consideration. The number of students we admit tends to be between one half of applicants or greater, which suggests that we select those who are a better match and that we can serve. Students who are not admitted receive a letter describing a general reason for the denial and with suggestions on how to improve their application. We separate the admission of the LLSS doctoral degree applications from the Educational Linguistics because the faculty are different even though both programs are hosted in the LLSS department.

An interesting facet of our admissions study regards non- degree students. In LLSS, we have students that take coursework to complete a minor, graduate certificate, or endorsement. Others enroll in our research classes or take classes as part of their licensure program in TEELP. We do need to admit non-degree students, this process relies in the UNM general system ([http://grad.unm.edu/prospective-students/admissions-criteria.html?\\_gl=1\\*1jphijw\\*\\_gcl\\_au\\*MzAxNTA5MDIxLjE3MDc3NTI5NiY.](http://grad.unm.edu/prospective-students/admissions-criteria.html?_gl=1*1jphijw*_gcl_au*MzAxNTA5MDIxLjE3MDc3NTI5NiY.)). We neither track the persistence of non- degree students through completion. We do not track endorsement students either because LLSS is not their home department for their degree (if they are working on one) and because we have not had the capacity to do so because endorsements are issued by the state.

We do track the reasons that non degree students are taking our classes. By far, the most popular reason for that non LLSS students take our courses is for an endorsement (Bilingual Ed., TESOL or literacy/reading). In New Mexico, bilingual and TESOL endorsements give teachers an increase in their base salary in many districts.

Students who are admitted into the program can transfer in coursework from previous programs that are equivalent to the level they are studying. For this procedure LLSS abides by the UNM regulations. Master's students can transfer up to 12 credits and doctoral students up to 36 credits from previous institutions. The transfer of courses is possible through the approval of the student advisor, the program of studies committee, and the office of Graduate Studies.

4C: Data *Provide available data and an analysis of the unit's 1) enrollment, 2) retention, and 3) graduation (i.e. time to degree, graduation rates, etc.) trends.*

*Please provide data and analysis on enrollment, retention and graduation rates for students by race/ethnicity and gender, where possible. Include an explanation of the action steps or initiatives the unit has taken to address any significant challenges or issues highlighted in these trends. When possible, data should be obtained from a UNM source such as MyReports or OIA. The APR office will assist with identifying appropriate data sources.*

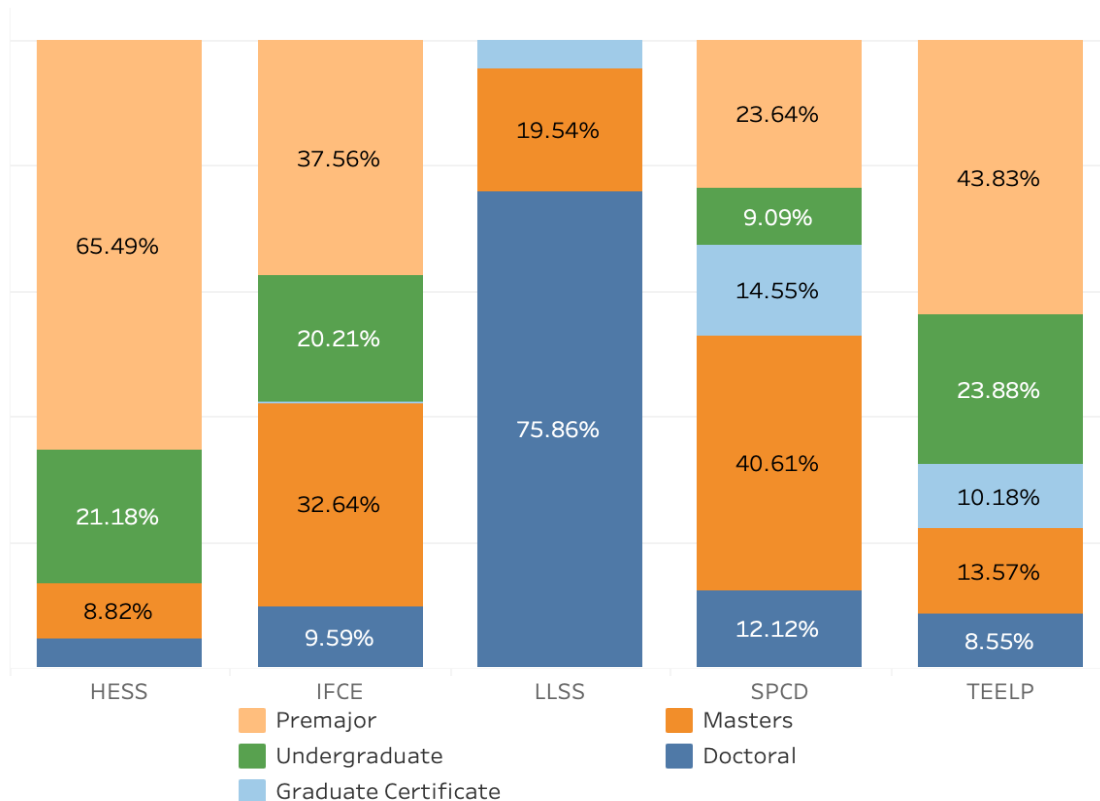
#### **Student Enrollment Trends**

There are four categories of students that enroll in LLSS classes. First, is the group of students in a doctoral degree. As mentioned before, two Ph.D. programs are housed in LLSS, one in LLSS and the other in Educational Linguistics. Master's students are the second category. The third category of students in the TESOL certificate. And finally, the last group is of undergraduate students who are seeking to complete coursework in either general education or coursework to fulfill requirements for a minor that may lead to an endorsement granted by the New Mexico Public Education Department. Reports in the COEHS portray LLSS as a Department mainly focused in serving graduate students. It is because LLSS in fact only hosts graduate programs. Below, we present data that helps us describe LLSS student enrollment trends in the aforementioned categories. Data included here were retrieved from UNM and COEHS through the Office of Institutional Analytics (OIA) (<https://public.tableau.com/app/profile/unm.oia/vizzes>). Figure X below presents how during Spring 2024, over 75% of the students LLSS served are doctoral students, and 20% are Masters students across concentrations.

#### **Figure 4.1**

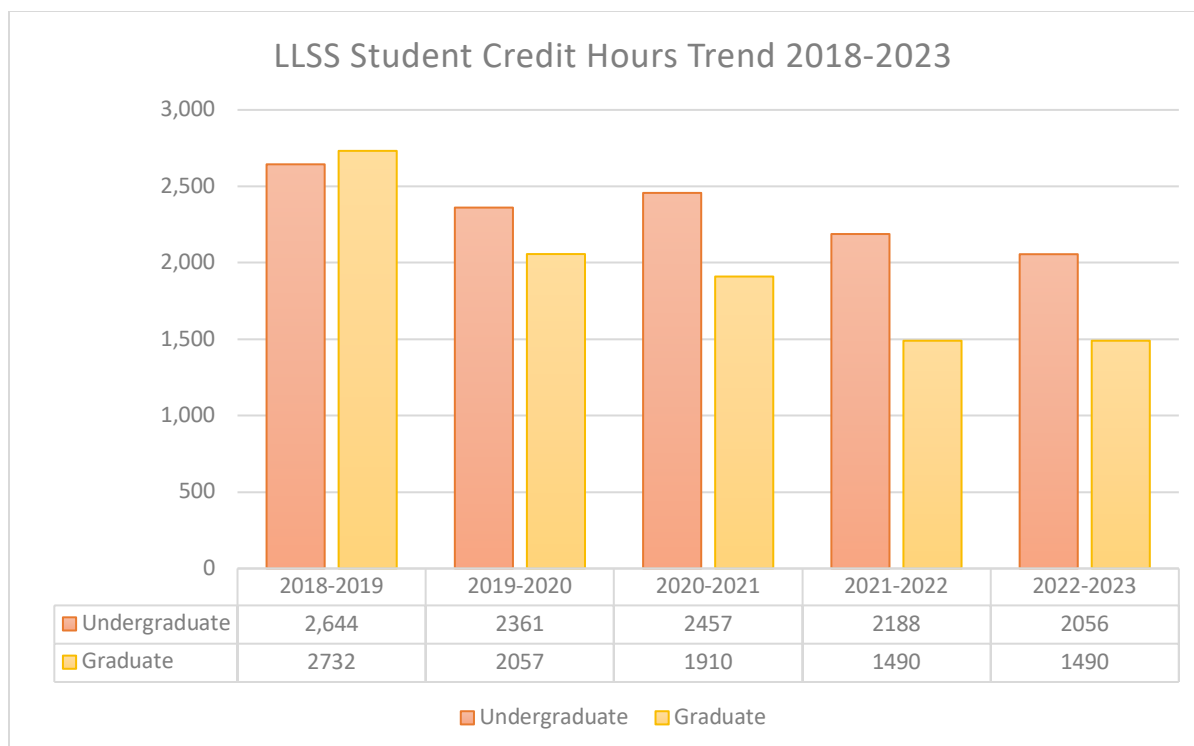
*Spring 2024 Enrolled Students in COEHS by Department*

Department	Student Category					Grand Total
	Premajor	Undergradua..	Graduate Cer..	Masters	Doctoral	
HESS	334	108		45	23	510
IFCE	145	78	0	126	37	386
LLSS			4	17	66	87
SPCD	39	15	24	67	20	165
TEELP	23	176	75	100	63	737
Grand Total	841	377	103	355	209	1,885



While this information accurately refers to the students enrolled in the program, it does not capture the full extent of the work of LLSS as it serves a significant number of undergraduate students who are not officially in an LLSS degree program. As Figure 4.2 below notes in student credit hours, since 2018 LLSS offers almost as many courses to undergraduate students as it does to graduate students.

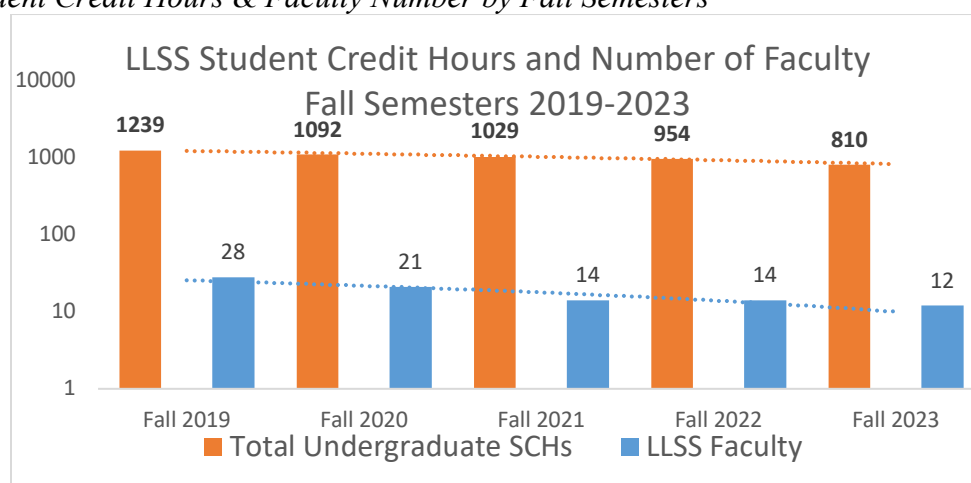
**Figure 4.2**  
*LLSS Student Credit Hours*



In fact, LLSS has sustained serving undergraduate students despite a great loss of faculty. Figure 4.3 below demonstrates how as of Fall 2019 the ratio of Student Credit Hours (SCH) for undergraduate students was of 44.25. In Fall 2023, that ratio increased to 67.5 SCH per faculty member. It means what while student credit hours have reduced, so did the number of LLSS faculty, to the point that over time faculty's teaching load increased 23.25 student credit hours per faculty member.

**Figure 4.3**

*LLSS Student Credit Hours & Faculty Number by Fall Semesters*

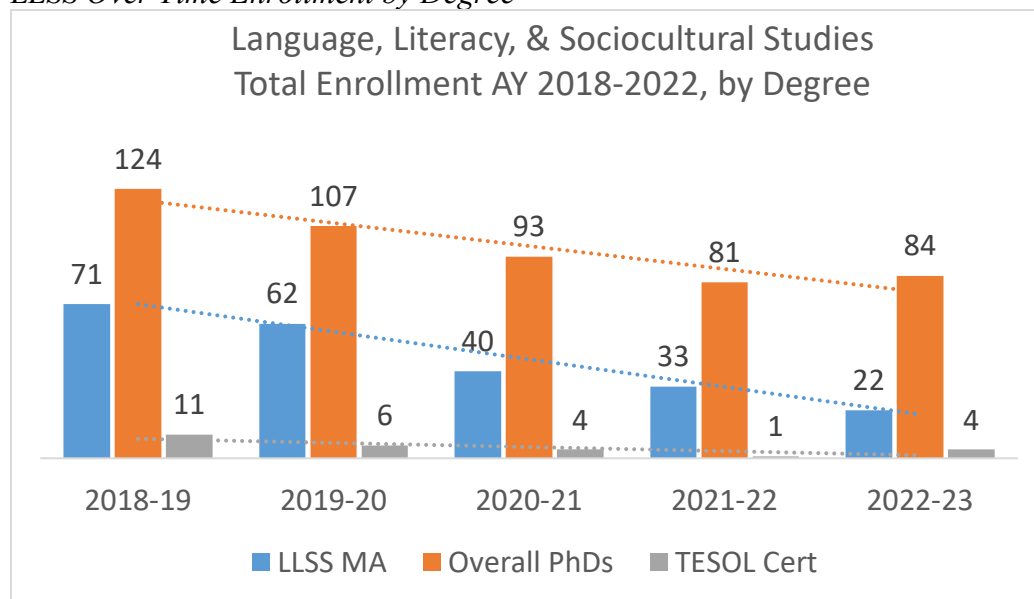


As noted above, the LLSS number of faculty as well as student enrollment have declined over time. These trends are also made evident through the Figure below which describes the total of student enrollment by the three main degree categories in LLSS. As mentioned above, these numbers show that the largest count of students in LLSS are the students in the doctoral programs. The count of PhD student enrollment went from 124 in 2018-19 to 84 in 2022-23. And

from 71 to 22 in the master's program, and from 71 to 22 in the TESOL Graduate Certificate. We believe that these trends are not unique to LLSS at UNM. It is important to highlight that in the year 2021-22 a dip in student enrollment was reported. We noticed it seems related to the COVID pandemic as it affected the number of students who decided both to apply and attend the university. We received several cancellations and deferrals at that time. We also agree that the master's program enrollment needs attention. Discussions with faculty have discussed how the master's program does not provide a licensure. Some students have asked about it. We do not offer licensures since the programs have usually supported teachers already with a licensure. Conversations have evolved around the possibility of combining concentrations of the master's program to create a program that may be more representative of the LLSS general focus. It is also important to note that in 2022-23, a little increase of enrollment in the PhD programs and Certificate is portrayed in the figure below. We have noted a subtle resurgence of students being interested in the LLSS master's program.

**Figure 4.4**

*LLSS Over Time Enrollment by Degree*

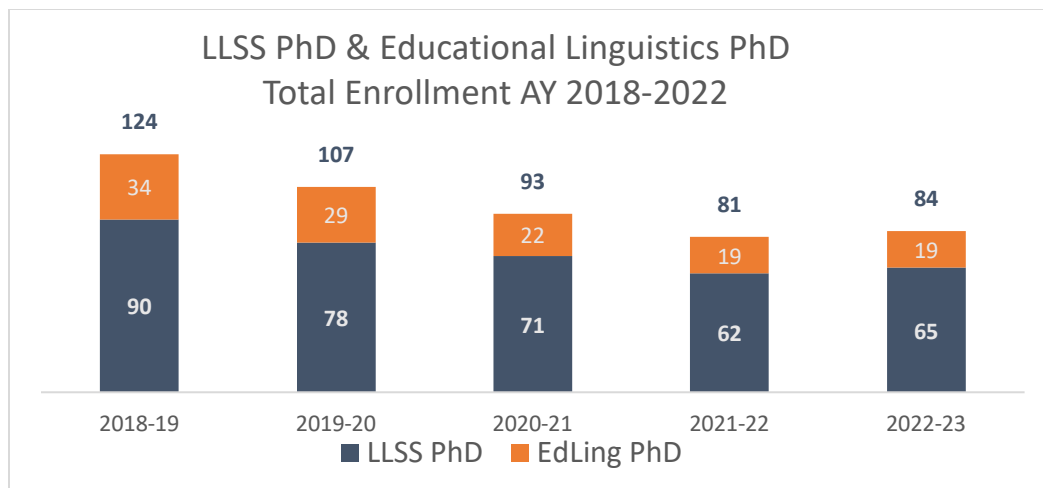


To better understand student enrollment at the PhD level, we use the figure below to show the specific student enrollment in each doctoral program, which include LLSS and Educational Linguistics. As portrayed, the trends of student enrollment in the LLSS doctoral program is almost three times larger than the enrollment in the Educational Linguistics program. These proportions have maintained though the number of students has decreased in both programs since 2018.

**Figure 4.5**

*LLSS Over Time Enrollment in Specific PhD Programs*

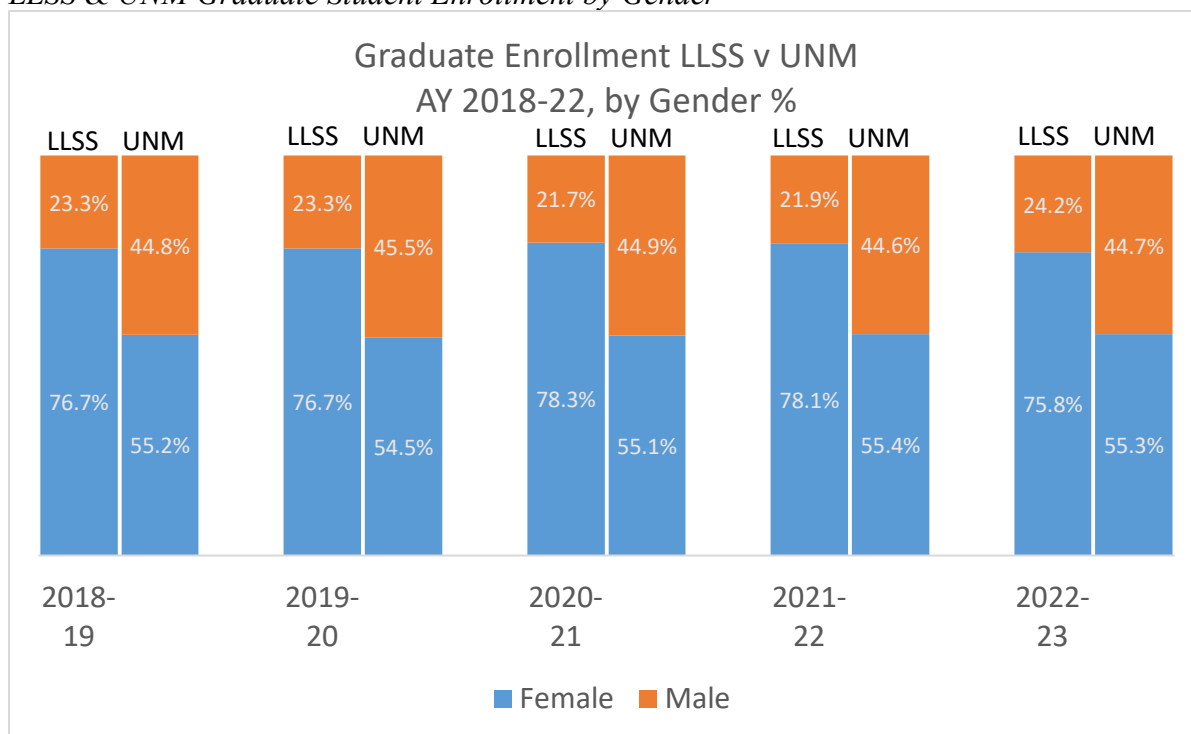




Gender also presents another facet of trends in the LLSS student enrollment that we studied. For all graduate programs, we have found that we overwhelmingly serve female students. This is not surprising considering the high number of females in the teaching profession. The figure below presents the gender data in the combined graduate degree programs in LLSS. The trend between 2018-2022 shows that there is almost a consistent ratio of female to male students of 3-1. It means that 3 out of 4 of students who enroll in LLSS programs are female. The figure below also shows how this student enrollment trend in gender differs at the UNM level where the gender ratio is almost 1 to 1, but also greater trend of female students at UNM level shows consistently over time.

**Figure 4.6**

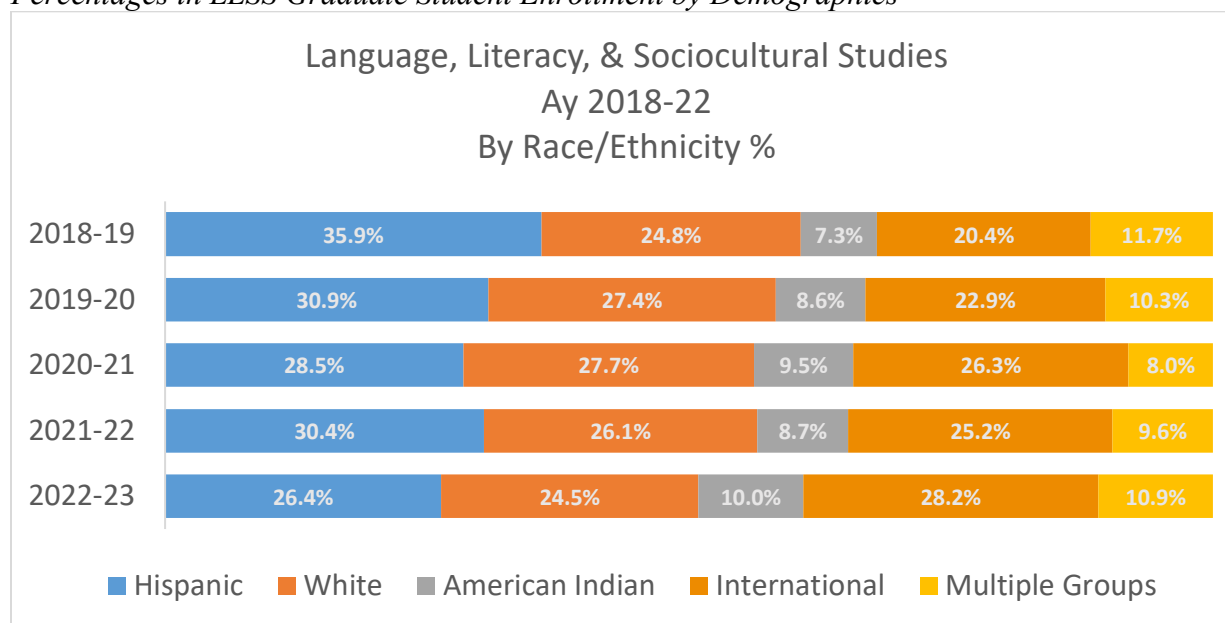
*LLSS & UNM Graduate Student Enrollment by Gender*



We also studied the ethnicities/races of students in LLSS. Across LLSS graduate degree programs (master's, graduate certificate, and doctoral) the demographics trends are reported by including four groups of students that include, Hispanic or Latinx, White, American Indian, International, and Multiple groups. We acknowledge that the category of “International” does not refer to a specific racial group, but it is helpful for us to identify this group of students that come from different countries where they use demographic classifications that vary from the US. As the portrayed percentages in the figure below present, the students enrolled in the LLSS graduate programs serve include a racial demographic so that out of 4 students, 1 is Hispanic/Latinx, 1 is White non-Hispanic, 1 is an international student, and 1 is either American Indian or from another racial group. This more recent trend contrasts with the percentages observed in 2018 when the student population was integrated by over a third of Hispanic students, a fifth of International students, a fourth of White students, and a fifth of combined American Indian and multiple groups students. It is worth noticing the increase of the percentage of American Indian students in the Department. The state of New Mexico’s demographics according to the US Census, as of 2023 the state population percentages included, 2.7% Black/African American, 11.2% American Indian, 0.2% Native Hawaiian, 2% Asian, 35.7% White non-Hispanic, 50.2 % Hispanic, and 2% mixed or two racial groups; and about 9.2% is foreign born. While not directly aligned, we note a resemblance of the state population demographics in the LLSS student enrollment, a fact in which our department prides itself.

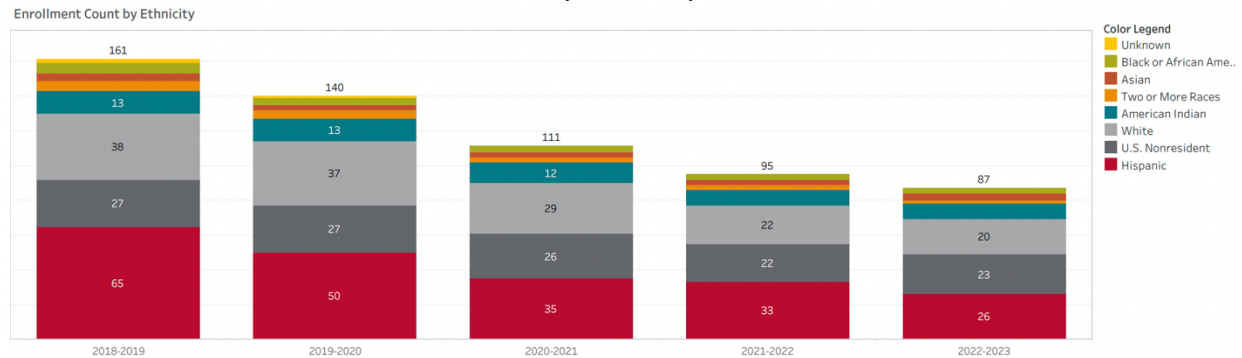
**Figure 4.7**

*Percentages in LLSS Graduate Student Enrollment by Demographics*



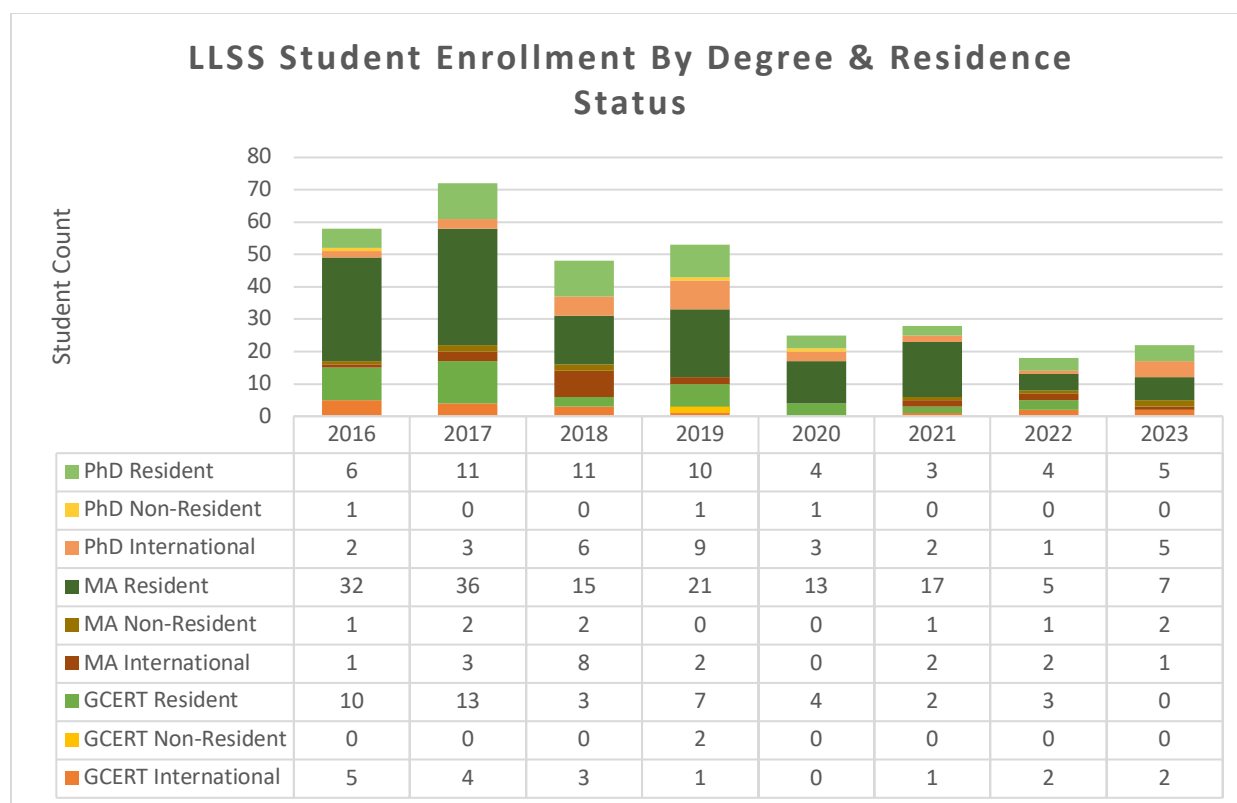
Below we present another figure that corroborates the information described above, especially on the fact that more recently the student body in LLSS has about a fourth of Hispanic students, a fourth of international students, about a fourth of White students, and about a fourth of the rest of groups combined. However, the figure below helps note over time a consistent racial breakdown including American Indian, Black/African American, and Asian students, which was not evident in the previous figure.

**Figure 4.8**  
*LLSS Graduate Student Enrollment Count by Ethnicity*



We also decided to breakdown these data by degree to further study which group of students—local NM students, non-New Mexico residents, or international students—enroll in the different LLSS program degrees that we offer. Through analysis of these data, we have learned that LLSS student enrollment in the MA program had a drastic drop between 2017 and 2018. It was due that the MA cohorts in Literacy stopped. Some of these changes were in connection to faculty retirements. There was a small recovery in 2019, but after COVID the MA student enrollment dropped. While the enrollment numbers were higher in between 2016-2019, it is important to note that so were the numbers of LLSS faculty. It seems that faculty retirement and the COVID-19 pandemic may have contributed to the enrollment numbers across degree programs. Several students who were admitted into the program either deferred or withdrew their application. Some of the comments students made about these decisions were related either to financial or health concerns, and even delays in Visa arrangements, in the case of international students.

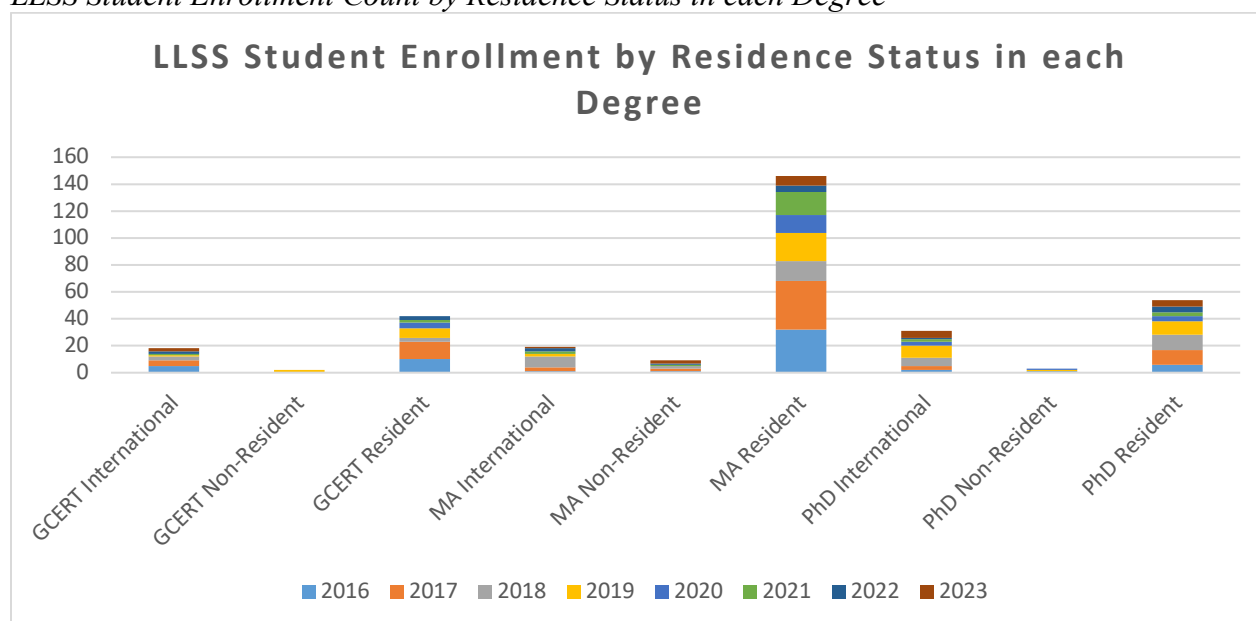
**Figure 4.9**  
*LLSS Student Enrollment Count by Degree & Residence Status*



We have also noticed that over time student enrollment in LLSS has received most its influx from New Mexico residents across degree programs. International students mostly enroll in LLSS Ph.D. degree programs, but they are represented across degrees as shown below.

**Figure 4.10**

*LLSS Student Enrollment Count by Residence Status in each Degree*

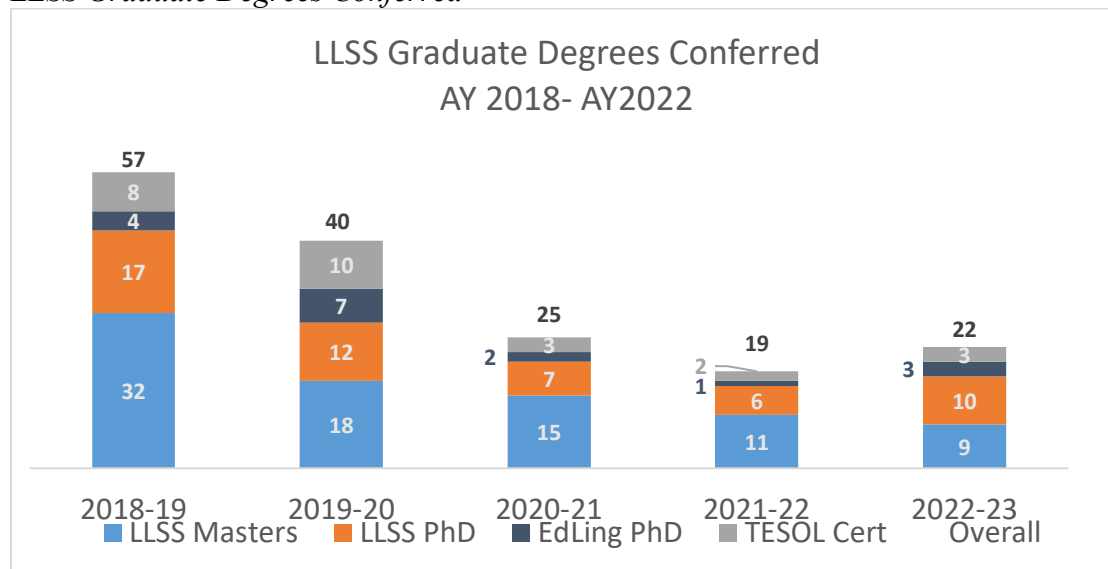


## Persistence and Graduation

The LLSS Department has supported student graduation throughout the years in spite of the pandemic and faculty retirement. The figure below presents the count of LLSS students who graduated from their degree programs between 2018 and 2023. These numbers describe a more or less consistent number of doctoral students graduating across the years; however, the number of master's students has changed significantly over time. Additionally, the data included in the figure also presents how the lowest number of graduations came after the COVID pandemic.

**Figure 4.11**

*LLSS Graduate Degrees Conferred*

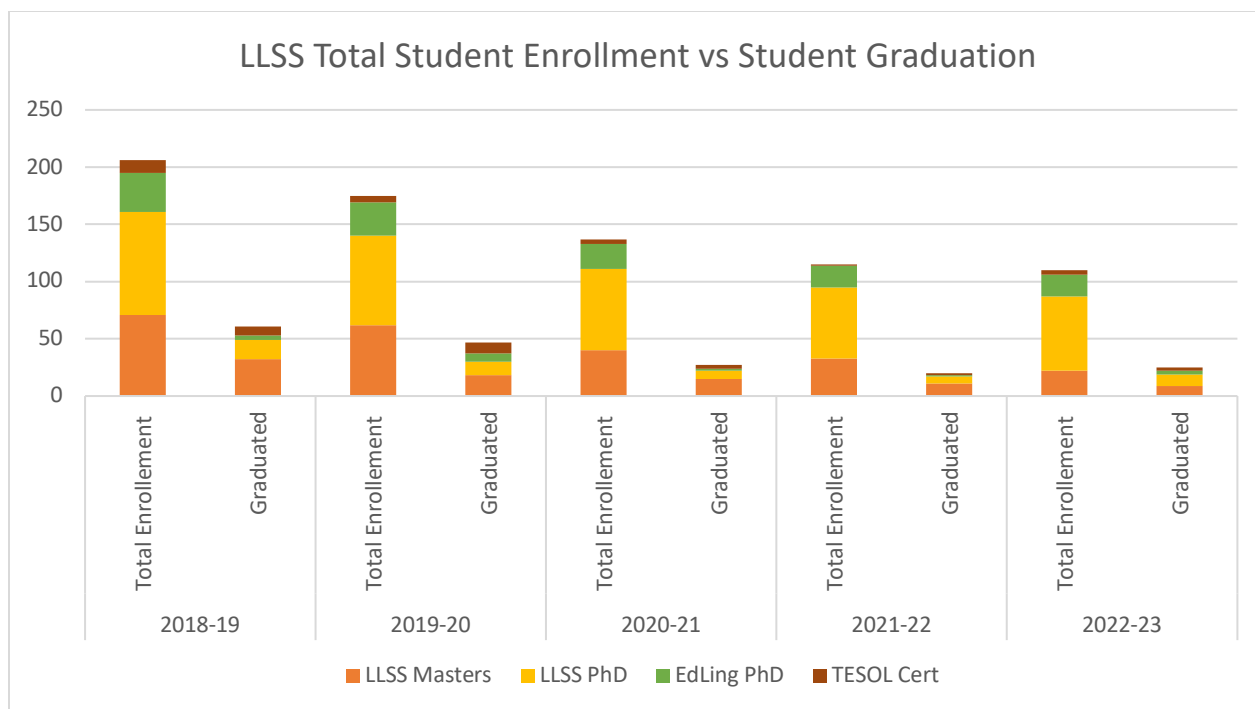


To understand these data in context, we decided to compare the numbers of student total enrollment with student graduations in LLSS, as displayed in the figure below. This contrast helped us learn about the percentage of student who graduated from the LLSS degree programs. The student graduation across the five past years included in 2018-19 approximately 28%, in 2019-20 approximately 23%, in 2020-21 approximately 18%, in 2021-22 approximately 16%, and in 2022-23 approximately 20% of the LLSS student body during each year.

The cycle between acceptance into the program and graduation for TESOL Certificate has a quick turnaround is quicker since the program includes 5 courses and students can complete them in shorter time, especially if they complete the TESOL Summer Institute. Master's students may complete their coursework (36 credits) in three semesters (4 courses every semester, including summer) or even two academic years (3 courses every spring and fall semester). However, since most of them are New Mexico residents and they work mostly as schoolteachers, they often choose to take two courses per semester. As a result, the completion of an LLSS MA may take an average of three years for those who are in-service teachers. Similarly, the doctoral programs are planned to be completed in about five years, but an average of seven years is what commonly takes students to complete them. Again, one of the major contributors to the length of time is the extra activities that doctoral students are engaged in. We have noticed that those who are teachers in PK-12 usually take longer as opposed those who dedicate full time to their program.

**Figure 4.12**

*LLSS Student Enrollment vs Student Graduation*



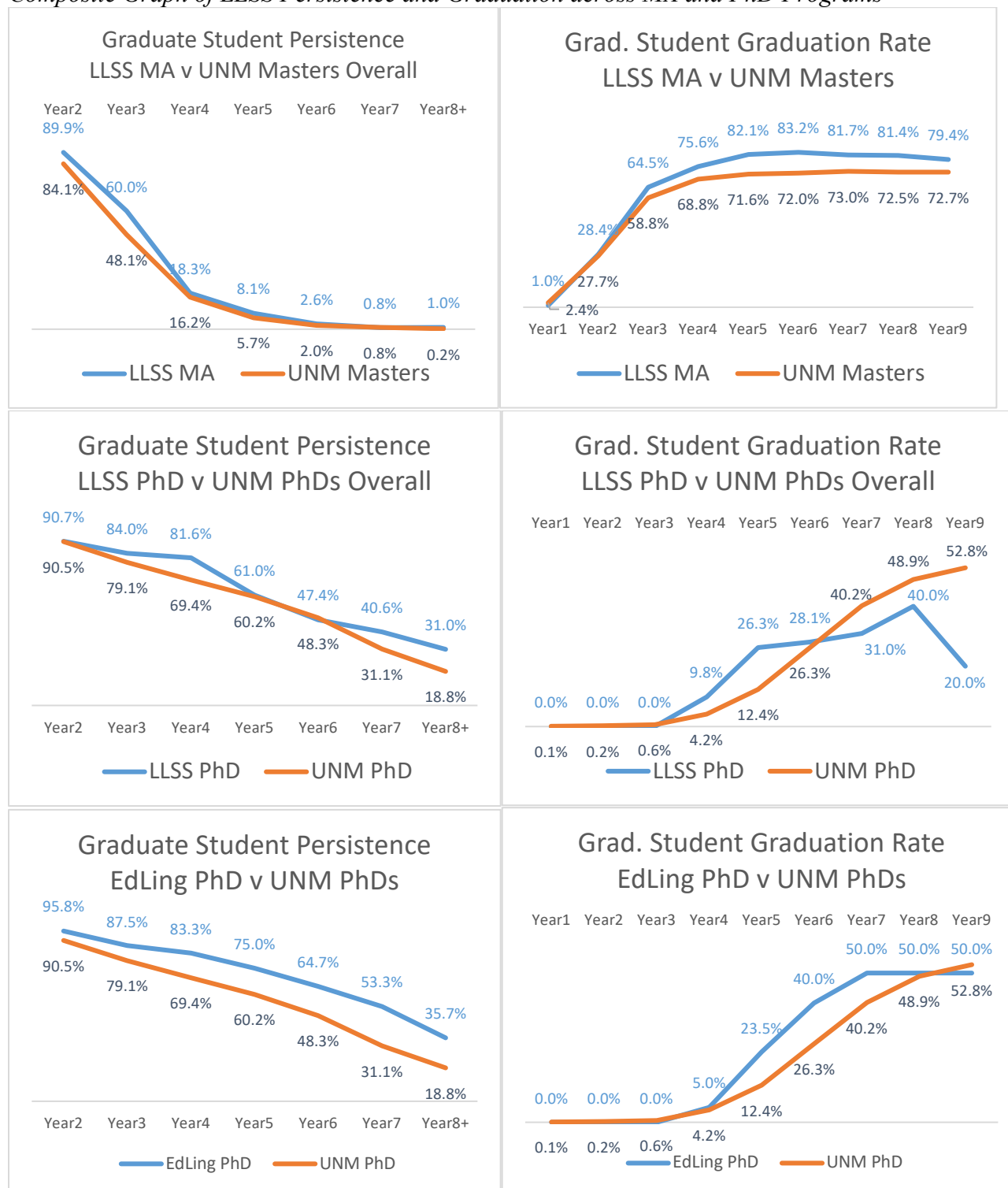
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We learned that student graduation rates in LLSS had a drop in 2020 and 2021. We believe that one of the major issues in this drop was COVID 19. Many students had to pivot their research projects in order to be able to implement their studies. The approved dissertation proposals were not always feasible in the process of collecting data as previously defined. Nevertheless, we have noted that some of those students have taken back that work as we are currently seeing some of these students completing their dissertations these last two years. In addition, another aspect that we also think affected the graduation rate of LLSS doctoral students specifically was the retirement of the number of faculty members who were full professors. While some of the emerita faculty guided some students after they retired, other students changed advisors or were not able to recover from the changes. Some of these students who returned are graduating, some are still not back. We believe these issues have affected some of the student persistence over time. The data from 2013-2021 included below speaks to these trends. Yet, student persistence

seems higher than at UNM in general. Still, graduation rates and persistence are aspects for our action plan.

**Figure 4.13**

*Composite Graph of LLSS Persistence and Graduation across MA and PhD Programs*



Our self-study and our constant relationship with our students have led us to extend invitation to students to communicate with us, especially those that have not been active. These emails have been fruitful in some cases and students are retaking their work. The Academics Coordinator in collaboration with the Department Chair have developed a series of emails that inform and invite students to keep track of next steps and procedures necessary in their degree programs and immediate deadlines. With all of this LLSS faculty continues moving forward with the new students and students who are actively participating. The Department has an active movement of doctoral students moving through comprehensive exams. Dissertation proposals and defenses. While the retirement of emerita faculty limited the moving along of some students, the new incoming faculty has also brought new energy and enthusiasm and perspectives that have been welcomed by students. It is a process of renovation and learn to be the Department with the body of people that we are NOW. We are excited that two new colleagues will join us next year.

LLSS faculty are planning on developing a curricular mapping in Fall 2024 to devise changes in the MA program. Our goal is also to consult with students to learn in more details about their suggestions and goals. The Undergraduate Program in Bilingual Education has been a long process that we expect to be implemented in the next two years. This is a process coordinated with other Universities in the state. We also need to search for funding sources to bring greater number of MA and doctoral students into LLSS. The development of A Graduate Certificate in Diné Education and one in Bilingual Education are also in the plans to not only support bilingual students of New Mexico, but also to support language teachers with an official certification that they can have in addition to the endorsement provided by the New Mexico Public Education Department. These language teachers are often invisible at UNM as they often join us and take these courses in these programs as non-degree students.

We believe that COVID really affected the sense of community in the program and as a result, the networking that existed among students. We have been working on reestablishing these connections by faculty organizing informal social events like coffee meetings, dinners at professor's home, or in-person and hybrid orientation events. Our hope is that the emerging Graduate Student Association would be a force in this process as well.

*4D: Advisement Practices Discuss the unit's advisement process for students, including an explanation of how the unit has attempted to improve or address issues regarding its advising practices and to ensure inclusiveness and equity in advising.*

Given the ration between faculty and students, LLSS faculty advises a substantial number of doctoral and master's students. We advise in a variety of ways as discussed below. Faculty members advise students during coursework, comprehensive exams, and dissertations committees. We work as a faculty to help newer faculty maintain a lower advising load so that they can concentrate on their scholarly agendas and teaching. Each program is strained by this load, and, at the present time, there is no 'offset' or other procedure in place that considers advising load as part of teaching. There is a policy that if an advisor graduates 6 doctoral students, then the advisor receives a course reassignment. We describe below the advisement generally provided by degree.



### Master's Advisement

Advising begins with the letter of acceptance from the chair that each student receives. The letter informs the student as to who will serve as their initial advisor and that the student should consult with that advisor as soon as possible, but definitely prior to starting their first semester of studies. They are also informed about the date and time of the introductory course, LLSS 500, and that they need to register for that course during the semester for which they are accepted. Sample letters of acceptance are included in Appendix I. Students are also strongly urged to join the LLSS student listserv, which provides ongoing information about registration, financial opportunities, meetings, seminars, and more. Directions for joining that list are included in the acceptance letter.

Each program advises individually or in a cohort. We rely upon advising forms, which are available to students near our main offices and included in Appendix A. The Bilingual Education /TESOL and Literacy/Language Arts programs also advise TEELP students who are pursuing endorsements. This includes advising students about the Bilingual Education and TESOL minors for undergraduates across the campus. Program faculty are responsible for advising students who want to participate in the TESOL Endorsement Summer Institute and the Spanish Immersion Institute. Faculty are also responsible for advisement concerning the TESOL Transcribed Graduate Certificate and the various summer institutes.

As students progress from initial coursework (LLSS 500), faculty explain processes such as: planning out coursework to be taken as a function of what we offer, filing of program of studies forms, graduation forms, and “summer deals.” Summer deals refers student status during the summer; since full time graduate status is six credit hours, students may take additional courses at no additional cost to them. Faculty remind students of this ‘deal’ to register for classes that would benefit them.

### Ph.D. Advisement

Ph.D. students are encouraged to make contact with Department faculty (at least three) prior to submitting their applications. This pre-admissions advisement is focused on understanding the students’ interests juxtaposed with the Department’s offerings and expertise. We work to ensure that applicants fully understand the nature and scope of our program and offerings as well as the commitment required to successfully complete a doctoral program.

Once admitted, Ph.D. students in the program are advised individually by their chosen advisor. The first role of the advisor is to help establish an initial program of studies that will lead up to the comprehensive examinations. During coursework, it is expected that students will meet at least once each semester with their faculty advisor or, at the very least, have phone or email contact in order to verify that students’ trajectories in the program are staying on course. When students are about halfway through coursework, a tentative Program of Studies committee is formed. The student is the focus of this committee as they meet to fully understand the student’s interests and needs and recommend subsequent coursework leading up to the comprehensive exam. Sometimes the topics for both the comprehensive exam and the dissertation are discussed in order to support students and help them focus on or clarify their interests. This committee is typically the comprehensive exam committee. The Ph.D. advising form is included in Appendix A, *The Roadmap* is the UNM students’ guide to regulations and policies and states that students

are expected to know deadlines and procedures, many of which are outlined at the website of Graduate Studies: <http://grad.unm.edu/resources/graduate-students/start-to-finish-unm/phd/phd-roadmap.html>

The comprehensive exam occurs during or immediately following the final semester of coursework for most students. The process for the comprehensive exams is on a handout for students. That handout is inserted here.

### **-Policy for Ph.D. Comprehensive Examinations-**

#### **Purpose**

This policy outlines the doctoral examination process for both faculty and students in the Department of Language, Literacy and Sociocultural Studies.

#### **Policy**

This policy is consistent with the **Doctoral Comprehensive Examination information** outlined in the UNM Graduate Studies website:

<https://grad.unm.edu/resources/graduate-students/start-to-finish-unm/phd/comprehensive-exam.html>

A doctoral student must pass a comprehensive examination in the major field of study. This examination, which may be written, oral or both, is not limited to the areas of the student's course work, but tests the student's grasp of the field as a whole. It is strongly recommended that the Application for Candidacy be completed and approved by the graduate unit before the student takes the doctoral comprehensive examination. The administration of this exam is governed by the following guidelines:

1. The student must have a cumulative grade point average of at least 3.0 at the time of the examination.
2. The student must be enrolled in a minimum of one credit of graduate course work the semester in which he/she takes the doctoral comprehensive examination.
3. At least two weeks prior to the date of the examination, the major graduate unit must request approval from the Dean of Graduate Studies to hold the exam. It may not be conducted until the Dean of Graduate Studies approves the appropriate announcement form and it is returned to the unit.
4. The doctoral comprehensive examination committee (usually the student's Committee on Studies) consists of a minimum of three members approved for committee service. UNM has categories for approval of members of a committee available at <http://grad.unm.edu/resources/gs-forms/committee-service.html>. The categories differentiate between those tenured or on a tenure track and those with other qualifications (retired, at other universities, research faculty not on a tenure track, and experts in the field.)
5. In order to qualify to sit for a doctoral exam during the intersession, the student must be registered for the following semester.

6. Barring extraordinary circumstances, the graduate unit will notify the student of the results of the examination no later than two weeks after the date on which it was administered. Should such circumstances arise, the graduate unit will notify the student in writing of the reason for the delay and let him/her know when notification can be expected.
7. The results of the examination must be reported to the Dean of Graduate Studies on the "Report of Examination" form no later than two weeks after the date of the examination.
8. If a student fails the examination, the Committee on Studies may recommend a second examination, which must be administered within one calendar year from the date of the first examination. The doctoral comprehensive examination may be taken only twice. A second failure will result in the student's termination from the program.

In addition to these requirements, this policy statement specifies procedures for doctoral candidates in Language, Literacy and Sociocultural Studies.

### **Procedure**

The comprehensive examination is one of the requirements for advancing to Candidacy and Dissertation. The examination is taken upon completion of course work. To prepare for the comprehensive examination, doctoral students must select and meet with their Committee of Studies. The committee is comprised of the doctoral student's major advisor and two other faculty members with whom the student has studied.

In conjunction with the Committee on Studies, the doctoral student will determine:

- If all course requirements are met
- Appropriate areas of expertise to be addressed in the examination.
- Which of the following formats the student will use.

Comprehensive: A paper or series of papers that address topics and/or questions derived by the student and the Committee on Studies. Once the questions and/or topic have been established, the paper(s) are to be completed without further input or help from faculty members.

The examination must be completed within two academic year semesters (Fall and Spring or Spring and Fall) after all coursework is finished. Students must be enrolled for course credit during the semesters in which they are writing and complete their examinations.

Appropriate courses are selected by the student in consultation with the major advisor.

The deadline for completion of the comprehensive exam is no later than three weeks before the end of the semester in which the exam is to be evaluated.

This examination will be reviewed by the Committee on Studies to determine the extent that the student is able to:

- Demonstrate knowledge and understanding of foundational issues and theories related to language, literacy, and sociocultural studies
- Develop a perspective and create an argument
- Synthesize research to determine patterns, themes, gaps, trends, and/or issues
- Analyze a chosen topic in light of theory and research
- Write in ways appropriate for academic disciplines, including understanding American Psychological Association guidelines.

As per Office of Graduate Studies policy, students are only allowed to take the exam **twice** during their doctoral program.

-----end of policy statement-----

Upon successful completion of the comprehensive examinations, the exam committee is dissolved and the student works on the establishment of a dissertation committee. That committee works closely with the student on dissertation proposal. When that committee is formed, the student's status is changed to 'candidacy.'

#### Advising Meetings

LLSS offers an annual Orientation meeting for all doctoral students and MA students are also welcomed. In this meeting students meet faculty and other students to get to know one another and promote networking within the Department. In the meeting, faculty and students present their work and information about the LLSS programs are also shared. COVID 19 affected these meetings. While the Orientations took place online, so students were able to attend online as well as faculty, the atmosphere of a sense of community was diffused as a consequence of meeting online only. After COVID, the LLSS faculty have been promoting ways for students to meet in person with students and have some social interactions besides the academic ones. Slowly, have the in-person Orientation meetings gathered a more significant number of students so the sense of community can be rescued again. This is a goal and process in recovery.

Some faculty meet individually or in small groups with their advisees. These meetings are about coursework, progress in the program, comprehensive exams, proposal, dissertation, and other areas of interest or concern about the program. Some of the meetings are planning sessions for students as they ready pieces for publication, including presenting at a conference.

Another form of advisement procedure is the doctoral advisees group. Several faculty in LLSS (e.g., Dr. Mary Rice and Dr. Glenabah Martinez) have opted for gathering with a group of doctoral advisees several times over the year. The group meets about once or twice a semester, is open to all doctoral students, and addresses many facets of doctoral student and post-doctoral life. This group involves our doctoral students in: understanding academe, considering the professoriate, practicing for conference presentations and exam situations (comprehensive, proposal, and final defenses), and much more. Since this group serves as an advising forum as well as a support system for our doctoral students, it serves as a good segue into the next section. Other faculty have also initiated such groups.

**4E: Student Support Services** *Discuss any student support services that are maintained by the unit and evaluate the relevance and impact of these services on students' academic success.*

**Academic Support**

Overall, upon acceptance into LLSS, graduate students are assigned an academic advisor for the duration of their coursework. The advisor may be temporary or support the student through the Program of Studies Committee and oversee the students' comprehensive examinations. Students are told in their letter of acceptance that advisors are temporary and that they may change advisors in order to work with someone whose interests are more aligned with their own.

At the master's level, most students begin their coursework together by taking LLSS 500: *Issues in Language/Literacy/Sociocultural Studies*. This course provides students with an overview of the field in which they are studying, an orientation to the program, and an introduction to the faculty. During their final semester, students can elect to take comprehensive examinations or write a thesis. On average, less than one student per year elects to write a thesis. Most students who are ready for their comprehensive examinations are required to take LLSS 590: *Seminar*. This seminar supports students as they write their comprehensive examination. Some master's students in ETSS work independently with their advisor on the exam rather than taking 590.

At the Ph.D. level, students are also assigned an academic advisor, which may be temporary or for the duration of their coursework. As in the master's program, the advisor chairs the Program of Studies Committee and oversees the student's required comprehensive examination. Upon completion of the comprehensive examination, students may elect a new chair and a dissertation committee different from their Program of Studies Committee because UNM policy demands that the committee be dissolved upon completion of the comprehensive exam. Doctoral students usually begin their coursework together by taking LLSS 640: *Seminar in Language and Literacy* and LLSS 645: *Seminar in Educational Foundations*. These courses provide an overview of concepts and issues important to LLSS, an orientation to the program, and an introduction to the faculty and their areas of expertise. Students receive coaching in academic writing in all courses and a course on academic writing has been offered every other year. Specifically, the LLSS 640 provides students with knowledge and practice about systemic reviews of literature and one of the assignments consists in developing one in the area of their research interests. This assignment is expected to "grow" with the students as they advance in their studies. As students prepare their proposals, they are required to take LLSS 650: *Dissertation Seminar*. All of these are forums for advisement.

Currently, Dr. Chamcharatsri and two graduate students are supporting graduate students individually as they require help with their writing as part of the GSEA award discussed below. The relevance of the Writing Support Project is to support the success of LLSS graduate students. The Project has been providing support regarding writing ranging from providing feedback on written assignments to doctoral dissertation manuscripts. Additionally, the Project also provides workshops for on writing related topics and conducts research relating to writing scholarships.

Internships are a required part of all of doctoral students' experience in LLSS and it is part of some of our master's programs (Language Arts/Literacy). There are many ways that students fulfill this requirement. Some students are required to submit a publishable paper for their

internship work; others engage in research with a faculty member reflective of an area of common interest. Sometimes the latter are submitted for publication. Some students engage in teaching internships, where they learn to teach a specific course (with the ultimate goal of teaching that class). These are all venues for increased and enhanced academic support. More importantly, internships give students a change to delve deeply into a topic or area of teaching in which they have interest. In addition, faculty work with students individually or in very small groups by using problems courses or directed readings.

Our doctoral students typically arrive with a master's degree and can teach undergraduate classes according to UNM policy. Students must take an internship or have equivalent experience to teach a class. There are two levels of graduate teaching assistants. The first, referred to as assistant level, teach undergraduate classes. Once students have advanced to doctoral candidacy (completed comprehensive exams and formed a dissertation committee), they may teach graduate level classes and are referred to as associates. Table below shows a list of undergraduate and graduate level courses that some LLSS doctoral students have taught.

**Table 4.1**

*Courses taught by Doctoral Students*

Course	Course
LLSS 1110	Foundations of American Indian Education
LLSS 315	Educ Ling & Cultr Diverse Student
LLSS 321	School & Society
LLSS 430	Teaching Writing
LLSS 432	Teaching Social Studies
LLSS 436	Teaching of English
LLSS 443	Children's Literature
LLSS 453	Theor & Cultr Found Bil Educ
LLSS 456	First Sec Lang Dev Cultr Cntxt
LLSS 458	Literacy Across Cultures
LLSS 459	Second Language Literacy
LLSS 480	Second Language Pedagogy
LLSS 525	Reading Recovery Training I
LLSS 529	Race Ethnicity & Education
LLSS 538	Teach Read in Content Flds
LLSS 556	First Sec Lang Dev Cultr Cntxt
LLSS 558	Literacy Across Cultures
LLSS 583	Ed Across Cultures in SW

### *Financial Support*

LLSS doctoral students have had 118 assistantships in the Department. Currently, several students are being supported, about 25 of our doctoral students have assistantship support of some kind related to UNM and research funds. There are some international students who have some kind of this support from the national institutions. This does not include scholarships and financial aid, discussed below. Furthermore, some assistance is also accessible to masters students, and even more important some extra funding is also accessible to UNM undergraduate students through the LLSS department even when these students are not necessarily hosted in the

Department, but these students take courses with us related to LLSS programs or faculty initiated scholarly activities as we describe in more detail below.

Some LLSS graduate students rely upon financial aid in the form of scholarships and loans. Most scholarships are awarded through the College of Education & Human Sciences, so our students compete with students from other departments. Many of the scholarships (<https://coehs.unm.edu/current-students/scholarships/index.html>), such as the Nancy L Fraser and the William Roberta Castetter Fellowship, seek students who have achieved academically and also demonstrate financial need. In LLSS, we have several scholarships, which include:

Maria Estela Brisk, PhD Scholarship for Bilingual Education  
 Patrick D. Conroy Endowed Scholarship for Bilingual Education Teachers  
 Dr. Dolores Gonzales Memorial Endowed Scholarship  
 Leroy and Dora Ortiz Scholarship in Bilingual Education

These Scholarships are awarded yearly by LLSS, which means that only our students are eligible to receive this funding.

Additionally, LLSS has also awarded doctoral students through Graduate Studies' Graduate Student Excellence Awards (GSEA) for the College of Education & Human Sciences. These help Ph.D. students to pursue full-time doctoral studies through scholarly work related to their professional and/or scholarly transformation. LLSS awarded an average of seven awards yearly for a total of forty six-.25 FTE (quarter time) assistantships between 2016-2024 academic years. The award covers tuition and an annual stipend of \$7000. Individual recipients are eligible for up to four years of GSEA funding contingent upon adequate academic progress, positive evaluations in assistantship responsibilities, maintaining full-time doctoral study (i.e. a minimum of six graduate credit hours per fall and spring semester), and annually submitting a written statement of reflection about what was learned during the year's experiences to a designated supervisor, department chair, and dean.

The GSEA duties can consist of teaching activities such as co-teaching or interning (though typically not duties covered by traditional teaching assistantships); scholarly work; and service activities of a nature directly relevant to the professional career goals of the student (e.g., assisting with accreditation or accountability reports). The GSEA are advertised during fall when new spots for awards open up. Unfortunately, the GSEA award information between 2016-19 was not accessible. The table right below provides a summary of the amount awarded for the last four years through the GSEA to LLSS students holding this award. That table is followed by another one that provides five examples of the scope of work that GSEA awardees take on.

**Table 4.2**

*Budget Information on LLSS GSEA Awards 2020-2024*

Academic Year	Amount in Scholarships	Number of Doctoral Awardees
AY 2020-2021	102,105.96	7
AY 2021-2022	107,529.63	8
AY 2022-2023	90,225.30	6
AY 2023-2024	59,916.49	7
<b>Total</b>	<b>359,777.38</b>	<b>28</b>

**Table 4.3**

*Example of Scope of Work and Responsibilities of GSEA Awardees*

<b>Students' Name Confidential</b>	<b>Job Scope/ Responsibilities</b>	<b>Faculty Supervisor</b>	<b>FTE</b>
Student 1	Support on research with Indian Communities.	Christine Sims	.25
Student 2	Culturally Responsive Pedagogy and Teaching in the Context of STEM Education Research Project assisting with review of literature on principles and strategies, data collection and analysis, and dissemination of findings as the project progresses.	Tryphenia Peele-Eady	.25
Student 3	Writing Support Project, providing support for LLSS students' writing ranging from course assignments to doctoral dissertation manuscripts; as well as related workshops; and research data collection and analysis.	Pisarn Chamcharatsri	.25
Student 4	Coordinate <i>Intersections</i> , LLSS/COEHS peer-refereed journal.	Mary Rice	.25
Student 5	Dissertation Study focused on Literacy, dancing coping with illnesses	Carlos LopezLeiva	.25

Another way of funding is through student loans, which are available to students taking sufficient credits during given semesters. Some of our master's students do not qualify because they only take on class at a time, but during the summer many of those same students attend full time taking six credits or more. Students must be categorized as full-time graduate students to be eligible for loans.

Finally, another form of support for graduate students, especially doctoral students is Teaching Assistantships (TA) and Graduate Assistantships (GA). Table 4.4 portrays how a total of 90 students have taught courses at UNM and have received the related stipend, health insurance, and tuition remission of 6 course-credit hours.

**Table 4.4**  
*TA Budget 2017-2024*

	2017	2018	2019	2020	2021	2022	2023	2024
Ga Ta Ra Pa Salary	36,750	72,734	85,626	64,464	37,989	23,546	20,799	35,311
# of Assistantships	10	17	20	15	9	6	5	8

As it has been described before, the LLSS Department serves mainly graduate programs, but it does also serve a significant number of undergraduate students. These students are often part of other teacher education programs. Take the example of future Bilingual Education teachers. They



need to complete both their regular licensure program and in addition they take the courses necessary for the endorsement in Bilingual Education. This implies not only an extra effort in comparison to the rest of their counter parts in the licensure programs, but it also implies a financial investment that it is not always available to them. Such circumstances often place barriers as most of the students, pre-service teachers, who are taking this coursework to complete an endorsement come from households with limited financial resources. Aware of this extra financial burden, the Bilingual Education program has been able to receive extra funding from two outside Institutions. The support provided funds the coverage of expenses for tuition fees, student fees, and textbooks for students who decide to join the Spanish Summer Immersion Institute (SSII) for Bilingual Education Teachers. The funding agencies are the UNM Office of Graduate Studies, who receives support from the state and distributes to the Bilingual Education program (overseen by Dr. Carlos LópezLeiva) funding for the textbooks, five scholarships for graduate students registered in the SSII, as well as extra support funding a stipend for a graduate student and faculty who evaluate the effectiveness and impact of the Institute. The second funding source comes from the New Mexico Higher Education Department (HED). HED is currently supporting efforts in Bilingual Education in New Mexico through a consortium of Universities in New Mexico working towards the development of a licensure program in Bilingual Education at the undergraduate level. Project currently under the leadership of Dr. Christine Sims. As part of this initiative, HED provides scholarships for about 10-15 students attending the SSII and it also supports the fees required for the Prueba test. A qualifying test that Bilingual Educators need to pass to obtain the endorsement. SSII prepares students for Prueba and it also coordinates with external institutions the administration of the test at UNM. Without these funding students probably could not have attended or would have a more difficulties attending the SSII. These funding resources have been available since 2020.

Similarly to the SSII for Bilingual (Spanish & English) Teachers, LLSS faculty also work with other linguistic, racial, and cultural groups and have been able to secure funding for future and current language teachers working with the multilingual and pluricultural communities of New Mexico. One of these initiatives is led by Dr. Glenabah Martinez. Through the New Mexico Indian Education Division (\$450,000), Dr. Martinez has been able to launch the project entitled: Native American Teacher Preparation Program (<https://coehs.unm.edu/departments-programs/teelp/native-american-teacher-prep/index.html>). The project provides scholarships for Native Teachers interested in completing licensure programs in diverse fields.

Similarly, Dr. Christine Sims is leading the *American Indian Language Resource Project*, funded through the UNM RPSP Tribal Education Initiative. She supports the preparation of Native American Language Teachers through an Institute (NALTI). The institute takes place at UNM during the summers and at other locations during regular school year. NALTI supports teachers with techniques, materials, and methods to support the learning and teaching of Native Languages. Pre- and in-service language teachers who participate in this program receive financial support and a stipend to attend the program. They do not always register into UNM courses. So, while not necessary Student Credit Hours (SCH) is generated, New Mexico language teachers and students receive these benefits.

Finally, another project that serves New Mexico through LLSS is also through the Diné Language Teacher Institute (DLTI). Dr. Vincent Werito is the lead principal investigator (coordinator) of the DLTI. The DLTI supports *Navajo language teachers through immersion*

*camps and courses where teachers learn about planning and teaching of their Native language.* The DLTI has successfully recruited over 40 members and about 25 of them have completed the program. Most of these teachers live and teach in remote areas of New Mexico. They have attended the DLTI program through hybrid formats. They also were supported with scholarships and stipends to attend the DLTI. The courses included in the DLTI were developed by the research team. Some courses are hosted in LLSS and some in Native American Studies. The goal is to develop a Graduate Certification in Diné Education approved by the Diné Nation. Dr. Werito is leading these initiatives.

### *Social Support*

Because LLSS is such a large program, many students have expressed an interest in getting to know one another outside of class. There are many efforts to build an academic and social community. The LLSS Graduate Student Association (GSA) was involved in a speaker series, coffee hours, and other social activities in order to foster an intellectual and friendly environment. Unfortunately, the GSA became fragile after COVID and it is currently under a re-organization process. There is also an International Graduate Student Association that brings together many of the Department's students who are far from home. This association tries to help students learn about local housing, activities, and events that might be of interest.

As mentioned above, the Department organizes doctoral student events (Orientation) that included both faculty and students once each semester. The University hosts new student orientation, but the LLSS version allows students to get answers to very specific questions about: support, advisement, program, faculty, other students, and even classroom space and location. Additionally, the Educational Linguistics Program has also hosted a new student event for many years at which introductions are made and information is shared. These events have provided a space for faculty and students to get to know one another. Furthermore, and more recently, Dr. Rice organized Coffee meetings where doctoral students who want to attend meet to talk about their interests and questions.

Our two introductory doctoral seminars (LLSS 640 and 645) are required in sequence in the fall and spring of our students' first year in the program. These are extremely scholarly forums and concomitantly serve as a way for students to learn about each other's interests, form connections, and more.

**4F: Graduate Success** *Discuss the success of graduates of the program by addressing the following questions:*

- *How does the unit measure the success of graduates (i.e. employment, community engagement, graduate studies, etc.)?*

*[Under construction]*

We use three qualitative measures when we consider the success of our graduates. The first, which we take quite seriously, is the individual's chosen career trajectory. As noted above, some are affected by the realities of their life situations and commitments, including family, which demands that they remain in New Mexico. The possibilities for employment in New Mexico in higher education are limited, although some have secured positions at New Mexico Highlands University in Albuquerque or moved to Las Cruces to work at New Mexico State University.

Still others continue work in public schools more fully informed and aware of the complexities of teaching and learning. Other students are able to move to different parts of the country and do so, securing tenure track positions at universities, which was their main reason for entering the program.

Most LLSS master's degree students are practicing teachers seeking to maintain or enhance their professional positions as teachers or other school personnel. When obtaining a master's degree they may remain at the schools, but with a salary increase and possibilities for promotion. It is doctoral students who most often seek job change and new employment. However, some MA students choose to apply for a Ph.D. program. The Ph.D. program is aimed primarily at preparing people for the professoriate, research, leadership, and policy roles, although a few of our Ph.D. graduates remain in K-12 teaching. TESOL Graduate Certificate students often take this certificate with the goal of either obtaining an endorsement, or having a diploma that may grant them an official acknowledgement that opens them opportunities to work with English Learners either at community colleges, adult education institutions, or schools abroad. The Minors in TESOL and Bilingual Education offer students the opportunity to gain an endorsement and widen their opportunities to work with the diverse student populations of New Mexico. These teachers often receive a salary increase and principals and districts often value teachers who have extra endorsements besides a licensure, so the extra work done in the minors is compensated at students'/teachers' workplace.

Our program learning goals are very focused on issues related to social justice for marginalized groups, critical literacy, and bilingual education. We believe that K-12 classroom teachers, administrators, and those who are acting as consultants and leaders at the state level are acting upon our program learning goals as effectively as those graduates who secure positions in higher education. One of the many obstacles for our students to gain tenure track positions is their entry into graduate school as established educators, many of whom also have families. Currently, the professoriate relies on the mobility of Ph.Ds. after graduation, which is very difficult for students who are not single with no children. Because of this tradition in academia, many students are not able to pursue tenure track positions. Some former students who listed 'independent consultant' as their vocation are quite busy as community organizers. For example, one is fighting to keep extreme development from a portion of Albuquerque whose water supply will be at risk if developers have their ways, immediately putting at risk a thriving farming community currently abutting that area and ultimately putting the city's water supply at risk.

Placement suggests that students want to move to other locations, but not all do. We do consider the nature of our students' professional lives in terms of our learning goals. At this point, we do not measure in any systematic way the ways in which a Ph.D. influences a first-grade teacher who returns to her classroom after earning her degree. Yet, at the same time, we do look at our graduates' productivity in scholarly arenas, community work, school settings, and more, yet the data is anecdotal.

We were able to track the placement of 63 Ph.D. degree recipients since summer 2016. A good number of them hold tenure track positions at universities in the United States, throughout Latin America, Arabic countries, and Asian countries. Some former LLSS students hold positions at higher education institutions such as Highlands University, New Mexico State University, UNM

Valencia Campus. The second most common placement is non-tenure track faculty in higher education and public-school teacher. A few K-12 teachers also work as part time faculty at local colleges and here at UNM, some of whom maintain their public-school teaching positions. Our other graduates have a variety of positions such as independent consultant, public school administrators. Table below summarizes these placements,

**Table 4.5**

*Placement of LLSS Graduates*

<b>Position</b>	<b>Number</b>
U.S. Higher Ed. Tenure-Track Faculty	18
International Higher Ed. Tenure-Track Faculty	25
Higher Ed. Non-Tenure Track	8
Higher Ed. Administration (Dean, Chairman, Asst. Dean, Coordinator etc.)	1
Public School Teacher	3
Public Schools Administration (Principal, Counselor)	3
Independent Consultant	2
U.S. Dept. of Education	
Marketing/Editor/Development	
Research Scholar/Fellow	1
<b>Position</b>	
Non-Profit	1
Deceased	
Unemployed	1
Unknown	
<b>TOTAL</b>	<b>63</b>

Another measure of success in these results arises from the fact that an increasing number of our students have professional pressure as the reason for attending our program and their success is measured by the fact that they will be allowed to continue in the position they held prior to arrival. Students from Arab countries and from Central and South America are now being required to have earned a terminal degree in order to maintain their position at a university in their home country. They arrive here eager to maintain those positions, many with financial support from their home countries, and very willing to fully engage in the rigor of doctoral work. Their successful completion of the program is a measure of success as they return to their home country with greater scholarly breadth and depth.

## **Criterion 5. Faculty**

The faculty (i.e., continuing, temporary, and affiliated) should have appropriate qualifications and credentials and be suitable to cover the curricular requirements of each degree/certificate program.

**5A: Composition** After completing the Faculty Credentials Template (Appendix D), discuss the composition of the faculty and their credentials (i.e. proportion of senior versus junior faculty, proportion of women and underrepresented faculty, etc.). Provide a link to the faculty vitae.

In 2016, LLSS had a total of 17 faculty members. Since then, 7 faculty members who were full professors have retired, 1 full professor passed away, 2 faculty (one Associate Professor and one full professor) resigned (see Appendix J for more information). It means that since the last academic review, LLSS lost 9 full professors and 1 associate professor. It means that LLSS has faced about 60% of attrition of the original body of faculty in the Department. As of 2024, 7 faculty members from that original group remain in LLSS. Fortunately, LLSS has had the opportunity to welcome 5 new faculty since last review, so the current body of LLSS faculty has a total of 12 faculty members (1 temporary, 2 assistant professors, 7 associate professors, 2 full professors). Table 5.1 below presents details about the current 12 faculty members in LLSS the details include, names, rank, start time in LLSS, years in LLSS, graduation institution, and their specialization. Also, each faculty name below is linked to the respective faculty member's 2-page CV that they submitted.

**Table 5.1**

*LLSS Faculty Credentials and Time in Department*

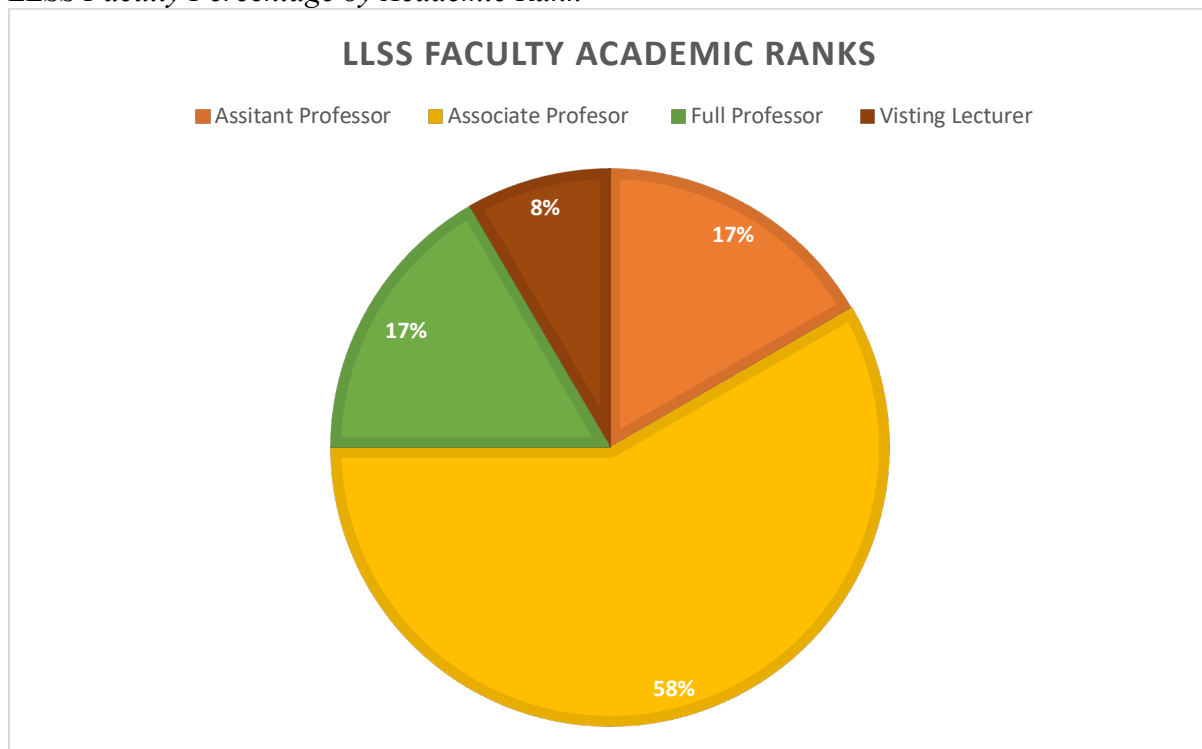
#	Name	Rank & Academic Program	Start Year in LLSS	Time in LLSS	Institution of PhD completion	Specialization
1	<a href="#">Pisarn (Bee) Chamcharatsri</a>	Associate Professor in TESOL	2012	12	Indiana University at Pennsylvania	Composition, TESOL, English Foreign Language (TEFL), Second language writing, Arts-based research methodology
2	<a href="#">Aijuan Cun</a>	Assistant Professor in Literacy and Language Arts	2020	4	State University of New York at Buffalo	Curriculum, Instruction and the Science of Learning on immigrant children and families' Literacy practices
3	<a href="#">Ashley Dallacqua</a>	Associate Professor in Literacy and Language Arts	2016	8	The Ohio State University	Literacy, multimodal literacy, comics
4	<a href="#">Armando Garza Ayala</a>	Assistant Professor in Bilingual Education	2020	4	University of Texas at San Antonio	Culture, Literacy, and Language; Bilingual and Language Education.
5	<a href="#">Jiameng Gao</a>	Visiting Lecturer III in TESOL	2022	1	University of Florida	TESOL, ESOL and Bilingual Education
6	<a href="#">Carlos LópezLeiva</a>	Associate	2011	13	University of	Curriculum and

		Professor in Bilingual Education			Illinois at Chicago	Instruction in Bilingual Mathematics Education
7	<a href="#">Glenabah Martinez</a>	Associate Professor in Educational Thought and Sociocultural Studies	2003	21	University of Wisconsin, Madison	Curriculum & Instruction, Critical educational studies, Indigenous-centered pedagogy, & Social Studies
8	<a href="#">Tryphenia Peele-Eady</a>	Professor in Educational Thought and Sociocultural Studies	2005	19	Claremont University	Education (Anthropology, Linguistics)
9	<a href="#">Mary F. Rice</a>	Associate Professor in Literacy and Language Arts	2017	7	University of Kansas	Literacy
10	<a href="#">Christine Sims</a>	Associate Professor Bilingual Education and American Indian Education	2004	20	University of California, Berkeley	American Indian Language Maintenance, and Revitalization, Language Policy and Native American Language Issues, Native Bilingual Education, American Indian Pueblo Languages, American Indian Language Program and Planning
11	<a href="#">Yoo Kyung Sung</a>	Professor in Literacy and Language Arts	2009	15	University of Arizona	Children's Literature and Language Arts
12	<a href="#">Vincent Werito</a>	Associate Professor in American Indian Education	2010	14	University of New Mexico	American Indian Education, Navajo Bilingual Education, Educational Thought and Sociocultural Studies

As both Table 5.1 above and Appendix D display, LLSS is integrated by group of faculty members who have a strong preparation in and a close relationship with the different fields (Academic Programs) that they teach and develop their scholarship. Further, these tables also help us learn about how the ranks distribute among faculty in the Department. Figure 5.1 below

displays more concisely this faculty rank distribution: 75% of the LLSS faculty are tenured (2 full and 7 associate professors) and 25% have either a tenure-track (2 assistant professors) or temporary position (1 visiting lecturer). It is important to acknowledge that LLSS had a couple of years without a full professor between the end of Fall 2021 semester and Summer 2023. The last full professor in the department left UNM during Fall 2021, after 22 ½ years of being part of UNM and LLSS, she resigned and accepted another position at an R1 institution in another US Southwestern state. 2023-24 is the first academic year for both of newly promoted full professors in LLSS.

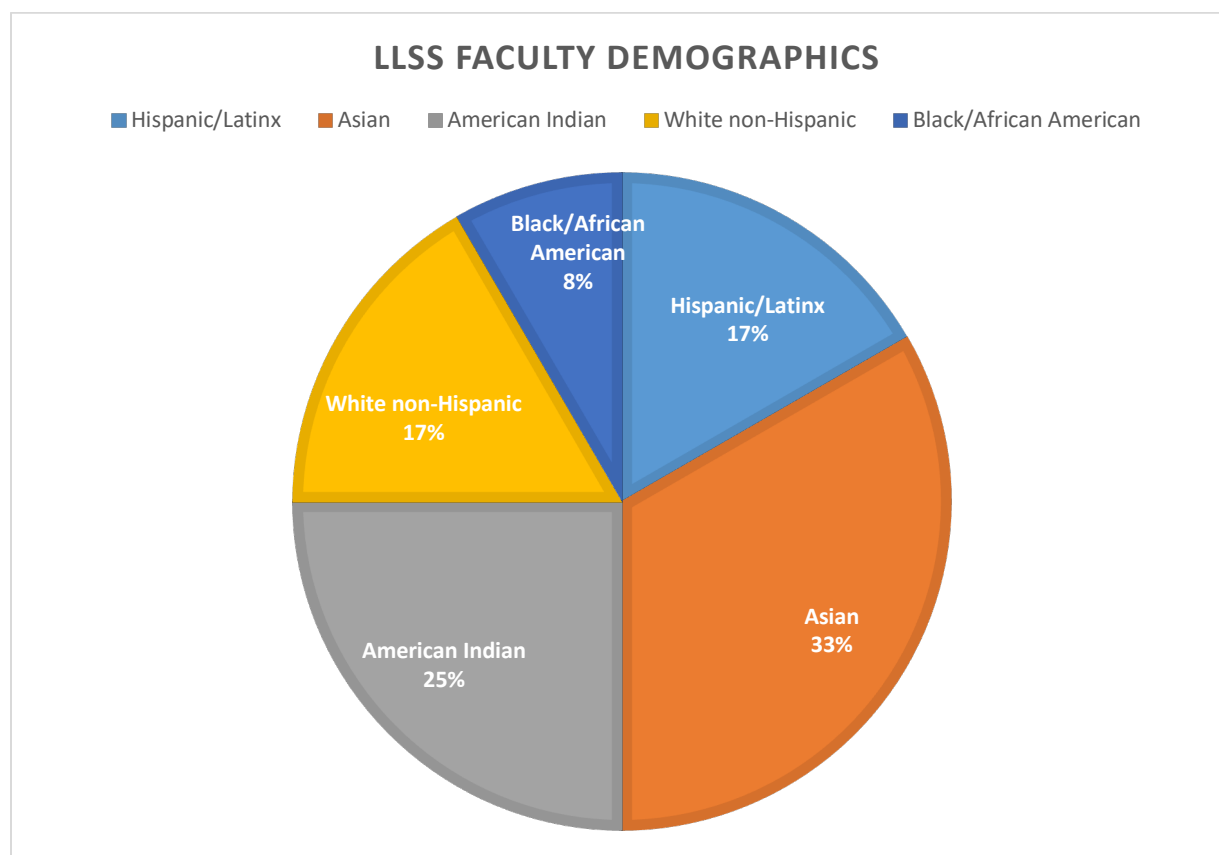
**Figure 5.1:**  
*LLSS Faculty Percentage by Academic Rank*



LLSS is integrated by a very diverse body of faculty not only regarding academic ranks, but also by their origin, about 50% of the faculty are from an international background; also, one fourth of the faculty are originally from New Mexico and are part of the American Indian populations in the state. LLSS faculty embodies a great linguistic diversity. Some of the languages spoken by LLSS faculty, besides English, include, *Tiwa, Diné, Keres, Thai, Mandarin, Korean, African American Vernacular English (AAVE), Cantonese, and Spanish*. This linguistic diversity is even greater among the LLSS students and the communities that LLSS faculty work with. Similarly, Figure 5.2 below illustrates how LLSS faculty are demographically diverse as well, since 1/12 of LLSS faculty is Black/ African American, 1/3 is of Asian descent, ¼ is of American Indian descent, 1/6 is Hispanic/ Latinx, and 1/6 White non-Hispanic. While these proportions do not directly align with LLSS students' demographics and demographics in New Mexico, LLSS faculty embody a strong and diverse racial, ethnic, and linguistic background. This diversity is essential in LLSS, since we focus on further understanding and promoting students' cultures, languages, and identities through critical pedagogies and social relations in education. LLSS

faculty have strong research and teaching positionalities associated with the mission and vision of the Department. In fact, LLSS stands out as a demographically diverse department at UNM since in general at UNM 54% of the faculty identify as White non-Hispanic, 17% as Hispanic, 8 % as Asian, 4% as American Indian, and 2% as Black/African American (<https://public.tableau.com/app/profile/unm.oia/viz/shared/WCBTXDBG8>). Regarding gender, 2 out 3 LLSS faculty are female, this overrepresentation of female is also evident in the student population where, as described before, 3 of 4 LLSS students are female.

**Figure 5.2:**  
*LLSS Faculty Demographics*



LLSS faculty also have a diverse set of roles and responsibilities that are linked to the teaching, research, and service associated with their positions. Table 5.2 below reports the percentage of faculty time spent in LLSS and time spent outside of LLSS. These numbers are based upon self-reports. We defined ‘time in LLSS’ as including teaching, writing, advising, and engaging in research and service related to their work in the Department, it may be that these activities may be related to the College of Education & Human Sciences, and the University. Faculty self-reported their roles and responsibilities in the Department and their Programs. This information is summarized in Table 5.2 and is somewhat elaborated upon in the CVs included through links in this Criterion.

**Table 5.2**  
*LLSS Faculty Time in LLSS, Roles and Responsibilities.*



Name	Roles and Responsibilities	% of Time in LLSS
Pisarn (Bee) Chamcharatsri	Coordinator of Bilingual/TESOL program; Coordinator of Educational Linguistics program; Teach graduate and undergraduate classes in LLSS and English Department; Mentor and advice graduate students in LLSS and English Department; Provide services to LLSS and English Department; Serve as a chair and/or committee members on graduate students' s comprehensive exams and dissertation studies; Create a writing support services for graduate students	100% at UNM, 51% in LLSS and 49% in English Department
Aijuan Cun	Assistant Professor in Literacy and affiliated faculty in Educational Linguistics. Also served in several search committees within LLSS and the COEHS. Engages in research with immigrant communities, parents and children, on literacy practices.	100% in LLSS
Ashley Dallacqua	As an Associate Professor, I teach Literacy in LLSS and engage in related research by including views to expand how we think about literacy such as using comics in schools; the medium of comics; critical multimodal and multimedia literacies; and supporting teachers and teacher education in new ways of operating with literacy, the arts and visual culture.	90% in LLSS and 10% in schools collaborating with teachers
Armando Garza Ayala	Teaching (40%), Research (40%), Service (20%). I focus on linguistic/Literacy justice and bilingual education, especially mathematics and science success of minoritized student populations; bilingual/biliteracy development of marginalized students and families; identity of racialized students (including pre- and in-service teachers), languaging of bilingual and emergent bilingual students,	100% in LLSS, which include professional service in the Bilingual Multicultural Education Advisory Council (BMEAC) and also work as the Director of the Latin American Programs in Education (LAPE) Center at the College of Education and Human Sciences.

	and the intersection of race, teaching, ideologies, and sociopolitical consciousness.	
Jiameng Gao	Design and conduct four courses at both graduate and undergraduate levels per semester. Attending departmental and program meetings.	100% in LLSS
Carlos LópezLeiva	Chair of Department, coordinator of the TESOL Summer Institute and Spanish Summer Immersion Institutes; advisement of and in committees for MA and doctoral students in dissertation and comp exams. Engagement in research two projects with bilingual schools in Albuquerque focusing on Animation of Mathematical concepts, and Integration of Computer Programming and Mathematics during school time.	100% in LLSS
Glenabah Martinez	Associate Professor in Educational Thought and Sociocultural Studies: Teaching undergraduate and graduate courses; Research to support the Institute for American Indian Education (IAIE) and the Pueblo Nation of Taos; Service provided to 23 Native Nations of NM: Curriculum development, professional development on Indigenous-centered pedagogy, and policy research and development on issues such as Yazzie/Martinez v. State of NM for LESC, TENM, Tribal Education Framework	100% in LLSS and 25% (overtime) to IAIE as Director
Tryphenia Peele-Eady	Teaching and full professor in LLSS and adjunct Faculty of Educational Linguistics, advising students in LLSS and Ed Linguistics; affiliatated faculty in African Studies and Athropology at UNM; member of PhD and MA committees; Director of the Multicultural Education Center (MEC) at UNM.	75% in LLSS and 25% (Affiliated fac in Anthro, Africana Studies; adjunct fac in Anthro; directs MEC)
Mary F. Rice	Associate Professor and Program Coordinator of the Literacy and Language Arts Program. Teach	100% LLSS

	graduate courses in Literacy and doctoral program in LLSS. Support as editor the Intersections Journal in LLSS; lead doctoral student coffee meetings; and In broadest terms, I conduct research about online and digital literacies.	
Christine Sims	Director/PI American Indian Policy Research and Teacher Training Center; AIE (American Indian Education) course Instructor and Bilingual Education Programs: course development; graduate student advisement; Co-chair and member of MA and PhD dissertation committees; Chair of LLSS Personnel Committee Member: recruitment; COE Native faculty collaboration group	80% in LLSS and 20% (Indian Policy Research and Teacher Training Center)
Yoo Kyung Sung	Teaching, Researching, and Services, and Advisement of MA and PhD students in dissertation and comprehensive exams	100% in LLSS
Vincent Werito	My primary role to LLSS is as a tenure track faculty member ranked in American Indian Education (AIE). Additionally, I also serve as program coordinator for AIE and lead principal investigator (coordinator) for the Diné Language Teacher Institute (DLTI). My list of responsibilities as a faculty and program coordinator include; attending program coordinator meetings, monitoring course schedules by semester and 3-year academic plans for AIE, creating new courses for AIE and/or DLTI, reviewing master's and doctoral student applications, submitting Plan B forms for new courses, and advising doctoral and master's level students, teaching undergraduate and graduate level courses in LLSS,	90% of time in LLSS I spend an estimated 10% of my time in community engaged research and service to Indigenous communities in New Mexico.

	and expanding my research and scholarly work.	
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As presented in the table above, LLSS faculty provide service and have responsibilities and contributions distributed within the COEHS and LLSS and even UNM. LLSS Faculty are present in Faculty Governance, Diversity Council, Tenure & Promotion, Graduate and Undergraduate curriculum, and Scholarship committees, in addition to the service and presence in the academic communities that they participate, which we elaborate on further in Criterion 6.

**5B: Course-Load** *Explain the process that determines and assigns faculty course-load (i.e., how many courses do faculty teach per semester, how does the unit determine faculty assignment to lower division vs. upper division courses, etc.). Describe the faculty-to-student and faculty-to-course ratio, and any impacts this has on unit success.*

All tenured/tenure track faculty in LLSS are on a research track, thus, they have a 2/2 teaching load each academic year (40% teaching, 40% scholarship, 20% service). Under this workload distribution, faculty are expected to teach 2 courses per semester (fall and spring). However, the course load for a new tenure track faculty is 2/1 or 1/2 for the first two years. This reduced teaching load is expected to help them transition to a new position and settle down with a strong research track and agenda. Lecturers who are in a full-time teaching load of 4/4 or 4 courses per semester, so they workload can be summarized as 80% teaching and 20% service. These distributions follow the college policies. Faculty with an administrative appointment (special assignment) may get a course load reassignment. Faculty with research grants have an option to buy out courses, but their teaching cannot be zero (0) course load in a semester.

Courses taught in LLSS are distributed among faculty in two levels. First, there are general courses that are part of the LLSS master's (i.e., LLSS 500, Issues in Language, Literacy, and Sociocultural Studies; LLSS 590, Seminar) and doctoral degrees (i.e., LLSS 640, *Seminar in Language and Literacy*; LLSS 645, *Seminar in Sociocultural Studies*; and LLSS 650, *Dissertation Seminar*). LLSS faculty has determined that these courses should be taught by LLSS tenured and tenure track faculty, and the teaching of these courses should also be rotated among the academic programs in the department. As such, faculty determine who will teach these courses at departmental meetings. The second level for LLSS course distribution is done at the different academic programs. Faculty in each academic program have the expertise to teach the courses that the program oversees. However, there are faculty in other programs who have the expertise and can also teach courses in other programs. For example, Dr. Werito teaches courses such as Decolonial Pedagogies and Critical Race Theory courses that are overseen by the ETSS program even though he is in the American Indian Education (AIE) academic program. Similarly, Drs. Rice and Dr. Cun even though they are part of the Literacy academic program, they teach research courses, which are overseen by the ETSS program. Dr. Sims teaches AIE courses even though she is the BETESOL academic program. Thus, while there is faculty collaboration among the different academic programs to teach the courses, the coordination of course assignment is led by the Program Coordinator in each academic program. Consequently, the teaching of the courses (about 90 in a year) offered in LLSS is shared among faculty (11 faculty), as such the faculty to course ratio is about 8:1 of full-time or tenured/tenure track faculty. Since their teaching load is 2/2 about half of the courses need to be taught by Temporary Part Time faculty, Visiting Lecturer, or Teaching Assistants. While the course teaching can be shared with other instructors, student advisement needs to be done by full-time faculty members.

The ratio of graduate students to faculty is 11:1. Since  $\frac{3}{4}$  of the LLSS students are doctoral students, this ratio implies that tenured/tenure track faculty serve an average of 8 doctoral students. Of course, this number varies across faculty since some of them actually advise greater or lower than 8 doctoral students. Additionally, as explained in Criterion 4, LLSS also served undergraduate students and ratio of faculty to undergraduate SCH is about 68:1. The impact of the ratios described attest to how LLSS faculty have a significant teaching load and student advisement. As a result, the support of extra instructors is essential. Likewise, the number of faculty advisement is also important. It was mentioned to LLSS faculty before that if more students would be recruited, then more faculty could be hired. The history of student enrollment and faculty numbers show that LLSS had greater numbers of student enrollment when it had greater number of faculty members.

**5C: Professional Development & Service** *Describe the professional development and service activities (conference presentations, committees, community engagement, memberships, etc.) for faculty within the unit, including how these activities are used to sustain research-related agendas, quality teaching, and students' academic/professional development at the undergraduate and graduate level. Describe what measures the department takes to ensure appropriate support, mentoring, workload and outcomes for faculty of color and members of groups that are traditionally under-represented in your field.*

LLSS faculty work is to remain current on issues in our fields of expertise and interest. We regularly attend and present at conferences, read the literatures in our fields, and engage in research that creates new knowledge. Our presence at conferences of all levels is also PD, though not listed, but every faculty member has attended at least one major conference per year. We work to stay current on research strategies, methodologies, and tools as well. Faculty receive annually travel funds. These funds vary between 1.5-2.5K and are allocated individually to tenured and tenure track faculty. The COVID 19 pandemic was especially a challenging time for faculty who had not much experience teaching remotely. Teaching using online resources presented many challenges; however, faculty supported each other and through the sharing of videos and UNM IT support and faculty with greater experience in teaching online, faculty were able to update their teaching practices online. In fact, after the pandemic more courses have remained taught remotely.

Regarding junior faculty professional support and service, there is a formal and an informal mechanism of mentorship. The COEHS provides a mentorship program for new faculty, this process does not only include guidance and orientation of the major milestone review processes, but also the assignment of a mentor, who works more directly with the new faculty member; at the same time new faculty receive a course reassignment for the first two years. In addition, new faculty receive a start-up fund to nourish their research projects. Moreover, there is also the opportunity to limit the amount of advising for junior faculty in LLSS. Academic programs often distribute MA advisees and make sure that junior faculty have access to advisement but in a moderate rate. At the same time, senior faculty in the programs become mentors to new faculty describing and sharing with them insights about academia and work at UNM. Sometimes these interactions or among junior faculty turn into research collaborations and or publications achieving tenure and promotions in a timely fashion.

Furthermore, all faculty are also encouraged to attend professional development activities that are provided by the University and the College, for example, sessions offered by the Library or

COI office have provided PD for LLSS faculty and students as well. Likewise, PD on Equity and Inclusion for faculty are promoted through webinars and other similar experiences provided by the university.

## Criterion 6. Research, Scholarship, & Service

The unit should have structures in place to promote active engagement in research, scholarly, and creative works among the faculty and students (if applicable, differentiate for each undergraduate and graduate degree and certificate program).

**6A: Policy & Faculty Workload** *Describe the unit's approach to balancing expectations and commitments for teaching, research/scholarship/creative works and service, including mechanisms of support for the scholarly pursuits of faculty (e.g., course releases, shared research/creative facilities, start-up funding, etc.).*

Faculty in the Department of Language, Literacy, and Sociocultural Studies (LLSS) developed a workload policy aligned with the COEHS and UNM expectations as described in the Collective Bargaining Agreement requirement (CBA, Article 13, Academic Workload, 2021). The LLSS workload document describes the expectations for scholarship, teaching and service and differentiated for the different positions in the department. As Table 6.1 displays, LLSS has five differentiated faculty workload tracks. Each of these tracks is defined according to the amount of time devoted to teaching, scholarship, and service.

**Table 6.1**

*LLSS Workload Breakdown Differentiate by Faculty Tracks*

FACULTY TRACKS	TEACHING	SCHOLARSHIP	SERVICE
1. Research Focused Tenured Associate & Full Professors	40% 2/2 load	40%	20%
2. Teaching Focused Tenured Associate & Full Professors	60% 3/3 load	20%	20%
3. Assistant Professors (Years 3-6)	40% 2/2 load	40%	20%
4. Assistant Professors (Years 1-2)	30% 2/1 load	50%	20%
5. Lecturer I, II, III, and Visiting Lecturer III	80% 4/4 load	0%	20%

The workload expectations may be adjusted during the academic year in response to emergent needs and opportunities. As a department, we understand that meeting workload expectations does not guarantee or equate to progress towards promotion or rank advancement, nor tenure. LLSS faculty are supported in the department to disseminate their research work through yearly Travel funding. The amount varies but it ranges between \$1.5-2.5 K. In addition, as described above newly hired faculty receive a course reassignment, so they can both get to know and adapt to UNM and LLSS, as well to have extra time to focus on scholarship work. The COEHS and UNM have a mentorship plan for new faculty and a research startup funds that are granted to new faculty. The amounts granted varied yearly and by college as well. The college also

provides support with a research center to support faculty work. There are also Graduate Assistantships that faculty can apply to support their research. Furthermore, the COEHS provides support on preparing and submitting research proposals and internally funding some of them (<https://coehsresearch.unm.edu>). Course reassignments are also granted to LLSS faculty in cases of work such as being a Program Coordinator. The COEHS just recently developed a policy on this specific role and associated compensation. Additionally, faculty who completes chairing 6 dissertations will be awarded a course reassignment as part of a faculty member's teaching load for the following year. Faculty who are leading research projects may also choose to have a course buyout from their regular teaching load. A faculty member on a 2/2 faculty workload can receive up to two-course releases per year due to a grant buyout, and a faculty member on a 3/3 faculty workload can receive up to four course releases per year due to a grant buyout. Any Course reassignment should receive approval of the department chair and the Dean. In general, faculty are not encouraged to teach overload for an academic year (more than their expected number of credit hours). In rare situations where an overload is required, the faculty member will be compensated at a rate determined by the rate at which the highest temporary part-time instructor in the department is paid.

Regarding service and student advisement, LLSS faculty aims at supporting junior faculty by trying to limit the opportunities for junior faculty on service roles and number of advisees, so they can focus on their scholarly work. However, these terms are open to negotiation among faculty and with the department chair.

**6B: Scholarly & Creative Works** *Describe the scholarly/creative works and research accomplishments of the faculty. Explain how these accomplishments support the quality of the unit and the key metrics that are used to measure achievement in this area (e.g., peer-reviewed publications, juried exhibitions, proposals submitted/funded, books published, etc.). Identify areas of strength for the unit as well as areas of growth and any plans or systems in place to increase productivity.*

LLSS faculty have broad, diverse, and well-articulated research agendas. Table 6.2 provides limited insight into that, and it is further elaborated on in the CVs provided both through a link included in each faculty's name as well as in the Appendix L.

**Table 6.2**

*LLSS Faculty Research Agendas and Related Exemplary Scholarly Work*

Name	Research agenda	Related Exemplar Citations
<a href="#">Pisarn (Bee) Chamcharatsri</a>	I am currently designing two research projects: one is on the perception of students outside of humanities on “creative writing” and the other is on ChatGPT and the teaching of writing.	<ul style="list-style-type: none"> <li>Chamcharatsri, B. (February 2023). How to write a book chapter. Thammasart University, Thailand.</li> <li>Chamcharatsri, B., &amp; Iida, A. (eds.). (2022) <i>International Perspectives on Creative Writing in Second Language Education</i>. New York: Routledge.</li> <li><b>Chamcharatsri, B.</b> (2022). Inviting multilingual students to use first language (L1) in peer review activities: A plurilingual approach. In K. Losey, &amp; G. Shuck. (eds). <i>Plurilingual pedagogies for</i></li> </ul>

		<p><i>multilingual writing classrooms: Embracing the rich communicative resources of U.S. students</i>. New York: Routledge.</p> <ul style="list-style-type: none"> <li>• Thirakunkovit, S., &amp; Chamcharatsri, B. (2019). A meta-analysis of effective of teacher and peer feedback: Implications for writing instructions and research. <i>Asian EFL Journal</i>, 21(1), Retrieved from <a href="https://www.asian-efl-journal.com/11371/main-journals/2019-main-journal/volume-21-issue-1-2019/">https://www.asian-efl-journal.com/11371/main-journals/2019-main-journal/volume-21-issue-1-2019/</a></li> <li>• Chamcharatsri, B. (2017). “I could express feeling completely”: Inviting L2 writers to use L1 in peer responses. <i>Journal of Response to Writing</i>, 3(2), 63-73 Retrieved from <a href="https://journalrw.org/index.php/jrw/article/view/93/53">https://journalrw.org/index.php/jrw/article/view/93/53</a></li> </ul>
<a href="#">Aijuan Cun</a>	My research explores the literacy practices of immigrant and refugee children and families and is grounded in theoretical perspectives on literacy through sociocultural lenses, multimodality, and positioning theory. I have been using qualitative research methods for my studies, and my research informs practical implications for home-school connections and empowering immigrant and refugee families.	<ul style="list-style-type: none"> <li>• Cun, A. (2024). Understanding heritage language learning of early elementary children from Chinese immigrant backgrounds through children’s drawings. <i>Diaspora, Indigenous, and Minority Education</i>.</li> <li>• Cun, A. (2023). Writing storybooks as storytelling: A case study with two families with refugee backgrounds. <i>Written Communication</i>.</li> <li>• Cun, A. (2022). “You need to learn the spelling”: Playing, teaching, and learning of trilingual siblings with refugee backgrounds. <i>Journal of Early Childhood Literacy</i>.</li> <li>• Cun, A. &amp; McVee, M. (2022). Listening to the stories of refugee children from Burma: A positioning and multimodal study. In Brown, S. &amp; Hao, L. (2022). <i>Multimodal Literacies in Young Emergent Bilinguals: Speaking Back to Print-Centric Practices</i>.</li> <li>• <b>Cun, A.</b> (2020). Concerns and expectations: Burmese refugee parents’ perspectives on their children’s learning in American schools. <i>Early Childhood Education Journal</i>, 48, 263-272.</li> </ul>
<a href="#">Ashley Dallacqua</a>	Teaching and learning with comics in schools; the medium of comics; critical multimodal and multimedia literacies;	<ul style="list-style-type: none"> <li>• Sheahan, A. &amp; <b>Dallacqua, A. K.</b> (2023). Centering Students as Designers: Engaging with Lowriders to the Center of the Earth. <i>Research in Diversity of</i></li> </ul>



	supporting teachers and teacher education in new ways of operating with literacy, the arts and visual culture	<p><i>Children's Literature</i>. 5(1), 1-24.  <a href="https://iopn.library.illinois.edu/journals/rdyl/article/view/1222/973">https://iopn.library.illinois.edu/journals/rdyl/article/view/1222/973</a></p> <ul style="list-style-type: none"> <li>• Phoenix, J., Smith, J., Barrette, M., Lee, J., &amp; <b>Dallacqua, A. K.</b>, (2022, July). Defending Schools and Libraries. International San Diego ComicCon, San Diego, California.</li> <li>• Dallacqua, A.K. &amp; Sheahan, A. (2020). Making space: Complicating a canonical text through critical, multimodal work in a secondary Language Arts classroom. <i>Journal of Adolescent &amp; Adult Literacy</i>, 64(1), 67-77.  <a href="https://doi.org/10.1002/jaal.1063">https://doi.org/10.1002/jaal.1063</a></li> <li>• Dallacqua, A. K. (2022). "Let Me Just Close My Eyes": Challenged and Banned Books, Claimed Identities, and Comics. <i>Journal of Adolescent &amp; Adult Literacy</i>.  <a href="https://doi.org/10.1002/jaal.1250">https://doi.org/10.1002/jaal.1250</a>.</li> <li>• Dallacqua, A.K. (2022). Reading when the world is on fire: Teaching with comics and other multimodal text sets. <i>Study and Scrutiny</i>, 5(2), 38-63.</li> <li>• Dallacqua, A. K., Kachorsky, D. &amp; Kersten-Parrish, S. (2022). Supporting disciplinary literacy practices with comics: Highlighting students' strengths, knowings, and agency in school spaces in L. Wallner &amp; R Aman (Eds.), <i>Teaching with Comics: Empirical, Analytical, and Professional Experiences</i> (pp.184-203). Palgrave.</li> </ul>
<a href="#">Armando Garza Ayala</a>	Linguistic/Literacy justice and bilingual education, especially mathematics and science success of minoritized student populations; bilingual/biliteracy development of marginalized students and families; identity of racialized students (including pre- and in-service teachers), languaging of bilingual and emergent bilingual students, and the intersection of race, teaching, ideologies, and sociopolitical consciousness.	<ul style="list-style-type: none"> <li>• <b>Garza Ayala, A.</b> (2024, May) This how we language: Linguistic Violence, bilingualism, and education. Paper to be presented at the <i>10th International Conference on Intercultural Pragmatics and Communication</i> (Pisa, Italy).</li> <li>• Ramírez, P. C. &amp; Garza Ayala, A. (Eds.). (2021). Centering translanguaging in critical teacher education: Cultivando nuevos conocimientos de Translenguaje en la educación de futuros docentes [Special issue]. <i>Association of Mexican American Educators (AMAE) Journal</i>, 15(3).  <a href="https://amaejournal.utsa.edu/index.php/AMAE">https://amaejournal.utsa.edu/index.php/AMAE</a></li> </ul>

		<ul style="list-style-type: none"> <li>• Garza Ayala, A. (2023). Teaching translanguaging in an English-only teacher-preparation program: Perspectives and positions of teacher candidates. <i>Journal of Language, Identity &amp; Education</i>, 1-15. <a href="https://doi:10.1080/15348458.2023.2281957">https://doi:10.1080/15348458.2023.2281957</a></li> <li>• Garza Ayala, A. (2023). What have we done? A brief synthesis of STEM and social studies research in dual language bilingual education. In Freire, J. A., Alfaro, C., &amp; de Jong, E. J. (Eds). <i>The handbook of dual language bilingual education</i>. Routledge.</li> <li>• <b>Garza Ayala, A.</b> (2020, November). Language, power, and violence: Issues of positionality in language education research. Keynote presentation as part of the Seminario Permanente de Lingüística Aplicada, Facultad de Filosofía y Letras, Universidad Autónoma de Nuevo León. Monterrey, México.</li> </ul>
<a href="#">Jiameng Gao</a>	I focus on bilingual teacher education and arts-based methodology. Also, am interested in learning more about teacher candidates' cultural capitals through cultural wealth, as well as Chinese-English bilingual teachers' lived experiences and language ideologies.	<ul style="list-style-type: none"> <li>• de Jong, E., &amp; Gao, J. (2023). Preparing teacher candidates for bilingual practices: Toward a multilingual stance in mainstream teacher education. <i>International Journal of Bilingual Education and Bilingualism</i>, 26(4), 472-482. <a href="https://www.tandfonline.com/doi/pdf/10.1080/13670050.2022.2119072">https://www.tandfonline.com/doi/pdf/10.1080/13670050.2022.2119072</a> (3 citations)</li> <li>• <b>Gao, J., &amp; Li, J.</b> (2024). A Duoethnography of Two Chinese Queer Language Teacher Educators' Intersected Identities in US Higher Institution. <i>American Educational Research Association (AERA) Conference</i>, Philadelphia, USA.</li> <li>• <b>Gao, J., &amp; Pacheco, M.</b> (2023). Language portraits of four Chinese multilingual educators: Experiences, ideologies, and teaching practices. <i>American Association for Applied Linguistics (AAAL) Conference</i>, Portland, USA.</li> </ul>
<a href="#">Carlos LópezLeiva</a>	My work focuses on being with and working in teaching and learning (in- and out-side of school) ecologies—through relational approaches in social	<ul style="list-style-type: none"> <li>• <b>LópezLeiva, C. A.</b> (2024, February). Relational Assessment: Joining Teaching-Learning Corrientes. Keynote presentation conducted at the New Mexico Association of Bilingual Education (NMABE)</li> </ul>

	<p>interactions, language use, task design, and problematizing what counts as mathematics—that mediate members’ participation in and meaning making of mathematical practices across communities.</p>	<p><i>Assessment &amp; Evaluation in Bilingual Education Programs Institute</i>, Santa Fe, NM.</p> <ul style="list-style-type: none"> <li>• <b>LópezLeiva, C.</b>, de la Cruz Gómez, D., Gómez Pérez, M. &amp; Castro Cutz, J. (2023). Reconnecting with Mathematical Thought of the Mesoamerican Numbers in Ixil: An Onto-epistemological Dialogue. <i>ZDM-Mathematics Education Journal</i>, doi: <a href="https://doi.org/10.1007/s11858-023-01523-1">https://doi.org/10.1007/s11858-023-01523-1</a>.</li> <li>• <b>LópezLeiva, C. A.</b>, Noriega, G., Celedón-Pattichis, S., &amp; Pattichis, M.S. (2022). From students to co-facilitators: Latinx students’ experiences in Mathematics and Computer Programming. <i>Teachers College Record</i>, 124(5), 146-165. doi:<a href="https://doi.org/10.1177/01614681221104104">10.1177/01614681221104104</a>.</li> <li>• <b>LópezLeiva, C. A.</b> (2020). Elementary Pre-Service Education Teachers Working in Mathematical Borders. <i>REVEMOP</i>, 2. Special Issue on <i>International Perspectives on Ethnomathematics: from research to practices</i>. doi: <a href="https://doi.org/10.33532/revemop.e202005">10.33532/revemop.e202005</a> Link: <a href="https://periodicos.ufop.br/revemop/article/view/2214/3157">https://periodicos.ufop.br/revemop/article/view/2214/3157</a></li> </ul>
<a href="#">Glenabah Martinez</a>	<p>Research to support the Institute for American Indian Education (IAIE) and the Pueblo Nation of Taos; as well as to provide service to 23 Native Nations of NM through curriculum development, professional development on Indigenous-centered pedagogy, and policy research and development on issues such as <i>Yazzie/Martinez v. State of NM</i> for LESC, TENM, Tribal Education Framework.</p>	<ul style="list-style-type: none"> <li>• <b>Martinez, G.</b> (2023, November). Keynote speaker. Indigenous Summit - <i>La Cosecha Dual Language Conference</i>. Albuquerque, NM.</li> <li>• Greyeyes, W., <b>Martinez, G.</b>, &amp; Lee, L. (Eds.) (2023). <i>The Yazzie Case: Interrogating the Yazzie/Martinez Lawsuit</i>. Albuquerque, NM: University of New Mexico Press.</li> <li>• Lee, T.S. &amp; <b>Martinez, G.</b> (2022). Indigenous epistemologies, social justice, and praxis: Centering education on students’ wellbeing. In Chapman, T.K. &amp; Hobbel, N. (Eds.) <i>Social justice pedagogy across the curriculum: The practice of freedom</i>. New York: Routledge.</li> <li>• Humetewa, A., <b>Martinez, G.</b>, Martinez, N., &amp; Sims, C. (2021). <i>Indigenous Wisdom: Centuries of Pueblo Impact in NM (2<sup>nd</sup> Edition)</i>. <a href="https://indianpueblo.org/indigenous-wisdom-curriculum-downloads-2/">https://indianpueblo.org/indigenous-wisdom-curriculum-downloads-2/</a></li> <li>• <b>Martinez, G.</b> (2017). Diversity and Social</li> </ul>

		Studies. In Polloway, E.A., Patton, J.R., Serna, L. & Bailey-Joseph, J.W. (Eds.) (2017). <i>Strategies for Teaching Learners with Special Needs</i> . New York: Pearson.
<a href="#">Tryphenia Peele-Eady</a>	My research agenda centers on the education of African American learners; the social, cultural, and linguistic contexts of teaching and learning practices; language socialization and identity development in learning settings; qualitative research; and the ethnography of communication.	<ul style="list-style-type: none"> <li>• <b>Peele-Eady, T. B., &amp; Reid, T.</b> (2023, June). What difference does difference make? A case study of racial and ethnic diversity in a summer intensive research institute. <i>Proceedings of the 2023 Annual ASEE Conference &amp; Exposition</i> <a href="https://strategy.asee.org/44610">https://strategy.asee.org/44610</a></li> <li>• <b>Peele-Eady, T. B., &amp; Moje, E. B.</b> (2020). Communities as contexts for learning. In N. Nasir, C. Lee, R. Pea &amp; M. de Royston (Eds.), <i>Handbook of the cultural foundations of learning</i> (pp. 230-246): Routledge.</li> <li>• <b>Peele-Eady, T. B.</b> (2019). The call to wisdom: The Black church Sunday school teacher as warm demander and learner. In J. Hurtig &amp; C. Chernoff (Eds.), <i>Contested spaces of teaching and learning: Practitioner ethnographies of adult education in the United States</i> (91-116). Lanham, MD: The Rowman &amp; Littlefield Publishing Group, Inc.</li> </ul>
<a href="#">Mary F. Rice</a>	In broadest terms, I conduct research about online and digital literacies. I am most concerned about the relational aspects of doing learning with and through digital means. Over the years, ‘digital’ has grown to include a variety of applications, tools, and programs—some of which are considered minimal and some of which are emerging as very advanced (e.g., virtual reality, machine learning). The uses of technologies for learning ensue as agential ‘cuts’ or acts between people as well as the technologies themselves. Therefore, the relationships and boundaries between humans and non-humans, including the natural elements are important actors in my work. Understanding these	<ul style="list-style-type: none"> <li>• Rice, M. Cutri, R., &amp; Mena, J. (Eds.) (2024). <i>Self-Studies of Teacher Education Practice Online: Theorizing online teacher education beyond crisis</i>. Springer.</li> <li>• Rice, M., Castañón, M. &amp; Cantergiani, K. (2024, November). <i>Who needs this to be true? Preservice teachers’ discussions about agency and truth in digital spaces</i>. Presented at the annual meeting of the National Council of Teachers of English. Boston, MA.</li> <li>• Rice, M. (2023). Using narrative inquiry research methodology in online and distance education environments. <i>Educational Technology Research &amp; Development</i>. <a href="https://link.springer.com/article/10.1007/s11423-023-10260-x">https://link.springer.com/article/10.1007/s11423-023-10260-x</a></li> <li>• Rice, M. (2023). Making meaning with memes through a multilayered approach to visual literacies. <i>English in Education*</i>, 1-16. <a href="https://doi.org/10.1080/04250494.2023.2269201">https://doi.org/10.1080/04250494.2023.2269201</a></li> </ul>

	<p>relationships supports a broader understanding of how to make these spaces sustainable for students and families, and their teachers. This work is timely because of the continued insistence that educational settings be filled with digital technologies and because there are known digital inequities in our state and globally. My goal is to draw attention to these inequities and support local, state, and national conversations about how to thoughtfully intra-act with the technologies.</p>	<ul style="list-style-type: none"> <li>• <b>Rice, M. &amp; Dallacqua, A. (2022).</b> The Mothering/Scholaring self: Entangled digital representations in pandemic times. <i>Learning, Media, and Technology*</i>, 47(3), 373-385. <a href="https://doi.org/10.1080/17439884.2022.2084624">https://doi.org/10.1080/17439884.2022.2084624</a></li> <li>• Rice, M., &amp; Dunn, M. (2022). Inclusive distance education for learners with dis/abilities. <i>Distance Education</i>, 43(4). <a href="https://www.tandfonline.com/toc/cdie20/43/4?nav=tocList">https://www.tandfonline.com/toc/cdie20/43/4?nav=tocList</a></li> </ul>
<a href="#">Christine Sims</a>	<p>My work involves collaborative work with Native American tribes examining issues affecting the survival and maintenance of American Indian languages. I established the American Indian Language Policy Research &amp; Teacher Training Center in the College of Education in 2008 as a means for supporting tribal language maintenance and revitalization efforts through professional training for Native language teachers and technical assistance to tribes in developing Native language programs.</p>	<ul style="list-style-type: none"> <li>• <b>Sims, C. (2024, April).</b> <i>The Unfinished Business of New Mexico Bilingual Education: A Call to Action</i>. Keynote Speaker presentation conducted at the New Mexico Association for Bilingual Education. Albuquerque, NM.</li> <li>• <b>Sims, C. (2024, April).</b> <i>Second Language Acquisition: Implications for Learning Native Languages</i>. Keynote Speaker presentation conducted at Gallup McKinley County Schools Teacher Summit.</li> <li>• <b>Sims, C. (2023).</b> Pueblo Revitalisation in Education in Southwest USA. In T. Skutnabb-Kangas &amp; R. Phillipson (Eds.). <i>The Handbook of Linguistic Human Rights</i>. Oxford UK and Malden, MA: John Wiley &amp; Sons, Inc.</li> <li>• <b>Sims, C. (2020).</b> Bilingual Education in Pueblo Country. In R. Blum Martínez, &amp; MJ. Haberman López, (Eds). <i>Standing on their shoulders: A history of bilingual education in New Mexico</i>. University of New Mexico Press.</li> <li>• <b>Sims, C. &amp; Blum Martinez, R. (2023).</b> The complexities of language learning for New Mexico's Indigenous students. In G. Martinez, L. Lee, &amp; W. Greyeyes (Eds.). <i>The Yazzie Case: Interrogating the Yazzie/Martinez Lawsuit</i>. Albuquerque, NM: UNM Press.</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Sims, C.P.</b> (2021). Virtual Interview on Language Revitalization. <i>Endangered Languages Project Festival of Indigenous Languages</i>. Oregon.</li> </ul>
<a href="#">Yoo Kyung Sung</a>	<p>-Critical Content Analysis of Jeju 4.3 Massacre: US Imperialism &amp; Postcolonial Narratives in Korean</p> <p>-Ecocritical reading on Indigenous Sea Woman,</p> <p>-Postmodernism approach in roles of non-English Texts in picture books</p>	<ul style="list-style-type: none"> <li>• Sung, Y.K. (2023, August). Ecofeminism and environmentalism in Korean Children's Literature: Rethinking Life Inconvenience through Nature, History, and Childhood Cultures. <i>International Research Society for Children's Literature (IRSCL) Congress</i>. The University of California, Santa Barbara California.</li> <li>• Sung, Y.K. (2022). Didn't Japanese internment camps happen in Japan, not in America?": An inquiry project challenging hidden stories in American history. <i>Language Arts</i>, 99 (5). 326-338.</li> <li>• Sung, Y.K. (2021). 미국 어린이 청소년 소셜 속 한국민속문화 코드 [Exploring Korean folk culture in children and adolescents' literature in the U.S.] <i>창비어린이/ Changbi Review of Children's Literature</i>, Winter (75). 157-169.</li> <li>• Sung, Y. K., &amp; Son, E. H. (2021, December). Spanish words are fine, but Chinese words are confusing: Pre-service teachers' responses to non-English words in children's literature. <i>Literacy Research Association (LRA) Annual Conference</i>. Atlanta GA, United States.</li> <li>• Sung, Y.K., &amp; DeMar, K. (2020) Schooling and post-immigration experiences in Latinx children's literature. <i>Bookbird: A Journal of International Children's Literature</i>, 58(1). 15-28.</li> </ul>
<a href="#">Vincent Werito</a>	<p>My research agenda for the past five years has primarily been about utilizing a community based participatory research (CBPR) approach with Indigenous communities. Specifically, I partnered with community members from the Tri-Chapter (Torreon, Ojo Encino, and Counselor Navajo communities) in three studies that address health and educational disparities funded by the</p>	<ul style="list-style-type: none"> <li>• Werito, V. &amp; Belone, L. (2023, January). Defining community wellbeing through community engaged research: Towards a Diné-centered transformative approach to rebuilding community. Paper presentation. Hawaiian International Conference on Education (HICE), Honolulu, HI.</li> <li>• Vallejo, P. &amp; Werito, V. (2022). <i>Transforming Diné Education: Innovations in Pedagogy and Practice</i>. University of Arizona Press.</li> <li>• Werito, V. &amp; Belone, L. (2021). Research from a Diné-centered Perspective and the Development of a Community Based</li> </ul>



	<p>National Institutes of Health (NIH) and UNM- Grand Challenges. These three studies addressed community well-being, family listening, successful aging and vaccine equity. Currently, we are building a conceptual curriculum framework based on the findings from the three studies in partnership with our community partners. The conceptual curriculum framework will be utilized by local schools and other health organizations. In these studies, I have served as principal investigator and co-investigator.</p>	<p>Participatory Research Partnership. <i>Health Education &amp; Behavior</i>, 48 (3), 361-370.</p> <ul style="list-style-type: none"> <li>• Werito, V. (2021, June). Critical Perspectives on Navajo Language and Education: Advancing a Diné centered Pedagogy for Transformative Educational Praxis. Invited Keynote Speaker presentation conducted at the Virtual <i>American Indian Teacher Education Conference</i> (AIITEC). Northern Arizona University. Flagstaff, Arizona.</li> <li>• Werito, V. (2020). “Think In Navajo”: Reflections from the field on reversing Navajo language shift in the home, school, and community contexts. In J. Rehyner, J. Martin, L. Lockard, and W.S. Gilbert (Eds.). <i>Honoring Our Students</i>. (pp. 39 - 51.) Flagstaff: Northern Arizona University. (Available online at <a href="http://jan.ucc.nau.edu/~jar/HOS/">http://jan.ucc.nau.edu/~jar/HOS/</a>)</li> </ul>
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As qualitatively evident in Table 6.2 above, the scholarly work of LLSS faculty is deeply linked to the vision and mission of the department. It is because the emphasis of each scholarly pieces is deeply engrained on critical issues culture, language, and sociopolitical aspects and help us link these ideas with our educational contexts. While our mission and vision were stated above, we would like to refresh it providing a brief summary of it. As a department, we are committed to our vision of:

- creating a community of educators devoted to social justice through the study of the social and political contexts of education by utilizing qualitative, critical, and innovative research inquiry methodologies that help us value differences of class, race, ethnicity, language, gender, sexual orientation, disability, and age as sources of leadership and expertise.

And our Mission to:

- Promote an open dialogue, authentic collegiality, and collaboration.
- Identify and address the educational needs of a community regarding class, race, ethnicity, gender, language, sexual orientation, disability, and age.
- Facilitate the study of culture, language, and literacy in conjunction with the study of cultural, social, and political contexts.
- Include historical, philosophical, sociological, and anthropological examinations of power, knowledge, technology, the media, and new cultural intermediaries and their impact on educational processes and institutions.
- Create a community of educators who will link efforts in multicultural education to social action efforts that promote social reform in the wider community.
- Begin a dialogue with other programs on the impact of language and culture.

We believe that from methodologies to frameworks, findings, recommendation and practices our scholarly work with the LLSS students and communities we collaborate with animate the goals of our mission and vision.

Furthermore, we also believe that scholarship in LLSS is not only strong by focusing on critical and practical educational cultural, sociopolitical, and linguistic issues, but also because LLSS scholarship is disseminated across different communities and contexts that again align with the mission of the Department to open circles of dialogue. These accomplishments are summarized in Table 6.3 below (e.g., peer-reviewed publications and presentations, books, funded research project, awards, consulting, etc.). It is important to clarify that the table below is focused on reporting the metrics or numbers in LLSS faculty scholarship. LLSS faculty have received 35 awards. As also evidenced by the numbers provided, refereed presentations (277) and articles (134) include the most common way in which faculty disseminate their work. LLSS faculty has published 14 books and 78 book chapters since fall 2016. A total 328 presentations have been conducted by faculty in LLSS, while these presentations are crucial in disseminating LLSS work nationally and internationally, we also decided to include the specific number of presentations developed within New Mexico, which is of 83. We mention this because of the strong commitment to the populations of New Mexico. As some former students have mentioned, sometimes a presentation is what motivated them into joining LLSS. Another important component in the LLSS scholarship is that faculty have also reached out to media and online resources. For example, some faculty have podcasts, webcasts, blogs, and have been invited to online interviews that disseminate the work to a broader community. Lastly, we also want to highlight the 68 funded grants that LLSS faculty have secured. This is also an important work that helps establishing direct links to the context where we learn with community stakeholders. LLSS faculty focus on establishing reciprocal relations with the communities they collaborate. This external collaboration is an area of strength for the department, but also these projects are often developed in collaboration with internal faculty in the COEHS or UNM, which is also another area of strength within the unit. Our plans are to continue increasing our productivity. The information included below encompasses the work of the 11 tenured/tenure track faculty in LLSS. One area of need is finding greater support for MA & PhD students, perhaps this possible project could fund their studies and research. We are aware that external doctoral programs tend to consistently offer assistantships to their students. This is something we, in LLSS, need to study and act on more in collaboration with sources and organizations beyond LLSS. There is support for students in many levels, but this is not enough for everyone.

**Table 6.3**  
*LLSS Scholarly Productivity*

Type of Scholarly Work	Total
Awards for Scholarly Work	35
Faculty-Led study abroad programs	1
Books	14
Refereed Articles	134
Book Chapters	78
Editorial work	8
Refereed Presentations	277
Invited Presentations	151
Local Presentation	83
Media Interviews	38
Funded Grants	68



International Service and Consulting	14
Other (explain) book reviews, etc.	111
TOTAL	1012

**6C: Research Expenditures** *Provide the most relevant metrics (defined above in 6B) for the past 5 years and discuss any trends identified in these data. If applicable, include a summary of the unit's research-related expenditures and explain how external funding (identified by source such as federal grants, state support, private foundations, etc.) is used to support the goals of the unit, including supporting graduate students and undergraduates.*

LLSS faculty have been highly successful in conceptualizing and implementing scholarly work that align with the LLSS vision and mission, but more importantly is that LLSS faculty have established relationship with communities within and outside of New Mexico. Without these partnerships and collaborations our vision and mission are futile. To move this work forward LLSS faculty have also secured external funds (as well as internal funds) to conduct their research work. Their diligent efforts have resulted in collaborating with communities and bring to the department/college/university the extra support needed to make this work happen. As an R1 research institution, we are encouraged to write research and teaching grants. Table 6.4 below presents a brief summary of the LLSS projects that have been funded within the last five years (the Table does not include all funded projects). Faculty's CVs provide more detail to their funding research activity. Table 6.4 portrays a total of about \$8.3 million that LLSS faculty were able to secure. These funds support graduate research assistants and sometimes also undergraduate students that even though they are not necessarily in academic program in LLSS, they still fall within the communities of stakeholders (e.g., bilingual teachers searching for an endorsement or Native language teachers aiming to improve their teaching practices) that LLSS faculty work with. As such, this generated revenue supports the goals of the department by focusing on educational issues that benefit us all locally, regionally, nationally, and globally.

Table 6.4

## 2018-2023 LLSS Secured External Funding

Row Labels	Sponsor Name	TITLE	Years	Quarters	Sum of Total Anticipated Amt.	Co
Aijuan Cun	McCune Charitable Foundation (blank)	Children as Readers and Authors: A Community-Based Culturally Sustaining Literacy Project	2022		\$15,000	
Carlos Lopez Leiva	American Educational Research Association Board of Trustees of Michigan State University National Science Foundation	Children as Readers and Authors: A Community-Based Culturally Sustaining Literacy Project Supporting Guatemalan Teachers in Delivering High-Quality Instruction in the Mesoamerican Number System Access, Agency and Allies in Mathematical Systems (AIMS) Collaborate Research: Animated Concept Study	<7/1/2018 2022 2018 2021	<7/1/2018	\$4,650 \$71,622 \$552,371	
Christine Sims	Board of Trustees of Michigan State University Bureau of Indian Education Department of Education National Historical Publications & Records Comm New Mexico Higher Education Department New Mexico Higher Education Department New Mexico Higher Education Department NM Department of Indian Affairs State of New Mexico Early Childhood Education and Care Depar (blank)	An exploration of methods for measuring the impact of culturally grounded interactions on the health and well-being of Native children BIE Western Region Language Immersion (BIE WRU) Project American Indian Professional Educators Collaborative Native Oral Histories Archiving Project English Language Learner Teacher Preparation Program  FY23-24 English Language Learner Teacher Preparation Program American Indian Language Policy Research & Teacher Training Center Native Cultural and Linguistic Instruction (NCU) Birth-5 Native Oral Histories Archiving Project	2020 2018 2019 2020 2020 2021 2023 2019 2021 2021		\$78,000 \$370,015 \$794,027 \$500,000 \$649,300 \$84,500 \$84,500 \$34,998 \$27,500	
Desa Daniel	American Educational Research Association Department of Education	Grounded Theory Black Woman+ Leadership Experiences in Professional Organizations	<7/1/2018	<7/1/2018	\$1,250	
Glenabah Martinez	Department of Education McCune Charitable Foundation National Indian Education Association NM Public Education Department NM Public Education Department Region IV Education Cooperative Region IV Education Cooperative (blank)	Rural and Indigenous Teacher Training Institute for American Indian Education Community Professional Development Institutes NIEA Partner Agreement with IAIE FY24: Native American Teacher Preparation Program Native American Educator Preparation Program 2022 Cultural Competencies 2023 Cultural Competencies	2021 2023 2020 2021 2023 2022 2022 2022		\$299,999 \$10,000 \$0 \$321,190 \$250,000 \$48,994 \$10,292	
Marios Pattichis	National Science Foundation	FY24: Native American Teacher Preparation Program	<7/1/2018	<7/1/2018	\$1,999,940	
Rebecca Blum-Martinez	New Mexico Center on Law and Poverty NM Public Education Department NM Public Education Department NM Public Education Department	Enabling STEM Teachers' Research to Expand Latinx Learners' Authentic Experiences in Computer Programming (ESTRELLA) Legislative Session - Spring 2019 2019 Summer Spanish Immersion Institute 2020 Summer Spanish Immersion Institute 2021 Summer Spanish Immersion Institute	2020 2019 2019 2020 2021		\$14,592 \$2,000 \$2,000 \$2,000	
Sylvia Celedon-Pattichis	National Science Foundation	Advancing Out-of-School Learning in Mathematics and Engineering (AOIME): Using Innovative Experiences that Broaden Participation and Promote College Readiness	2020		\$1,420,374	
Vincent Werito	NM Public Education Department	Din Language Teacher Institute (DLTI)	2022		\$1,150,802	
Grand Total					\$8,299,916	

**6D: Collaborations & External Partnerships** *Provide an overview of the unit’s collaborations across departments/colleges/campuses within UNM as well with external organizations, including research laboratories, community organizations and other institutions of higher education to develop research programs, community engaged research, and/or scholarly and creative works.*

Faculty members submitted a summary of their scholarly involvement with organizations and entities within and outside the University of New Mexico. Faculty summarized the research focus of each of their projects and described how these collaborations translate or connect with their scholarly work. This information is presented in Table 6.5 below listing faculty in alphabetical order by last name.

**Table 6.5**

*LLSS faculty Internal and External Community Collaborations*

Name	Organizations/Roles Internal to UNM	Organizations/Roles External to UNM
Pisarn (Bee) Chamcharatsri	<p>I collaborate with students and colleagues at UNM from both LLSS and the English Department.</p> <ol style="list-style-type: none"> <li>1. At the UNM English Department, where I teach English as a Second or Foreign Language (TES/FL) with a specialization on Multilingual writing or Second language writing, which is also connected to Second language acquisition (SLA). In my research, I am exploring the use of ChatGPT in the teaching of writing and Arts-based research methodology, qualitative research methodology. This collaboration has evolved into several presentations and publications.</li> <li>2. I coordinate the Graduate writing Project at UNM. Through this project I collaborate with two LLSS students providing support to LLSS and UNM students. We have a diverse number of students who benefit from this service. This center has provided me the opportunity to be mentor and engage in research with the graduate students that I work, this citation exemplifies this collaboration: Chamcharatsri, B., Macha, A., &amp; Naudhani, B. (2024). ‘I feel insecure</li> </ol>	

Aijuan Cun

about my writing': A play-based presentation, SWCA, Atlanta, GA. As faculty in the Literacy program, I collaborate with colleagues in the program and students. For example, when i hosted a Saturday event for literacy doctoral students (Fall 2020) I met more than I usually know. With colleagues in the Literacy program, I have collaborated in research projects and publications as the one below:  
Rice, M., & Cun, A., (2023). Leveraging digital literacies to support refugee youth and families' success in online learning: A theoretical perspective using a socioecological approach. *Online Learning*, 27(3), 109-132.  
I have also collaborated with colleagues beyond my department. I am collaborating with Dr. Shixi Zhao focusing on Mental health experiences, literacy and needs assessment for Asian American and Pacific Islander Communities in New Mexico. We developed a grant research project that was funded, and we have also developed publications and presentations.

Ashley  
Dallacqua

At UNM, my collaboration has more closely evolved with my colleagues in the Literacy program and students. We motivate and support each other and several publications have come through our collaboration as detailed below:  
Dallacqua, A. K. & Cun, A. (submitted 2/9/2023) It's about time: Seventh graders' exploration of time and multimodal literacy practices.  
Rice, M. F. & Dallacqua, A. K. (2018). Collage making as a visual inquiry process for supporting practicing teachers' understandings about literacies. In D. Garbett & A. Ovens (Eds.) *Pushing boundaries and crossing borders: Self-study as a means for researching* (pp. 187-195). Herstmonceux, UK: S-STEP

I also have established relationships with communities beyond UNM. One examples is going around communities to recruit students to the LLSS Literacy MA (2020-present).  
As part of my research, I also collaborate with Immigrant children and their parents. Through a UNM funded project I developed a study on Parents' Perspectives on Their Children's Schooling Experiences During the Covid-19 Pandemic.  
Further, as mentioned in the UNM section, I have been collaborating with a colleague, Dr. Zhao. We work with families in New Mexico, and we are collaborating with Asian Immigrant Families. Several related research grants have evolved from this collaboration with families.

I collaborate with a colleague outside of UNM and we have a Podcast where we share with the online community ideas and discuss issues related to Literacy and schools: Kachorsky, D., Dallacqua, A. K., & Jiménez, L. *Reading in the Gutter: A Podcast*. Found at <https://www.readinginthegutter.com/>  
Also I have collaborated with Albuquerque Public school teachers working on promoting Literacy of high school students in ways that are more inclusive on who they are and how they express, The project: Reading Broadly: Including diverse, multimodal, and nontraditional texts in High School ELA Classrooms was funded by the UNM OFAC Faculty Research Award.  
Furthermore, this collaboration with teachers has also been funded by the

Armando  
Garza Ayala

Rice, M. & Dallacqua, A.K. (Eds.). (2021). *Luminous Literacies: Teachers' Stories from the Land of Enchantment*. Emerald Publishing Limited.

At UNM, I have had the opportunity to collaborate with several programs across campus that allow me to meet colleagues and become aware and promote change at UNM. For example, I am serving as part of the Faculty Senate, Representing the College of Education and Human Sciences (2022-24).

I have also collaborated with the Latin American and Iberian Institute as I formed part of the Grants and Awards Committee as an LLSS representative (2020-23).

Within the COEHS, I am currently the Director of the Latin American Programs in Education (LAPE) Center. LAPE is a longstanding, internationally recognized office that has fostered positive and mutual relationships between the COEHS and Latin American educational institutions for over sixty years; recently, I was appointed LAPE's director of restructuring efforts and center, and my goal is to promote collaborations between COEHS faculty and Latin American communities (2023 – present).

COHES, Teaching Allocation Grant. From these collaborations with teachers, some of them have decided to join our Literacy program in LLSS and I keep working with them.

Beyond UNM, I am taking an active approach at collaborating with New Mexico Institutions focused in Bilingual Education. I am a member of the Bilingual Educators Rising of New Mexico (2022-23). As well as a member of HED Taskforce creating a Bachelors in Bilingual Education across NM-Universities (2022 – Present). I am also an active member of the Bilingual Multicultural Education Advisory Council (BMEAC). Elected (2023-2026). The BMEAC's purpose is to advise the Secretary of Education of New Mexico and other department staff on the effective implementation of the Bilingual Multicultural Education Act in service of all students participating in bilingual multicultural education programs (BMEPs).

As a result of these collaborations, I have had the opportunity to meet colleagues with a similar vision and mission in bilingual education and some publications and projects have come through:

Garcia Post, A., Lucero, M, Ibarra-Johnson, S., Begay, Garza Ayala, A., Cisneros, V. Starr, K. (2023, November). Let's be positive interrupters! Full implementation of the bilingual multicultural education act. Paper presented at the 2023 La Cosecha Dual Language Conference, Albuquerque, New Mexico (national).

Ibarra-Johnson, S., LópezLeiva, C., Begay, B., Armijo-Romero, M., Garza Ayala, A., Ames-Brown, S., Neves, A., Valdez, E., Jurado, M. (2023). From grow your own (GYO) to cultivating educators of New Mexico.

Ibarra Johnson, S. & Garza Ayala, A. (in press). *Biliteracy Addendum*. To appear in a Training. Booklet published by the Dual Language Education of New Mexico

Ibarra Johnson, S. & Garza Ayala, A. (2021, November). Linguistic and literacy

Carlos  
LópezLeiva

At UNM, I have had the opportunity to partner or collaborate with the Mentor in the UNM Faculty Mentor Program (FMP) 2022-2024 and the UNM LAII (Latin American and Iberian Institute) Executive Committee 2016-2023. Here I have met students and colleagues that I have developed friendly academic relations and mentorship. I have also participated in the UNM Faculty Senate Curriculum Committee (Fall 2020-2023). Within the College of Education, I collaborated with colleagues (i.e., Sanchez, R., LópezLeiva, C. A., Pauly, N., Flores-Dueñas, L., Welch, I., & Celedón-Pattichis, S., Kingsley, K., Waldschmit, E., Sweets, A.) in the development of TECLA: *Teacher Education Collaborative in Language Diversity and Arts Integration*. Through this project we established close research collaboration among faculty, but also with the participating in-service teachers in APS (Albuquerque Public Schools) and the UNM pre-service teachers. We were funded through several internal and external UNM funds and developed several publications and constantly work at schools between 2012-2022. Below I name two TECLA products: LópezLeiva, C., Sánchez, R. Pauly, N., Waldschmit, E., Sweet, A., Kingsley, K., Flores-Dueñas, L., Celedón-Pattichis, S., & Putnam, H. (2021). Teacher candidates fostering cultural and linguistic identities through arts-integration. In K. Sprott, J. O'Connor, & C. Msengi (Eds), *Designing Culturally Competent Programming for PK-20 Classrooms* (pp. 35-59). IGI Global. Retrievable from: <https://www.igi-global.com/viewcomplimentarytitle.a>

justice for K-12 marginalized students through biliteracies. Paper presented at La Cosecha Dual Language Conference, Albuquerque, New Mexico.

Outside of UNM I have collaborated with several communities. One of them is Guatemalan Teachers. We had a grant through AERA and several publications Supporting Guatemalan Teachers in Delivering High-Quality Instruction in the Mesoamerican Number System. Co-PIs C. A. LópezLeiva, Melissa A. Gallagher & Travis J. Weiland. Funded by the Education Research Service Project (ERSP) Office from AERA. LópezLeiva, C., de la Cruz Gómez, D., Gómez Pérez, M. & Castro Cutz, J. (2023). Reconnecting with Mathematical Thought of the Mesoamerican Numbers in Ixil: An Onto-epistemological Dialogue. *ZDM-Mathematics Education Journal*. Also, through the Collaborative Research: Animating Mathematical Concepts developed in collaboration with Drs. Higinio Dominguez (MI) and Gladys Rueda (VA), we were funded by NSF, and we are working with in-service teachers at Bilingual schools co-developing and co-implementing animated concepts units. Other collaborations with colleagues at other US institutions have allowed me to work with graduate students from other universities and in-service teachers (i.e., Boegner, J.K., Gibson, P., LópezLeiva, C. A., Osibodu, M., Scroggins, A. D., & Koestler, C.). At AERA, we had a panel of Mathematics Teachers and Researchers describing their supporting of student voices in Mathematics. I also like to collaborate with Rio Rancho and Albuquerque Public Schools, serving in activities they organize and need external collaborators like Judge in events such as the Spanish Spelling Bees, Spanish Poetry contests, Science fairs, and Bilingual Seal exams/presentations. I also collaborate with professional communities in mathematics education such as TODOS—Mathematics for ALL, where I have served in various capacities, but to mention some: Conference 2023 Program

[spx?titleid=263990](#)

In TECLA, I was able to collaborate with mothers of the school we were working with and coordinated a community walk, experience, and history organized for the TECLA faculty and pre-service teachers: Santa, O., Heredia, O., & Ruelas, M. (2021, February). *Mothers' perspectives about the surrounding community of East San José Elementary*.

At UNM, I've also collaborated with colleagues in Electric and Computer Engineering and COEHS (Drs. Marios S. Pattichis and Sylvia Celedón-Pattichis). We have developed several projects where we were able to also work at Albuquerque schools and include UNM students as research assistants. A publication example of this type of collaboration with UNM and APS students includes:

Celedón-Pattichis, S., LópezLeiva, C. A., Pattichis, M. S., Lecea Yanguas, J. A., Noriega, G., Barraza, M., Cavazos, I., Triana, H., Guerra, B., Flores, K., Martinez, C., Rosseta, L., Romero, E., Gurule, T., Apocada, W., Demir, I., & Sanchez Tapia, L. (2018, February). *Bilingual middle school students learning to code with their teachers: Affordances and challenges*. Interactive session conducted at the NABE (National Association for Bilingual Education) 47<sup>th</sup> Annual Conference, Albuquerque, New Mexico.

Glenabah  
Martinez

At UNM, I have had the opportunity to collaborate with wonderful colleagues (students and faculty) that are invested in serving New Mexico communities. I list several activities that describe my quality of collaboration:

Director, Institute for American Indian Education, University of New Mexico, College of Education and Human Sciences, 2018 to present.

Committee and the TODOS: Mathematics for All, **Blog**. These two activities have nationally reached Mathematics educators. Similarly, I collaborated with NCTM as a member of the planning committee for the 2018 Innov8 conference at Hartford, CT

Outside of UNM, I collaborate with several communities in which I have served in many capacities. I list below these opportunities that are crucially important to me as they are mostly in New Mexico and they are based on supporting Indigeneity, youth, and education; critical educational studies; history of Indigenous education; and critical curriculum studies:

Board Member: Regional Educational Laboratory Southwest Governing Board (2018 to present)



Tryphenia Peele-Eady	<p>Martinez, G. &amp; Lee, T. (2021). Indigenous Epistemologies, Social Justice, and Praxis: Centering Education on Students' Well-Being. AERA Conference (virtual): April 9, 2021.</p> <p>Martinez, G. &amp; Lee, T. (2020). Grounding the Academy with Indigenous Perspectives in New Mexico: Responsibility and Reciprocity. AERA Conference (virtual): April 18, 2020.</p> <p>Lopez, N., DeLeon, J., Martinez, G., Katira, K., &amp; Valenzuela, N. (2017). Navigating resistance to anti-racist and anti-oppressive curriculum: A case study of a diverse public university in the southwest. <i>International Journal of Curriculum and Social Justice</i>, 1(2).</p> <p>Martinez, G., Werito, V., Holmes, W., Flowerday, T., Paquin, L., Chimoni, B., &amp; Secatero, S. (2023). Indigeneity and Education: Supporting Indigenous students through curriculum development, leadership preparation, teacher education, and community-engagement. American Indian Indigenous Teacher Education conference in Flagstaff, AZ: June 24, 2023.</p> <p>My scholarly activities during this review period were varied and centered on explorations of identity</p>	<p>Member: All Pueblo Governors Council Education Committee, 2022 to present.</p> <p>Member: Vista Grande High School Advisory Council, Taos Municipal Schools, 2019 to present.</p> <p>Member: Taos Day School Primary Transition Work Group, Pueblo Nation of Taos, 2017-present.</p> <p>Reviewer: Santa Fe Indian School Indigenized Social Studies Curriculum (2023)</p> <p>Member: New Mexico Higher Education Department Teacher Workforce Task Force (2022)</p> <p>Member: Revision of New Mexico State Social Studies Standards Task Force (2021)</p> <p>Board member: Advisory to the Institute of Pueblo Indian Studies (2012 to present)</p> <p>Some results from these collaborations include:</p> <p>Martinez, G., Humetewa, A., Martinez, N., Sims, C., &amp; Romero, S. (2020). Indigenous Wisdom: Curriculum Development Using Indigenous Perspectives. National Council for the Social Studies Virtual Conference: December 6, 2020.</p> <p>Martinez, G., Pecos, R., Collier, B., Latham, P., &amp; Blum Martinez, R. (2020). Yazzie/Martinez and the Past, Present, and Future of Education in the West. Western History Association Virtual Conference: October 17, 2020.</p> <p>Principal Investigator: Native American Teacher Preparation Program. Funding Agency: New Mexico Indian Education Division 2021 – present. Amount: \$450,000.</p> <p>Principal Investigator: Tribal Education Initiative/Research and Public Service Project. Funding Agency: UNM Office of the Provost: 2023 – present. Amount: \$200,000.</p> <p>Principal Investigator: Rural, Indigenous Teacher Training. Funding Agency: U.S. Department of Education: 2022-23. Amount: \$300,000.</p> <p>My work with New Mexico leaders, the NM Public Education Department (NM PED), schools, and communities is central</p>
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formation and cultural responsiveness in higher education STEM environments. Specifically, I am Co-Principal (Co-PI) investigator and faculty associate/senior personnel on externally funded grants:

1. *Faculty Associate / Senior Personnel*, "Collaborative Research: Negotiated planning for stochastic control of dynamical systems," source, NSF CMMI, Dynamics, Control, and System Diagnostics #19-7569, with Lead PIs: Meeko Oishi (UNM, Electrical and Computer Engineering), Behçet Açıkmış (University of Washington), and Claus Danielson (UNM, Mechanical Engineering), \$567,187. August 1, 2021 - August, 2025.

2. *Co-PI*, "Summer Intensive Research Institute in Cyber-Physical Systems," source, Institute of Electrical and Electronics Engineers (IEEE) Control Systems Society Outreach Fund, \$19,250, with Meeko Oishi (Lead PI, UNM, Electrical and Computer Engineering). July 2020 - June 2024.

*Co-PI*, "CPS: Frontier: Collaborative Research: Cognitive Autonomy for Human CPS: Turning Novices into Experts," source, the National Science Foundation (NSF) – NSF grant no. CNS1836900, \$3,254,832, with Meeko Oishi (Lead PI, UNM College of Engineering), Ufuk Topcu (PI, University of Texas, Austin), Sriram Sankaranarayanan (PI, University of Colorado Boulder), Inseok Hwang (PI, Purdue University), Neera Jain (Co-PI, Purdue University), Tahira Reid (Co-PI, Purdue University), and Brandon Pitts (Co-PI, Purdue University). October, 2019 - September, 202

to my identity as a scholar of African American education. During the review period, I was an active participant in conversations with the New Mexico Public Education Department, the New Mexico Office of African American Affairs (NM OAAA), and leaders in the African American community to explore ways to advance excellence and equity in the educational trajectories of African American learners in the state. My contributions to the New Mexico Black Education Act have aided educational stakeholders and the broader community with a vision and strategic direction for implementing initiatives affecting African American learners in New Mexico. I also volunteer in the community in varied capacities as my schedule permits. I held two local board memberships: the African American Cultural Association (AACA) and the African American Network, Tobacco Use Prevention and Cessation (TUPAC) Advisory Board

advisory Board member on two NSF Career Grant Research projects:

1. *Advisory Board Member & Consultant*, "With Age Comes Wisdom: Leveraging Older Adults' Crystallized Decision-Making Abilities to Develop Adaptive Human-Automation Interfaces for Dynamic Environments," NSF Career Grant Research, Brandon J. Pitts, Principal Investigator, Assistant Professor, School of Industrial Engineering, Purdue University, Award #: 2239642, \$640,783, August 1, 2023 – July 31, 2028.

2. *Advisory Board Member*, "Framing and reframing agency in making and engineering (FRAME)," NSF Career Grant Research, Vanessa Svihla, Principal Investigator, Associate Professor, Organization, Information & Learning Sciences, College of University Libraries & Learning Sciences, Award #1751369, \$516,061, January 1, 2018 – December 31, 2023.

Also, I've held two national committee service appointments during the review period: the AERA Minority Fellowship Selection Committee and Chair-designate

Mary F. Rice

At UNM, I have collaborated mainly with LLSS students and faculty in the Literacy program. Some of the work we have done is listed below:

Rice, M. & Limpariwatthana, K. (2020, January). *Giving students feedback on writing and other projects*. Presented at UNM Master's Recruitment Workshop Series. Albuquerque, NM'

Rice, M. & Dallacqua, A. (2018). Collage making as a visual inquiry process for supporting practicing teachers' understandings about literacies. In D. Garbett & A. Ovens (Eds.). *Pushing boundaries and crossing borders: Self-study as a means for researching pedagogy* (pp. 187-194). Self-Study of Teacher Education Practices SIG.

Dallacqua, A. K., Sung, Y., & Rice, M. (2020). Claiming rights for globally displaced adolescents with graphic novel text: Of message, genre, and medium. *The ALAN Review*, 47(2), 37-49.

Rice, M. & Dallacqua, A. (2022). The Mothering/Scholaring self: Entangled digital representations in pandemic times. *Learning, Media, and Technology\**, 47(3), 373-385. <https://doi.org/10.1080/17439884.2022.2084624>

Rice, M. & Cun, A. (2023). Leveraging digital literacies to support refugee youth and families' success in online learning: A theoretical perspective using a socioecological approach. *Online Learning\**, 27(3), 109-132. <https://doi.org/10.24059/olj.v27i3.3628>

and the American Association of Applied Linguistics (AAAL) Graduate Student Award Committee.

I have been able to collaborate with institutions beyond UNM to be able to establish relations with those working on intersections of literacies, identities, and agency for diverse users in digitized settings; Culturally responsive assessment, policy making, and implementation of digital literacies. Below, first list grants that are supporting this work with communities and then I list time, academic communities, and roles that I have performed.

#### Grants

2024-2026      *University of New Mexico Open Textbooks Program*. (\$2.1 million). United States Department of Education. Role: Project leader; decolonizing writing instruction.

2023-2025      Project ECHO: *Supporting reading in rural New Mexico*. (\$3 million) Institute of Educational Sciences. Role: Project Liaison for COEHS. (PI).

2023-2025      Evaluation of the *Multicomponent System for Teaching Adolescent Reading (MSTAR)*. (\$3 million). Institute of Educational Sciences. Role: Advisory Board (Dr. Mike Hock, PI)

#### Roles

2006-Present    American Educational Research Association (AERA) Elected Positions: SIG Chair—Online Teaching and Learning (2022-2025) and [Program Chair—Online Teaching and Learning SIG \(2019-2022\)](#). Program Chair—Self Study of Teacher Education Practice SIG (2021-2022). Secretary and Communications Chair—Self Study of Teacher Education Practice SIG (2025-2027) Specialized Professional Association (SPA) Reviewer in the Council for the Accreditation of Educator Preparation (CAEP) (2018-2020) and National Council of Teachers of English (NCTE) (2008-2022)

Program to Recognize Excellence in Student Literary Magazines

		Student Achievement Awards in Writing National judge            2013-2018 PRESLM State coordinator        2008-2012 SAAW Standing Committee on Affiliates Representative Region 6    2020-2022 2017-2021    New Mexico Council of Teachers of English (NMCTE) Executive Board Member NCTE Affiliate Liaison <i>New Mexico English Journal</i> Editor ( <a href="#">Fall 2019</a> ) ( <a href="#">Summer 2020</a> ) 2016-2022    English Language Arts Teacher Education (ELATE)/NCTE Digital Literacies in Teacher Education (D-LITE) Commission <i>Digital Literacy and Teacher Education</i> position statement writing committee (2016-2020) 2020    Purdue Repository for Online Teaching and Learning (PoRTAL) (external reviewer) 2017-Present <i>Handbook of K-12 online</i> <i>and blended learning research</i> (Section editor) 2011-Present <i>Advances in research on</i> <i>teaching</i> Emerald Group Publishing (Board member)
Christine Sims	At UNM, I have had the great opportunity of working and collaborating with wonderful colleagues that are focused on American Indian Education and Policy. Below there is an example of a publication that came as a result of this collaboration: Minthorn, R., Belone, L., Martinez, G., & Sims, C. (2019). Indigenous Research Perspectives: A Historical Overview of Sovereignty in the State of New Mexico and Implications for Working with Schools and Community. In <i>Journal of American</i> <i>Indian Education</i> .  Furthermore, I collaborate within UNM and outside of it through a Center that I developed. The Policy Research and Teacher Training Center aims to serve as a local and	Outside of UNM is where the work really starts. I have served in several roles in the communities of New Mexico. Below, I list some of the roles that I have taken in my collaboration and partnership with communities: Expert Testimony to the New Mexico House Education Committee on HB 60 Equity Pay for Native Language Teachers. Virtual. February 2, 2022. Invited Virtual Testimony for Panel on Education Adequacy and Native American Students. New Mexico Advisory Committee to the U.S. Commission on Civil Rights. (December 8, 2022). Expert Testimony to the New Mexico Legislative Education Study Committee on HB 120 Bilingual Teacher Preparation Act. NM State Capitol, Santa Fe, NM. (January 28, 2019)

national center of collaborative research that examines major policy issues affecting the survival and maintenance of American Indian languages. The Center also provides a venue for building an international dialogue about language issues that extends to other indigenous languages of the Americas.

Developing and providing native language teacher training programs and technical assistance and support for American Indian tribes engaged in language maintenance and preservation initiatives is another key aspect of the Center's outreach and service.

Oral and Written Testimony before New Mexico Senate Committee on Indian Affairs. American Indian Language Policy Research & Teacher Training Work with Native Languages. Santo Domingo Pueblo, NM. (October 3, 2018).

Appointed Member, All Pueblo Governors' Council, Education Committee (2019).

Organizer/Facilitator: Mini-NALTI (Native American Language Teachers' Institute). American Indian Language Policy Research & Teacher Training Center, Albuquerque, NM. January 12-13, 2024.

Organizer/Facilitator: Adobe Think Tank/UNM ECHO. Spring and Fall, 2023. Monthly virtual seminars on *Re-envisioning Native Early Childhood Education in New Mexico*. Albuquerque, NM. February – May, 2023 and October/December, 2023.

Organizer/Facilitator: *Native American Language Teachers Institute*. American Indian Language Policy Research & Teacher Training Center, Albuquerque, NM. June 6-17, 2022.

Organizer/Facilitator: *Early Childhood Language Institute*. Virtual Institute with Adobe Think Tank and UNM ECHO Early Childhood Education, June 9, 2022.

Consulting Activities

2022 A:shiwi College & Career Readiness Center. Pueblo of Zuni. Early Childhood Language Immersion Project.

2022 Southwest Indian Polytechnic Institute, Albuquerque, NM. Expanding and Building SIPI Early Childhood teacher preparation program.

2022 Tiwa Language Program, Pueblo of Taos. Tiwa language curriculum development.

2022 Preparing Educators for Arizona's Indigenous Communities Project, Arizona State University. Nano-course design for EC educators.

Also as Director of the Policy Research and Teacher Training Center at UNM, I focus on bringing together the academic resources of the University's College of Education, veteran practitioners in Native language teaching, tribal leaders, and members of Native language communities

in support of Native language efforts. I am directly involved in planning, organizing, and teaching Native language teachers during our annual summer institute usually on the UNM campus. Known by its acronym, NALTI, the Native American Language Teachers' Institute is the only one of its kind in the state and is only offered at the University of New Mexico.

As a Policy Research Center, we also provide advocacy support for Native languages, especially when these intersect with educational issues and legislation. I have provided oral and written testimonies before New Mexico state legislators, the New Mexico Public Education Department and the U.S. Senate Committee on Indian Affairs. I also have served for nearly seven years as an invited member of the National Advisory Council for American Indian/Alaska Native Head Start Programs. I have collaborated with state and federal agencies to support our work with Native communities and have been successful in securing a succession of one-year and multi-year grants from federal agencies such as the National Science Foundation, the U.S. Department of Education, the U.S. Bureau of Indian Education, and most recently the National Archives Historical Publications and Records Commission. I have also worked with private foundations including the W.K Kellogg Foundation and Chamiza Foundation to support our training efforts. Our efforts have also been financially supported by the NM Office of Indian Affairs and the NM Higher Education Department for special training projects for Native language teachers.

My work and expertise in Native language issues are based not only on my academic credentials but knowledge of my own Native language and familiarity with other Indigenous languages of New Mexico. Understanding both the linguistic and sociocultural backgrounds of New Mexico's Indigenous communities has afforded me the opportunity to also contribute to and advocate for bilingual education issues directly impacting Native

Yoo Kyung  
Sung

At UNM, I collaborate with colleagues in the Literacy program. The publication listed below provides some insight into our work: Dallacqua, A., Sung, Y.K., & Rice, M. (2020). Claiming rights for globally displaced adolescents with graphic novel texts of message, genre, and medium. *ALAN Review*, 47(2). 37-49

I also participate in communities at UNM where I can share my expertise and service.

2022 Advisory Member of the United Community Academy & The UNM Community Engagement Center

2021 - 2022, Conflict of Interest Committee Rep at UNM.

2016-17 Faculty Mentor, McNair Research Opportunity Programs.

American students. Over the last five years, I have been co-PI on a special English Language Learner Teacher Preparation Project funded by the New Mexico Higher Education Department. The purpose of this project is to gather data and information leading to the development of a new undergraduate bilingual teaching degree in collaboration with three other New Mexico Universities. This collaborative project involves bilingual program faculty from New Mexico State University, New Mexico Highlands University, and Western New Mexico University. Together, we are working to complete a proposal for a new bilingual degree that will be implemented in each of the collaborating universities. This is an initiative that directly addresses the critical need for more bilingual teachers in the state, a key finding in the recent *Yazzie/Martinez v. State of New Mexico* lawsuit.

I have developed collaborations beyond UNM with those institutions and people that are invested in Literacy education from critical perspectives. As such, I list below some of the partnerships I have developed:

Literacy Community- Educators at Taos, Farmington, Albuquerque got global children's literature funds and we ran an inquiry project and published an online journal article in 2020; Sung, Y.K., Botello, D., Gordon, A. & Magor-Begay, M. (2022). Exploring children's rights through a literacy community of the Land of Enchantment. *WOW Stories: Connections from the Classroom*.

Roles in Academic Communities:

2023- Present, KBBY (Korean Board on Books for Young People) Board Member

2021 Advisory Board Member Korean Research Center of International Literature for Children and Adolescents Sookmyung Women's University, Seoul, South Korea

2024-2026 Book Award Committee Oribis Picture Outstanding Nonfiction Book

Vincent  
Werito

At UNM, my work has expanded through collaboration with colleagues within LLSS and beyond. These collaborations have helped me expand where it is needed to serve the community at large. Below I list four examples of how these collaborations have manifested. The names listed include UNM faculty and former students in LLSS.

Lee, T., Chee, M., and Werito, V. (2023). Diné Language Teacher Institute & Language Immersion Education. In (Eds.), Greyeyes, W., Lee, L., and Martinez, G.

The Yazzie Case: Interrogating the Martinez/Yazzie v. New Mexico Lawsuit

Paquin, L.T., Desai, S., Lopez, N. and Werito, V. (2023). Honoring Our Relationships Through Solidarity: The Collective Power of Indigenous Education and Anti-Racism in Teacher Professional Development. In McCarther, S.M., and Davis, D. (Eds.), *Breakthrough: From Pandemic Panic to Promising Practice*. American Educational History Journal. (pp. 215 – 224). Charlotte, NC: Information Age.

Werito, V. & Belone, L. (2021). Research from a Diné-centered Perspective and the Development of a Community Based Participatory Research Partnership. *Health Education & Behavior*, 48 (3), 361-370.

Vallejo, P. & Werito, V. (2022). *Transforming Diné Education: Innovations in Pedagogy and Practice*. University of Arizona Press.

Award (National Council of Teachers of English).

2024-2026 Chair, USBBY (US Board on Books for Young People) Nominating Committee for the IBBY (International Board on Books for Young People) - iRead Outstanding Reading Promoter Award.

The list provided below provide insight into my work with communities beyond UNM. As evident in their description, the projects include grants, publications, and presentations that focus on supporting Diné language teachers and Diné communities in New Mexico. I want to highlight how these collaborations are focusing on community wellbeing and community based participatory research.

*Diné Language Teacher Institute; Teaching courses for Navajo language teachers, planning Native language immersion camps*. Through the DLTI (Diné Language Teacher Institute) cohort program, we have successfully recruited over forty cohort members and about 25 students have completed the program to date.

New Mexico Public Education Department, Strategic Design for Native Language Teacher Preparation (\$1.3 million): Diné Language Teacher Institute, Diné language teacher cohort. University of New Mexico, College of Education and Human Sciences. Approved and funded for 5 years from June 2020 – July 2025.

Lee, T., Chee, M., Frazier, M., Chee, W., Yazzie, C., and Werito, V. (2020, June). Saad K'idilyé: Planting the Diné Language Seed. Panel discussion at Diné Studies Conference. San Juan College. Farmington, NM. (We did not present due to COVID 19 pandemic).

Cacari Stone, L., Canchola, A., Keetso, E., Lopez-Escalera, E., McGill, C., Son-Stone, L., Villalobos, S., Shattuck, D., Linares, C., Tsosie, N., Werito, V., Parker, T., and Wallerstein, N. (forthcoming). A Participatory Trust-Building Model for Conducting Health Equity Research With Rural and Urban Native American, Black,



and Latinx Communities: WEAVE NM (Wide Engagement for Assessing Vaccine Equity in New Mexico) American Journal of Public Health.

<https://ajph.aphapublications.org/doi/full/10.2105/AJPH.2023.307469>

Werito, V. and Belone, L. (2019, October). *Defining community wellbeing with Three Navajo (Diné) communities using Diné centered community engaged research: Towards a Diné-centered transformative approach to rebuilding community*. Research workshop presented at National Indian Education Association Convention, Data and Research Strand. Minneapolis, Minnesota

The collaborations and partnerships described above by LLSS faculty helps become aware a little more of the deep commitments that faculty have to working with communities, especially communities of New Mexico. This work also evidences how the mission and vision of LLSS manifests beyond UNM. More importantly, the presented examples help us realize that the only way we to exert change and move forward is through collective work and wisdom. Collaboration with communities is not only a UNM outreach activity, it is where our real work and impact are.

**6E: Student Opportunities** *Describe the opportunities for undergraduates and graduate students to be involved in research, innovation, discovery, scholarship, and creative works through curricular and extracurricular activities.*

Students in LLSS are expected to (a) demonstrate a theoretical, philosophical as well as practical and concrete understanding of qualitative research as a whole and its multiple methodologies; (b) have a solid beginning understanding of quantitative research and be, at minimum, an educated reader of this paradigm; and (c) conduct research that reflects these understandings. From the varied opportunities that students have in LLSS these goals are elaborated on specifically in the different courses provided in the LLSS degree program. Table 6.6 below presents a summary of LLSS courses that promote student theoretical and empirical advancement in the understandings, identities, and practices needed in their academic work. We present example of courses at different levels in the program, and we describe how these exemplary courses support student research, innovation, discovery, scholarship, and creative works.

**Table 6.6**

*LLSS Courses that Promote Student Advancement in Research and Creative Works*

Course Name & Number Graduate/ Undergraduate	Brief description of student research/ creative works
<i>Undergraduate courses focused on Pedagogy.</i> LLSS 430: Teaching Writing to Children & Adolescents LLSS 300 Bilingual Teaching Methods, Materials, and Techniques (endorsement in bilingual education) LLSS 315 Educating Linguistically and Culturally Diverse Students (in elementary education, required for those seeking general diversity area of concentration)	Undergraduate students learn about pedagogical perspectives and practices that nurture culturally and linguistically diverse students' identities and learning in specific fields. These courses include field experiences where students apply practices and a critical reflection on theories and perspectives learned.



## LLSS 443: Children's Literature

### *Undergraduate courses focused on Educational Issues*

LLSS 1110: Foundations of American Indian Education Seminar,  
LLSS 321: School and Society,

### *Graduate courses focused on Pedagogical Innovation*

LLSS 593, Decolonial thinking & Pedagogy  
LLSS 450/550 Young Adult books and related materials  
LLSS 539: Cross-cultural Literature for Young People  
LLSS 533: Studies in Comics  
LLSS 545: Classroom Drama

### *Graduate courses focused on Conceptual Understandings*

LLSS 532: The Reading Process  
LLSS 561: Reading, Writing, & Diversities  
LLSS 567: Home Literacy & Schooling Research  
LLSS 556: 1st & 2nd Language Development within Cultural Contexts  
LLSS 580: Seminar in Ed. of the Bilingual Student

### *Graduate courses focused on Linguistic Research*

LING 504: Phonological Analysis  
LING 522: Grammatical Analysis  
LLSS 555: Language Study for Educators

### *Graduate Specific MA courses*

LLSS 500: Issues in Lang., Lit., and Sociocultural  
LLSS 590: Seminar: Master's  
LLSS 599: Thesis

Undergraduate students learn about contemporary educational and societal issues perspectives and practices and about theories and approaches that have addressed these issues.

These courses include experiences and assignments that through critical reflection challenge them on their dispositions and views about the kind of educators they want to be, Graduate students learn about innovative and culturally and linguistically sustaining pedagogical perspectives and practices in the classroom and outside of it.

These courses include experiences, assignments, and reflections that prompt students as problem solvers by authoring their own views and related practices in their teaching.

Graduate students learn specific pedagogical, psychological, developmental, and educational views, practices, and structures in teaching and learning of culturally and linguistically diverse students' identities in specific topics with views on how this vision could be implemented in the classroom.

The courses include field experiences, tasks, and assignment that help student inquire in their contexts the issues addressed in the course.

Graduate students focus on language learning or language itself learn specific linguistic analysis to understand language uses better. The courses also include associated theories and practices that can be applied either in teaching or research.

The courses include experiences and tasks that help student inquire and apply course concepts.

These courses are specifically designed for students in the LLSS MA program. 500 centers on introducing students into issues studied in the program before or while taking the first courses. This course asks students to develop a research paper related to the issue that interests them the most. This idea is elaborated on or changed during the coursework. The goal is that 590 is taken at the end of the program where students develop a manuscript through deeper research on the topic, they are interested in. As an alternative they could take a similar approach but designing and implementing a thesis study (599).

### *Graduate Specific PhD courses*

LLSS 640: Seminar in Language/Literacy  
 LLSS 645: Seminar in Educational Studies  
 LLSS 650: Dissertation Seminar  
 LLSS 610: Seminar in Academic Writing in Education and Related Fields Seminar

These courses are directly linked to the doctoral programs in LLSS for both LLSS PhD and Ed. Ling. 640 includes a survey of topics and literature related to language and literacy. Students develop a systemic literature review based on their interests. 645, with a similar approach, expands the view by focusing on educational foundations and sociopolitical issues in education. Students are also expected to develop a research paper. The last two courses, 610 and 650, focus more on writing support for students. 650 prepares doctoral students to prepare a dissertation proposal; and 610 supports doctoral students' academic writing.

### *Graduate Research courses*

LLSS 501: Practitioner Research  
 LLSS 502: Introduction to Qualitative Research  
 LLSS 503: Research Issues in Bilingual & Second Language Classrooms & Communities  
 LLSS 593: Ethnographic Research,  
 LLSS 593: Posthuman Perspectives on Researching Languages and Literacies  
 LLSS 605: Advanced Qualitative Research Methods  
 LLSS 606: Case Study Research Methods

Graduate students learn about research and procedures to design, implement a research project applying a specific methodology. The set of courses offer a focus on qualitative approaches as well as on practice-oriented approaches. Students, with advisement, can select the course that best aligns with their goals and needs. The courses include experiences and assignments that help student develop practices and understandings that help them design and apply a research study under a specific methodology.

LLSS students are also actively engaged in scholarly activities through collaboration with faculty. Table 6.7 below presents a list of scholarly work that LLSS faculty reported having developed with LLSS students. This list demonstrates the level of mentorship and commitment that LLSS faculty has to working with future scholars in the academic fields related to LLSS.

**Table 6.7**

*List of Scholarly Activities Co-developed between LLSS Faculty & Students*

Name	Scholarly Activities Co-authored with Students
Pisarn (Bee) Chamcharatsri	<p>Chamcharatsri, B., Limpariwattana, K. (2023). A Policy on Writing for publications in Thailand: Critical Discourse Analysis. WRAB, Norway [Zoom]</p> <p>Chamcharatsri, B., Limpariwattana, K., &amp; Saengngoen, J. (Feb 18, 2022). Publishing Trends in English Writing Research in Thailand. CamTESOL, Cambodia</p> <p>Chamcharatsri, B., Limpariwattana, K., &amp; Saengngoen, J. (2021). Research on writing in Thailand. CULI Institute, Thailand [Zoom]</p> <p>Chamcharatsri, B., Garcia, M., Romero*, F. R., &amp; Mohammad, A. (2017b). "I no longer feel like I am not well prepared": What we can learn from three L2 undergraduate students. <i>Building Reading &amp; Writing Skills</i>, 33(1).</p> <p>Ruecker, T., Chamcharatsri, B., &amp; Saengngoen, J. (2015). Teacher perceptions of the impact of the common core assessments on linguistically diverse high school students. <i>The Journal of Writing</i></p>

	<i>Assessment</i> , 8(1).
Aijuan Cun	Rice, M., Cun, A., Dallacqua, A., Castañón, M., DePascal, N., Heaviland, L., Yu, Z. (2023, November). Leveraging the local in literacy learning. Presented at the annual meeting of the Association of Literacy Educators and Researchers. Santa Fe, NM (Symposium session).
Ashley Dallacqua	<p>Garcia Sheahan, A., Dallacqua, A.K., Davis, A., Meader, C. (forthcoming). Reading with our Students in Mind: Empathy, Criticality, and Community Awareness Through YA Literature</p> <p>Sheahan, A. &amp; Dallacqua, A. K. (2023). Centering Students as Designers: Engaging with <i>Lowriders to the Center of the Earth</i>. <i>Research in Diversity of Children's Literature</i>. 5(1), 1-24. <a href="https://iopn.library.illinois.edu/journals/rdyl/article/view/1222/973">https://iopn.library.illinois.edu/journals/rdyl/article/view/1222/973</a></p> <p>Dallacqua, A. K. &amp; Garcia Sheahan, A. (November 4, 2022). Decentering, destabilizing, and displacing the canon with comics and other unconventional texts. Association of Literacy Educators and Researchers. Denver, Colorado.</p> <p>Dallacqua, A.K. &amp; Sheahan, A. (2021). Real Superheroes: Lessons in feminism, Heroism, Intersectionality, and Comics in a High School ELA Classroom. National Council for Teachers of English. Louisville, Kentucky.</p> <p>Sheahan, A. &amp; Dallacqua, A. K. (2021). To decenter, destabilize, or displace?: Three critical approaches to teaching the canon across a 10<sup>th</sup> grade curriculum. National Council for Teachers of English. Louisville, Kentucky.</p> <p>Dallacqua, A.K. &amp; Sheahan, A. (2020). Real Superheroes: Feminism, Heroism, Intersectionality, and Comics in a High School ELA Classroom. National Council for Teachers of English. Denver, Colorado. (Conference canceled)</p> <p>Dallacqua, A. K., Sheahan, A. &amp; Davis, A. (2021). Teaching the Comic <i>Yummy</i> to engage adolescent empathy, critical reflection, and community awareness. <i>The Journal of Moral Education</i>, <a href="https://doi.org/10.1080/03057240.2021.1890554">https://doi.org/10.1080/03057240.2021.1890554</a>.</p> <p>Dallacqua, A.K. &amp; Peralta, L. (2019). Reading and (re)writing science comics: A study of informational texts. <i>Reading Teacher</i>, 73(1), 111-118. DOI:10.1002/trtr.1801</p> <p>Sheahan, A. &amp; Dallacqua, A.K. (2020). Taking scissors to Shakespeare. <i>Journal of Language and Literacy</i>, 16(2), 1-13.</p> <p>Dallacqua, A.K. &amp; Sheahan, A. (2020). Making space: Complicating a canonical text through critical, multimodal work in a secondary Language Arts classroom. <i>Journal of Adolescent &amp; Adult Literacy</i>, 64(1), 67-77. <a href="https://doi.org/10.1002/jaal.1063">https://doi.org/10.1002/jaal.1063</a></p> <p>Dallacqua, A.K. &amp; Sheahan, A. (2019). What do Olympians, Lowriders, and Shailene Woodley have to do with language arts?: Making space for critical, multimodal texts in canonical classrooms in M. Macaluso &amp; K. Macaluso (Eds.), <i>Teaching the Canon in 21st Classrooms</i> (pp. 19-33). Brill Sense.</p>
Carlos LópezLeiva	LópezLeiva, C. A., Argüello, J., & Sánchez, L. (2024, March). First grade bilingual children exploring and wondering mathematics through shadows. Session to be conducted at the NABE (National

	<p>Association for Bilingual Education) 53rd Annual International Conference: <i>Celebrating Heritage Language and its Role Promoting Multilingualis, Multiliteracy, and Multiculturalism</i>. New Orleans, LA.</p> <p>Osibodu, O., Byun, S., Hand, V., &amp; LópezLeiva, C. A. (2023). A Participatory Turn in Mathematics Education Research: Possibilities and Tensions. <i>Journal for the Research in Mathematics Education</i>.</p> <p>LópezLeiva, C. A., Noriega, G., Celedón-Pattichis, S., &amp; Pattichis, M.S. (2022). From students to co-facilitators: Latinx students' experiences in Mathematics and Computer Programming. <i>Teachers College Record</i>, 124(5), 146-165. doi:<a href="https://doi.org/10.1177/01614681221104104">10.1177/01614681221104104</a>.</p> <p>Celedón-Pattichis, S., Kusainova, G., LópezLeiva, C.A., &amp; Pattichis, M.S. (2022). "Fake It Until You Make It": Participation and Positioning of a Bilingual Latina Student in Mathematics and Computing. <i>Teachers College Record</i>, 124(5):186-205. doi:<a href="https://doi.org/10.1177/01614681221104106">10.1177/01614681221104106</a>.</p> <p>LópezLeiva, C. &amp; Argüello de Jesús, J. (2024). Juntos animating mathematical concepts through wonder and translanguaging. In S. Johnson Ibarra, M. Armijo, M. Jurado (Eds), <i>Cultivating the Pedagogy of Translanguaging Practices: Approaches, Activities and Strategies for Students and Teachers in PreK-12 Transformative Education</i></p> <p>LópezLeiva, C. A., Argüello de Jesús, J. &amp; Omana-Zapata, H. (2023, July). Cuadrados and Children Experiencing the Wonder of Making Halves. Paper presented at the 12<sup>th</sup> International Conference of Mathematics Education and Society. Sao Paulo, Brazil</p> <p>LópezLeiva, C. A., Argüello de Jesús, J. &amp; Omaña-Zapata, H. (2023, June). Mathematical Concepts, Bilingual Children, Objects, &amp; Wonder. Presentation conducted at the TODOS Mathematics for ALL 2023 Conference, <i>Actions in Mathematics Education (AiME): Catalyzing, Cultivating and Expanding Critical Transformations</i>. Albuquerque, NM.</p> <p>Chen, Y., &amp; LópezLeiva, C. (2023, April). A Preliminary Analysis of Third Space-oriented Technology-based Learning: Two cases. Round Table session conducted at the Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.</p> <p>LópezLeiva, C. A., Chen, Y., Botello, D., Coleman, A., Braden, G., Green, T., Vazquez, M., Rahman, R., &amp; Bae, H. H. (2021, November). <i>Thirdspace in the classroom: Lessons and activities</i>. Panel conducted at "La Cosecha" Dual-Language National Conference in Albuquerque, NM.</p> <p>Celedón-Pattichis, S., LópezLeiva, C. A., Lecea Yanguas, J. A., Demir, I. &amp; Pattichis, M. S. (2018, June). <i>Supporting the development of mathematical and computer programming identities through co-facilitator roles</i>. Paper presented at TODOS, Mathematics for ALL 2018 Conference: Equity and Excellence in Mathematics Matter, Phoenix, AZ.</p> <p>Khawaji, A. I., Bishop, E., Davis, K. López Flores, M. T. Wieder, M., Jurado, M., &amp; LópezLeiva, C. A. (2017, April). <i>Collective Reflection</i></p>
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	<p>on 3rdspace. Poster presented at the Spring 2017, Shared Knowledge Conference at the University of New Mexico, Albuquerque, NM.</p>
Glenabah Martinez	<p>Minthorn, R., Martinez, G., Tsinnajinnie-Paquin, L., Werito, V., Belone, L., Gutierrez-Gomez, C., Flowerday, T. (2021). Community Inspired Approaches to Indigenous Education in New Mexico. In Tippeconnic, J. (Ed.) <i>On Indian Ground: A return to Indigenous knowledge-generating hope, leadership, and sovereignty through education-The Southwest</i>. NC: Information Age Publishing.</p>
Tryphenia Peele-Eady	<p>Kitts, H. A., &amp; Peele-Eady, T. B. (2019, February). Childhood and criticality: Considerations for classroom teaching and learning. <i>NEOS</i>, 11(1), 12-15.</p> <p>Peele-Eady, T. B., Monta-Jameson, M. F., &amp; Walter, K. (2022, March) Culturally responsive pedagogy in STEM: Exploring the potentials of social-emotional connections in higher education learning environments [Paper presentation]. <i>The 25th Annual American Association of Behavioral and Social Sciences (AABSS)</i>. University of Nevada, Las Vegas (UNLV), Las Vegas, NV.</p>
Mary F. Rice	<p>Rice, M. &amp; Argüello de Jesús, J. T. (under review). Decolonizing digital accessibility within Land/Water realities using minimal computing. <i>Learning, Media, and Technology</i></p> <p>Dathe, M., Brassington, L., Rahman, R., Garver, H., &amp; Rice, M. (2024). Entangled laboring in online teacher education: Subaltern negotiations. In M. Rice, R. Cutri, and J. Mena (Eds.) <i>Self-Studies of Teacher Education Practice Online: Theorizing online teacher education beyond crisis</i> (pp. xx). Springer.</p> <p>Rice, M., Argüello de Jesús, J. T., DePascal, N., McFeely, H., Heaviland, L., &amp; Traylor, A. (2024). E-learning in times of radical uncertainty. <i>The European Educational Researcher</i>. 53-58.  <a href="https://doi.org/10.31757/euer.713">https://doi.org/10.31757/euer.713</a></p> <p>Brassington, L., Traylor, A., &amp; Rice, M. (2024). Using the task of supporting struggling writers to consider broader issues of composition with generative AI in English Language Arts education. In C. Moran (Ed.) <i>Revolutionizing English education: The power of AI in the classroom</i> (pp. 125-139). Lexington Books.</p> <p>Rice, M., Castañón, M. &amp; Cantergiani, K. (2024, November). <i>Who needs this to be true? Preservice teachers' discussions about agency and truth in digital spaces</i>. Presented at the annual meeting of the National Council of Teachers of English. Boston, MA.</p> <p>Rahman, R. &amp; Rice, M. (2024, April). <i>Caught in the matrix: Enduring microaggressions as woman of color researching the phenomenon</i>. Presented at the annual meeting of the American Educational Research Association. Philadelphia, PA.</p> <p>Rice, M., Castañón, M., &amp; Fiedler, A. (2023). Tears from stone: Relational being and doing in instructional coaching work. <i>Professional Development in Education</i>*, 49(4), 586-599.  <a href="https://doi.org/10.1080/19415257.2022.2162565">https://doi.org/10.1080/19415257.2022.2162565</a></p> <p>Castañón, M., Rice, M., &amp; Fillis, M. (2023). Emergent themes from a study of a highly flexible hybrid learning program. <i>Online Learning</i>*, 27(4), 220-243. DOI: <a href="https://doi.org/10.24059/olj.v27i4.4020">https://doi.org/10.24059/olj.v27i4.4020</a></p>

	<p>Rice, M., Cun, A., Dallacqua, A., Castañón, M., DePascal, N., Heaviland, L., Yu, Z. (2023, November). <i>Leveraging the local in literacy learning</i>. Presented at the annual meeting of the Association of Literacy Educators and Researchers. Santa Fe, NM.</p> <p>Rice, M., &amp; Castañón, M. (2023, November). <i>Digitally enhanced social/emotional support for teachers during coaching and mentoring experiences</i>. Presented at the annual meeting of the National Council of Teachers of English. Columbus, OH.</p> <p>Rice, M., Castañón, M., Fielder, A. (2023, April). <i>Tears from stone: Living as instructional coaches in pandemic times</i>. Presented at the annual meeting of the American Educational Research Association. Chicago, IL.</p> <p>Castañón, M. &amp; Rice, M. (2022). Not to simply intervene, but to enact the between: Urban teacher education as an intra-active process. In A. Martin (Ed.) <i>Self-Studies in urban teacher education: Advancing equity and social justice in the preparation of teachers for city schools</i> (pp. 167-185). Springer.</p> <p>Castañón, M. &amp; Rice, M. (2021, November). <i>Using teacher reflection to build ethical capacity for social justice</i>. Presented at the annual meeting of the National Council of Teachers of English, Nashville, TN. (Virtual)</p> <p>Sung, Y., Gordon, A., Brassington, L. E., Castañón, M., Martinez, L., &amp; Rice, M. (2020, November). Different schools, similar realities: Re-envisioning (more) power of school communities. Presented at the annual meeting of the National Council of Teachers of English, Denver, CO. (Virtual)</p>
Yoo Kyung Sung	<p>Sung, Y.K., Botello, D., Gordon, A. &amp; Magor-Begay, M. (2022). Exploring children's rights through a literacy community of the Land of Enchantment. <i>WOW Stories: Connections from the Classroom</i>. <a href="https://wowlit.org/on-line-publications/stories/volume-x-issue-1/6/">https://wowlit.org/on-line-publications/stories/volume-x-issue-1/6/</a></p> <p>Sung, Y.K., Gordon, A., Castanon, M., Brassington, L., &amp; Rice, M. (2020, November 19-22). Different schools, similar realities: Re-envisioning (more) power of school communities. National Council of Teacher of English (NCTE) 110<sup>h</sup> Annual Convention. Virtual Conference, United States.</p>
Vincent Werito	<p>Werito, V., &amp; Nez, V. (2022). "Light a Little Candle in Their Hearts": Learning From Educators of Indigenous Youth About Culturally Sustaining/Revitalizing Teaching Practices in Contemporary Contexts. <i>Journal of American Indian Education</i> 61(1), 3-27. <a href="https://doi.org/10.1353/jaie.2022.0004">doi:10.1353/jaie.2022.0004</a>.</p>

In a communication inquiry with LLSS students asking to share their achievements, below are the information we received that somehow corroborates the information in the above table. First, we present a list of references then excerpts from what students shared:

Rendon, I. (2023). Rethinking English Language Development Through an International Lens. *Soleado*. Retrievable from:

[https://drive.google.com/file/d/1PN\\_4vrC9G8qZhEnG8jj4bpOtYjK4BL2S/view?usp=sharing](https://drive.google.com/file/d/1PN_4vrC9G8qZhEnG8jj4bpOtYjK4BL2S/view?usp=sharing)

Castañón, M., Rice, M., & Filiss, T. (2023). Emergent Themes from a Study of a Highly Flexible Hybrid Learning Program. *Online Learning*, 27(4), 220-243

Lopez-Parra, R.D., Konara, K., Kussainova, G., Wilson-Fetrow, M., & Svihla, V. (to be



- submitted 5/2024). Cultivating first-year students' connecting agency. *International Journal of STEM Education*.
- Lopez-Parra, R. D., Kussainova, G., Konara, K., Wilson-Fetrow, M., & Svihla, V. (6/2024). Connecting agency: Linking funds of knowledge, interests, and foundational coursework. *Proceedings of the ISLS Annual Meeting*.
- Celedón-Pattichis, S., Kussainova, G., LópezLeiva, C. A., & Pattichis, M. S. (2022). "Fake It Until You Make It": Participation and Positioning of a Bilingual Latina Student in Mathematics and Computing. *Teachers College Record*, 124(5), 186-205.
- Konara, K., Kussainova, G., Lopez-Parra, R.D., Wilson-Fetrow, M., & Svihla, V. (4/2024). Cultivating first-year students' connecting agency. OILS Expo, Albuquerque, NM.
- Lopez-Parra, R.D., Konara, K., Kussainova, G., Wilson-Fetrow, M., & Svihla, V. (4/2024). Cultivating first-year students' connecting agency. 2024 New Mexico Postdoctoral Research Symposium, Albuquerque, NM.
- Lopez-Parra, R. D., Kussainova, G., Konara, K., Wilson-Fetrow, M., & Svihla, V. (2024). *Connecting agency: Linking funds of knowledge, interests, and foundational coursework*. ISLS Annual Meeting, Buffalo, NY.
- Lopez-Parra, R D., Konara, K., Kussainova, G., Wilson-Fetrow, M., & Svihla, V. (4/2024). *Cultivating first-year engineering students' connecting agency*. AERA Annual Meeting, Philadelphia, PA. <https://aera24-aera.ipostersessions.com/default.aspx?s=C6-A2-34-91-9D-73-36-A7-29-9F-84-AE-40-27-CE-66>
- Lopez-Parra, R. D., Wilson-Fetrow, M., Kussainova, G., Konara, K., Berry, V., Han, S.M., & Svihla, V. (11/2023). *Cultivating first-year engineering students' connecting agency*, AIChE Annual Meeting, Orlando, FL.
- Kussainova, G., & Celedón-Pattichis, S. (2021, April). Differentiated participation in computer programming and mathematics: The positioning of a Latina bilingual student who became a co-facilitator. In S. Celedón-Pattichis (Chair), *Nurturing leadership in computer programming in middle-school Latinx students: Collaboration and co-facilitation*. Symposium presented at the virtual meeting of the American Educational Research Association.
- Celedón-Pattichis, S., Kussainova, G., LópezLeiva, C.A., Pattichis, M.S., Noriega, G. (2021, June). "Fake it until you make it!": A case study on how language use and positioning mediated the participation in mathematics and computer programming of a Latina learner. To be presented at the TODOS: Mathematics for All Conference, Scottsdale, Arizona.
- Celedón-Pattichis, S., LópezLeiva, C. A., Barraza, M., Vennard, L., Lecea Yanguas, J. A., Pattichis, M. S., & Cavazos DeLa Rocha, I. L., Noriega, G., Kussainova, G., Demir, I., & Triana Ruiz, H. (2018, March). Bilingual middle school students learning to code with their teachers: Affordances and challenges. Presented at the annual meeting of the National Association for Bilingual Education, Albuquerque, New Mexico.**
- Diaz, L., Triana Ruiz, K., Triana Ruiz, H., Sandoval, A., LópezLeiva, C., Noriega, G., Celedón-Pattichis, S., Pattichis, M.S., Barraza, M., Kussainova, G. (2019, October). *Co-facilitators' experiences with teaching and learning in the Advancing Out-of-School Learning in Mathematics and Engineering (AOLME) project*. Presented at the College of Education's Center for Collaborative Research and Community Engagement (CCRCE) Research Showcase, University of New Mexico, Albuquerque, New Mexico.

- LópezLeiva, C. A., Celedón-Pattichis, S., Lecea Yanguas, J. A., Kussainova, G., Noriega, G., Pattichis, M.S., Barraza, M., Solis, J., Flores, K., & Triana Ruiz, H. (2018, September). Strengthening self-confidence in mathematics and computer programming through assigned responsibility in AOLME. Presented at the College of Education's Center for Collaborative Research and Community Engagement (CCRCE) Research Showcase, University of New Mexico, Albuquerque, New Mexico.
- Mary F. Rice, Mariana Castañón & Annette Fiedler (2022) Tears from stone: relational being and doing in instructional coaching work, *Professional Development in Education*.
- Miller, K., Castañón, M., & Filiss, T.(2022). The worst we have seen: Leveraging social/emotional learning in K-12 online & blended environments amid a well-being crisis. *Journal of Online Learning Research*, 8 (1), 1-6.
- Castañón, M. & Rice, M. (2022). Not to simply intervene, but to enact the between: Urban teacher education as an intra-active process. In A. Martin (Ed.) *Self-Studies in urban teacher education: Advancing equity and social justice in the preparation of teachers for city schools* (pp. 167-185). Springer.
- Castañón, M.(2023).Elements of Culturally Responsive Advisory Framework (CRAF) in a Dual Language School. Presented at the annual La Cosecha conference. Albuquerque, NM.
- Rice, M., Cun, A., Dallacqua, A., Castañón, M., DePascal, N., Heaviland, L., Yu, Z. (2023, November). *Leveraging the local in literacy learning*. Presented at the annual meeting of the Association of Literacy Educators and Researchers. Santa Fe, NM.
- Rice, M., & Castañón, M. (2023, November). *Digitally enhanced social/emotional support for teachers during coaching and mentoring experiences*. Presented at the annual meeting of the National Council of Teachers of English. Columbus, OH.
- Rice, Castañón, M., Fielder, A. (2023, April). *Tears from stone: Living as instructional coaches in pandemic times*. Presented at the annual meeting of the American Educational Research Association. Chicago, IL.
- Castañón, M. & Rice, M. (2021, November). *Using teacher reflection to build ethical capacity for social justice*. Presented at the annual meeting of the National Council of Teachers of English, Nashville, TN. (Virtual)
- Sung, Y., Gordon, A., Brassington, L. E., Castañón, M., Martinez, L., & Rice, M. (2020, November). *Different schools, similar realities: Re-envisioning (more) power of school communities*. Presented at the annual meeting of the National Council of Teachers of English, Denver, CO. (Virtual)
- Castañón, M. (2019). *Measuring Student Engagement*. Presented at the annual New Mexico Higher Education Assessment and Retention Conference, Albuquerque, NM.
- Mylnikova, S. (to be presented online in September 2024 at the Florida Foreign Language Association (FFLA) Conference). Personalizing adult Russian language assessment-oriented instruction via dialogue journals for learners' enhanced post-test results.
- Mylnikova, S., Rud, N. (2024). Building an effective small-scale informal community of practice via language educators' shared points of *perezhivanie*. Presented at American Association for Applied Linguistics (AAAL), Houston, Texas, USA.
- Mylnikova, S., Rud, N. (2023). Helping adult ESL learners' emotional self-expression via creative tools. Presented at American Council on the Teaching of Foreign Languages (ACTFL), Chicago, Illinois, USA.



- Mylnikova, S. (2023). Motivating Adult ELLs' Real-Life English Practice: Activities for Adult ESOL Teachers. Presented at Sunshine State TESOL (SSTESOL) Annual Virtual Conference entitled, "Strengthening Communities of Practice."
- Mylnikova, S. (2023). Bridging the gap between multilevel students in the adult ESL classroom via dialogue journals: A practice-based workshop. Presented at Emerald Coast TESOL 2023, Annual Conference "Back to the Future with Multilingual Learners", Pensacola, Florida, USA.
- Rud, N., & Mylnikova, S. (2022). Spotlighting "Dark" Areas of Career Pathways Programs via ZPD: Preparing Adult ESL Students for More Efficient Integration into the U.S. Workforce. Presented at Conference on English Leadership's 2022 Annual Convention, Anaheim, California, USA.
- Rud, N., & Mylnikova, S. (Accepted; forthcoming in 2024). Adjustment of language pedagogy to respond to adult Ukrainian ESOL students' trauma. Book chapter in *Voices of Courage and Vulnerability: Teachign English as a Society at War*.
- Rud, N., & Mylnikova, S. (Accepted; forthcoming in 2024). Shaping trauma-affected refugees' emotional bi(literacy) via dialogue journals: Socio-cultural perspective. Book chapter in *Languages, Literacies, and Resources of Refugee Communities in the Changing World*.
- Mylnikova, S., & Rud, N. (Accepted; forthcoming in 2024). Strategies for bolstering adult ESL refugee students' self-advocacy: A collection of instructors' reflective anecdotes. Book chapter in *Languages, Literacies, and Resources of Refugee Communities in the Changing World*.
- Rud, N., Mylnikova, S., & Tucker, N. (Accepted; forthcoming in 2024, Volume I). An etymological clarification of Vygotsky's central concepts. *Language and Sociocultural Theory Journal*.
- Mylnikova, S., Tucker, N., & Shah, T. A. (Accepted; forthcoming in 2024, Volume II). The evolution and communicative role of *vospitanie*. *Language and Sociocultural Theory Journal*.
- Mylnikova, S., Shah, T. A., & Rashid, S. (2022). A unity of *obucheniye* and *vospitaniye*: An unexplored unity in Vygotskian Zone of Proximal Development. *Pakistan Social Sciences Review*, 6(II). [https://doi.org/10.35484/pssr.2022\(6-ii\)70](https://doi.org/10.35484/pssr.2022(6-ii)70)

Comments:

In August UNM Newsroom featured my class on nuclear issues that I've taught in various departments for the past 10 years. Link to the article:

<https://news.unm.edu/news/beyond-the-bomb-unm-course-helps-broaden-understanding-of-nuclear-impact>



## Beyond the bomb: UNM course helps broaden understanding of nuclear impact

New Mexico found itself at ground zero of a changed world on July 16, 1945 when scientists from the newly created Los Alamos National Laboratory detonated the world's first atomic bomb, exposing nearby communities to radiation. Just 34 years later to the...  
news.unm.edu

White, J. (2024)

1. I presented in a Panel Discussion on "Weaving Indigenous Culture into STEM and Health Care Fields" on 2/2/2024 at the American Indian Student Association (AISA) Conference at UNM. The title of my presentation was "Connecting Navajo (Diné) Ethnomathematics to Diverse Learners."
2. Awarded a Graduate Assistantship for Fall 2023 for IFAIR.
3. Awarded a Research Assistantship for Spring 2024 for IFAIR.
4. I will present on "Navajo cultural-related mathematics, Translanguaging, and Navajo Ethnomathematics" on 4/22/2024 on behalf of the Institute for American Indian Research (IFAIR). Link to flyer: [https://unmm-my.sharepoint.com/:b:/g/personal/callopez\\_unm\\_edu/EdFI6oyP03BIs8cEgMm2VMoBofziPzxxRmqmdNkcbwFPXg?e=ZiqEMD](https://unmm-my.sharepoint.com/:b:/g/personal/callopez_unm_edu/EdFI6oyP03BIs8cEgMm2VMoBofziPzxxRmqmdNkcbwFPXg?e=ZiqEMD)
5. I am working on a chapter in an Anthology entitled *Rethinking Higher Education Through the Experiences, Insights, and Strengths of First-Generations College Students*, for a group of professors at the University of Portland, which will be published through Routledge. The title of the chapter I am co-authoring is "Reclaiming Cultural Pedagogies for Educating First-Generation Students from a Native American Perspective."

Concluding, even though we see many students excelling and moving forward, it has not always been the case. We the hit of COVID 19, the retirement of several faculty, and financial and personal circumstances some students have stranded away. In our review of student data, we noticed about 15 students inactive in LLSS and we have emailed them to offer them support, but we have not received responses from most. Those who have responded argued having personal reasons for not continuing. Personal reasons included taking on a new job, having a family or personal crisis, or a financial issue. An example is the case of a student who went blind, and even though we looked for supports for him, his condition did not help. We managed to submit an honorary degree request to UNM for the student given the amazing trajectory of this former student and excellent contributions to education. When this request was denied, the student felt that there was not more for him. Some other students who are struggling have come to faculty and consulted their conditions. Some of these students were referred to the COEHS Emergency Scholarships and the students were “saved” and continue studying their doctoral program. Similar situations are not rare and include asking for travel awards. Students receive information to where to apply. However, one of the major sources for student travel was through the LLSS GSA, but since it is just restarting, students in LLSS have not had access to this source for the last one and a half years.

Another aspect that has become evident is the academic challenges that some students face as some of them feel that their writing is not sufficient. We have offered courses on academic writing (LLSS 610, 650), and the Writing Center Project coordinated by Dr. Chamcharatsri, which supports the writing of students, while not many students access this support. Additionally, we have the Zimmerman Library that offers workshops on research skills that LLSS professors encourage students to attend and sometimes Library representatives come to the different courses and provide guidance. While all of these resources and supports in place are helpful, we still feel that this is not enough since not all students are reached. We are currently devising events or writing workshops for doctoral students.

Overall, we think that financial hardships in achieving their educational goals are experienced by undergraduate and graduate students. When we have engaged in recruitment events or individual advisement for prospective students’ finances is a recurrent topic and concern. Some students who have been accepted into our program end up declining the acceptance due to financial issues. Other institutions offer an assistantship to every doctoral student they admit. With the number of doctoral students that LLSS serves, the number of assistantships that we receive and the number of TAs that we can hire is limited, so we cannot offer a fellowship to every student, but it seems that would be a great investment. Faculty in LLSS have developed grants to support students’ tuition. While several funding agencies have limited support on tuition, we think this is challenge that we need to figure together as a community and in connection with the larger communities of our stakeholders.

## **Criterion 7. Peer Comparisons**

The degree/certificate program(s) within the unit should be of sufficient quality compared to relevant peers. (If applicable, differentiate for each undergraduate and graduate degree and certificate program offered by the unit.)

**7A: Analysis** Choose 3 peer departments from the Peer Comparison Template (Appendix E) to contrast with the unit. After completing the Template for these departments, provide an analysis of the comparison. Please describe aspects of your program that are unique compared to these peers.

- The unit may choose to select an alternative peer institution designated by a relevant regional, national, and/or professional agency.

LLSS Department's Programs and Degree offerings were compared with the graduate degrees in the following institutions.

The University of Arizona (UofA), College of Education, **Department of Teaching, Learning, and Sociocultural Studies**  
(<https://coe.arizona.edu/tls>)

New Mexico State University (NMSU), College of Health, Education and Social Transformation; **School of Teacher Preparation, Administration and Leadership (TPAL)**  
(<https://catalogs.nmsu.edu/nmsu/health-education-social-transformation/tpal/>)

The University of Texas at Austin (UT-Austin), College of Education, **Department of Curriculum & Instruction**  
(<https://education.utexas.edu/departments/curriculum-instruction/>)

The LLSS graduate program seems to be fairly similar to departments and programs devoted to graduate study of bilingualism, TESOL, language development, literacy, racism, and sociocultural issues in education. We are organized as a department, like two of our peer institutions, the University of Texas at Austin, and the University of Arizona, while at New Mexico State University the School of Teacher preparation is part of the College of Health, Education and Social Transformation.

Our peer institutions are comparable to UNM-LLSS in that they all offer several master's and doctoral degrees, certificates, and endorsements (See Appendix E). Similarly, the goals and missions of these institutions are alike to LLSS in that they explicitly express a clear commitment to social justice culture, language, literacies, bilingualism, families, and communities in education settings. There are endorsements and focus on Bilingual Education and TESOL across all peer institutions. However, the focus on Indigenous populations and an MA program concentration in American Indian Education, as well as a possible similar focus on at a PhD level seems a particular characteristic to UNM and UofA. In fact, LLSS has the largest number of American Indian faculty in any department in the college; they are knowledgeable about the communities with which we work and have made the department much more credible with the students and communities we strive to serve. The programs in Bilingual Education in Elementary Ed. at UTAustin and UofA help students earn an Elementary K-8 certificate in an endorsement to teach on English and Spanish with a required practicum coordinated with Bilingual Education, so that students can gain teaching experience with diverse learning and speak in Spanish. Also, like LLSS, across peer institutions there are MA and PhD degrees that have similar names. For example, at UofA there is an MA in

Teaching, Learning and Sociocultural Studies as well as a PhD in Teaching, Learning, and Sociocultural Studies.

Both peer institutions outside of New Mexico have much greater number of students at the university level and they are also ranked higher. UTAustin's College of Education is ranked #8 and its Curriculum and Instruction #12. UofA is ranked at #58 and #115 in the College of Education. Now, NMSU in general has fewer students than UNM. While units of peer institutions seem to have a similar number of doctoral students to LLSS, the number of faculty is higher across all peer institutions than LLSS.

## Criterion 8. Resources & Planning

The unit should demonstrate effective use of resources and institutional support to carry out its mission and achieve its goals.

**8A: Budget** *Provide an analysis of the unit's budget, including support received from the institution and external funding sources.*

- *Include a discussion of how alternative avenues (i.e., summer bridge programs, course fees, differential tuition, etc.) have been explored to generate additional revenue to maintain the quality of the unit's degree/certificate program(s) and courses.*
- 

Table 8.1

LLSS Budget 2020-2024

Revenues	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24
Instruction and General	1,330,837	1,468,150	1,278,469	1,393,173
State Appropriations			1,400	600,000
Other Revenues	355	357	11,00	1,460
Allocations and Transfers, net		152,856		
Total	1,331,192	1,621,363	1,290,869	1,994,633

The LLSS budget has fluctuated the last few years

In terms of summer support, as mentioned in Criterion 4, faculty have been receiving external support to implement summer programs. One of them is the Spanish Summer Immersion Institute (SSII) for Bilingual Education Teachers. This institute provides scholarships to attendants through agencies such as the UNM Office of Graduate Studies, and the New Mexico Higher Education Department (HED), project under the leadership of Dr. Christine Sims. The numbers below present the number of 29 students who have participated in the SSII and have received scholarships in the last two years. The support also includes books and materials, and even last year a Conference fee to attend the Translanguaging Institute.

### 2022

11 students of the 12 participants took Prueba test. The test took place at UNM. 9 of the 11 students passed Prueba. There was an 81% passing rate.

### 2023

15 students of the 17 participants took Prueba test. The test took place at UNM. 15 students passed Prueba. There was an 100% passing rate.

All students have eventually passed Prueba and 29 teachers have been prepared to obtain their endorsement in Bilingual Education. These efforts and numbers would not be without this support.

Similarly to the SSII, we have other institutes that have been able to support their attendees through scholarships that are financed by external agencies. These other Institutes focus on supporting American Indian language teachers. The institutes include, the Native American Language Teachers through an Institute (NALTI) coordinated by Dr. Sims, and the Diné Language Teacher Institute (DLTI), coordinated by Dr. Werito.

There are other Institutes and courses that take place during the summer, but unfortunately there is not current funding for student scholarships. These other institutes include the TESOL (Teaching English to Speakers of Other Languages) and the Literacy Institute.

**8B: Staff** *Discuss the unit staff and their responsibilities (including titles and FTE). Include an overall analysis of the adequacy and effectiveness of the staff composition in supporting the mission and vision of the unit.*

The Department of Language Literacy and Sociocultural Studies currently has one Department Administrator and a Coordinator of Academics, which has recently become vacant.

LLSS has a Department Administrator that is full-time in the college since April 2023. In her role as Department Administrator, Miranda Jeantete is responsible for the overall management of the department. Serving as the point of contact for budget, scheduling and contracts and all faculty needs. Some duties include the approval of faculty expenses include travel and conference attendance, creation of class schedules for all programs within the department and processing all contracts for Adjunct Faculty, TAs/GAs, etc. Miranda has a Masters in Education and served as a school teacher and principal of public schools prior to joining the LLSS department. Her experience lends itself to the overall knowledge of department operations.

The Coordinator of Academics oversees the day to day operations on the student side of the department. Responsibilities include coordinating the daily activities of all graduate programs of the department, collaborating with students to ensure time completion of their program and assist with all necessary paper for admissions to degree completion.

Since this position has become vacant, Miranda is filling both roles. This situation has peaked the amount of work that Miranda needs to do, especially now at the end of the semester.

**8C: Advisory Board** *If the unit has an advisory board, describe the membership, their charge, and discuss how the board's recommendations are incorporated into decision-making.*

The LLSS department currently does not have an advisory board.

## Criterion 9. Facilities

The unit facilities should be adequately utilized to support student learning, as well as scholarly/research activities.

**9A: Current Space** *Provide an updated listing from UNM's current space management system of the spaces assigned to your unit (e.g., offices, conference rooms, classrooms, laboratories, computing facilities, research space, etc.). Discuss the unit's ability to meet academic requirements with current facilities.*

- *Explain if the unit has any spaces that are not documented in UNM's space management system.*
- *Explain the unit's unmet facility needs.*
- *If applicable, describe the facility issues that were raised or noted in the last APR. What were the results, if any?*

Currently the department is allocated office and room spaces in Hokona Hall. The hallways and doors were painted and recarpeted in December 2014, having not been replaced for over thirty years. Faculty offices were recarpeted in Summer 2016. Some offices have new ceiling, but still some offices need ceiling replacement. Over the last five years, LLSS has occupied 33-24 offices in Hokona Hall, including the main office and a mailroom.

Faculty have single occupant offices that are large because the building was previously a dorm. Graduate students are temporarily occupying offices that may be distributed to new faculty or other departments. One office is for *Intersections*, the journal that LLSS is starting as a student run peer reviewed fully online forum. We also share six meeting rooms with other departments for program, department, and committee meetings and for dissertation proposals and defenses. The rooms in Hokona Hall are controlled by the College scheduling office, giving us less latitude in using the rooms for department purposes.

According to the Dean's Office records, LLSS has access to these spaces as "shared spaces" designated for TEELP and the College: EDUC 201, TECH 130, and Hokona 122.

We have no spaces that are not documented in UNM's space management system. After review by a representative from the Dean's Office it was determined that there are no unmet needs by LLSS. The previous APR recommended having a social space for LLSS faculty and students. LLSS does not have access to such space. However, LLSS does have access to an office in Hokona Hall (201) where we are hosting the LLSS GSA office. This office has a book collection that students can access under guidance and approval by LLSS GSA committee. Additionally, also at Hokona Hall (142), have an office for TPTs. This office has two computers and desks for faculty to use.

Regarding unmet facility needs, doctoral have advocated for a having office space to be able to work at the University. We used to offer small Hokona offices to some TAs.

In general faculty have presented requests about having their classrooms schedule in rooms where they can have tables and chairs, and working technology, especially Mac friendly, so they can teach more comfortably, and students can interact and engage in active conversations and activities planned in the courses. This lack of classroom space has been a long-standing problem for the entire COEHS. The request that faculty have expressed across several semesters, especially when faculty have been assigned rooms that have individual seats or rows of seats attached to the ground, so students cannot move around and there is no flat space for students to collaborate and write ideas on poster paper, for example, to complete the pedagogical task in the course. Also, as technology has become more accessible to students and faculty especially after



COVID, so of the equipment in certain rooms that have a wonderful layout with chairs and tables, and light, the connections or software in the classroom is sometimes not versatile enough (e.g., not compatible with Mac computers) to offer a fluid use of the equipment by faculty and students. Thus, too often the classrooms in which the unit's courses are taught are entirely inappropriate for student numbers and/or for course content. Several LLSS courses are taught in Hokona Hall, a remodeled dormitory where classrooms are small and both poorly heated in the winter and poorly air-conditioned in the summer, and while faculty like the closeness to their offices the conditions of the rooms are not the best.

Many LLSS students access the computer laboratories in the Technology Center. They update their computers often. This has alleviated many concerns, with access to technology. Students also have access to printing, but not all students are aware of it. Greater information about student benefits will help students know what UNM and the COEHS offer to them.

**9B: Future Space Needs** *Discuss any future space management planning efforts related to the teaching, scholarly, and research activities of the unit. Include an explanation of any proposals that will require new or renovated facilities and how they align with UNM's strategic planning initiatives.*

- *Explain the potential funding strategies and timelines for these facility goals.*

We think that having access to the COEHS space is possible not in a consistent way, but if coordinated well, we know that we can have access to the Travelstead Hall, for example, to develop LLSS events. Perhaps, a smaller space can be accessed frequently and more easily by LLSS faculty and students for social and student events.

Equipment Replacement and Renewal Funds and some discretionary money have been used to purchase new and updated Mac laptops for the Department, available for faculty to sign-out for classes, travel, conferences, etc. Due to limited budget for a time, we have been using this equipment for part time faculty that have been hired in the department. We plan on renovating these sources. We also have streamlined projectors that are light and use USB connectors rather than bulky other types of connectors were already discussed. 12 iPads, ten of which fit into a protective roller-case for easy transport to classrooms, as well as two audio recorders and a high-quality camera are available for faculty to check out for classroom or research use.

Every LLSS faculty member has a personal computer allocated for his/her use; all of these are three years old or newer. Support is available through the Information and Technology Services (ITS) department, but because the need for technical support is often personal and immediate. We will need to continue updating faculty's equipment. Incoming hired faculty will need office spaces.

There are no further plans in LLSS for any future space management planning efforts.

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## Conclusion. Strategic Planning

Discuss the unit's strategic planning efforts going forward to improve, strengthen, and/or sustain the quality of its degree programs (if applicable, differentiate between undergraduate and graduate). Address all criterion, including but not limited to: student learning outcomes, curriculum, assessment practices, recruitment, retention, graduation, success of students/faculty, research/scholarly activities, resource allocation, and facility improvement.

The Department is interdisciplinary in nature, making it not only current with activity at similar institutions, but also firmly rooted in the consideration of the complexity of current education issues and the need to think across disciplines to address those issues. One point of evidence of this is the initiation of a refereed scholarly journal, *Intersections: Critical Issues in Education*, which is multimodal and interdisciplinary. The journal is student run, modeled after the Harvard Educational Review and the Nebraska Education Journal. See the call for the journal in Appendix K.

Culturally, linguistically, racially, and ethnically diverse faculty and students are the norm in our programs and department. We work to hire diverse faculty, recruit, and retain diverse students, and compose a thought collective and learning spaces that celebrate, interrogate, and cultivate many diversities. Faculty have taken important leadership positions in the College (Multicultural Education Center, Latin American Programs in Education, Indigenous Language Institute, serving as Associate Deans, leading summer institutes, and being on many committees at all levels: program, department, college, and university, as well as within communities). For example, Faculty Governance and the College's Diversity Council. We are quite proud of our faculty having such a wide range of expertise throughout our programs. This is evidenced in both the content/topics of our courses as well as in our scholarship. This is described more fully in Criterion 5 and 6.

LLSS has the largest number of American Indian faculty in any department in the college; they are knowledgeable about the communities with which we work and have made the department much more credible with the students and communities we strive to serve. LLSS American Indian faculty maintain connections with all tribal communities through outreach activities, research, scholarship, and participation in statewide organizations and service to tribal organizations. This has led to providing congressional and legislative testimony at the state and federal level in order to pass legislation as well as having the knowledge and experience required to secure and administrate many grants and projects. The annual language teacher institutes (NALTI and DLTI) conducted by Native faculty for Native language speakers teaching Native languages in NM schools and tribal communities are gaining in popularity as we work to be part of efforts to maintain, sustain, and cultivate Indigenous languages and cultures. Students in these institutes are usually not part of LLSS. Our Native faculty are available to mentor Native graduate students in LLSS who are pursuing research areas specific to issues in American Indian Education and Native languages. Our work with sovereign nations has extended to Indigenous groups beyond the US borders as well. LLSS is the only New Mexico institute of higher education that provides a master's level degree with a concentration in American Indian Education. Yet, the American Indian Education program often has low enrolled classes. The TESOL and Bilingual Education master's concentrations have integrated some of these courses not only to ensure courses meet enrollment requirements but also for students become versed in

the unique diversities within our state. Dr. Sims, including the two faculty in bilingual education (Dr. Armando Garza Ayala and Dr. LópezLeiva), is working with the five Institutions of Higher Education in the state of New Mexico developing a bilingual K-8 degree plan in Spanish and Indigenous languages; the program is housed in LLSS. Our many summer institutes (i.e., TESOL, Literacy, and Spanish Summer Immersion) serve the teachers, and ultimately students of New Mexico by providing the most up to date information, strategies, and scholarship.

As evidenced throughout this report, we have faculty who are active scholars and researchers who are publishing in many ways. This includes work within the US as well as the Southwest and international work mentioned earlier. We have an important number of Latino faculty; we believe it could be stronger. They bring another dimension of diversity to our faculty and lend credibility to the work we do in serving constituents and stakeholders. Our faculty are active in 2SLGBTQIA+ issues and programs, including serving as advisors for student groups. We explore gender differences and remain a safe zone for all sexual orientations in our classes, service, and scholarly and creative works. Dr. Peele-Eady is the first African American promoted and tenured and full professor in the College. LLSS has a very strong presence of faculty from different Asian backgrounds, and they bring important views, experiences to the department, especially in literacy conceptualization and practice perspectives. Several of our faculty are involved in international work as part of the Latin American Programs in Education, the Multicultural Education Center, and beyond. Faculty have also been involved in sustained projects in Guatemala. Faculty publish collaboratively with international, national, and local colleagues.

Being a doctoral program focusing on sociocultural scholarship has attracted international students (interested in TESOL, Bilingual, Educational Linguistics, and critical literacy) in a fairly steady stream. This not only populates our classes, it also makes our programs increasingly desirous as international students refer their colleagues to LLSS. Our alumni are taking leadership positions within New Mexico, Nationally and internationally. We believe in, take seriously, and live our professional lives by the LLSS mission statement and vision presented early in this document. Still, we need to keep much better track of the status of our doctoral students and alumni, as well as of the undergraduate students that we serve but are not part of our department. We need to develop a stronger recruitment plan, relation, and collaboration with the COEHS Center for Student Success and other districts in the state to increase connections with the community and offer MA pathways. We need to present information on our programs as well as on finding financial support for these students. Some of the current scholarships do not support MA students. The department should also work to develop a plan of systematically recruiting New Mexico students into the doctoral programs.

Our willingness to work across departments, particularly with TEELP, on issues of teacher preparation and professional development, has a long history stretching back long before the APR in 2016. The relationship between TEELP and LLSS needs to be enhanced because of the overflow between the departments and the teachers and students we work with. Our collaboration could not only be focused on supporting and improving teacher preparation and professional development, but also on research and teaching courses across departments. We need to support state initiatives like the Yazzie/Martinez suit and others that the college also supports. TEELP is already substantially larger than LLSS (and all the other departments in the

College), so we are **not** suggesting any kind of a merger; that would be untenable given the practices and ideological differences between the departments. Our department is very willing to support this work collaboration. TECLA was an example of such work that was cancelled by non-participating members.

We've had some challenges also. LLSS was hit hard by a series of retirements, losing about ten very experienced and highly regarded faculty brought an overload on LLSS mostly tenured faculty because of their institutional knowledge and the support they provided to our students and colleagues. LLSS is moving along and has been able to conduct some hires that have brought important energies and perspectives for collaboration with LLSS faculty, students, and UNM. Through this study we have learned how our peer institutions have a larger body of students sometimes supporting just as many doctoral students as we do in LLSS. While we understand that many factors converge in the hiring of new faculty, we believe that increasing faculty lines especially in American Indian Education and TESOL are very important places to start.

Furthermore, the COVID-19 pandemic also affected the sense of community in doctoral students; we are working on rebuilding that sense with students and ourselves. The many changes in staff have affected us. Some of those initiatives were put in place to have a shared service that came to be evident that it was not appropriate to the different department. The COEHS provided extra support when LLSS went through staff shortages, still strained was experienced by faculty, students, and chair. The COVID 19 pandemic forced us to teach remotely, and this move taught us all many new insights. We have been able to move to online formats and return to in person teaching. We believe that while current arrangements using OnlineMAX, CANVAS platform, and ZOOM as vehicle for teaching and learning. Still, as we all serve some communities in rural areas of New Mexico, we notice that these formats and set ups are not always supportive of these communities because connectivity to internet is still on an ongoing development in certain areas. We need to explore other methods of delivery, including intensive face-to-face workshop formats for our classes and online components. More funding should be made available to recruit and retain students at branch campuses.

In conclusion, LLSS will continue work to foster a vital climate of academic excellence that actively engages all elements of our community in an exciting intellectual, social, and cultural life. Specifically, LLSS will continue to work to accomplish the following.

- Promote interdisciplinary work in order to profit from the many disciplines addressing important questions in language, literacy, and sociocultural studies.
- Foster collaboration with other faculty, students, educational practitioners, and community groups with an interest in education, so that different aspects of a problem and different material and ideological interests can be included in solutions.
- Continue to work toward creating an academic community in which democratic governance, open dialogue, and authentic collegiality prevail.
- Continue to function as a single, integrated department and resist fragmentation into specialized program areas.
- Continue to share and rotate core courses of the department to facilitate program development and interdisciplinary.

Our department shares a deep commitment to the creation of knowledge that is critical,

interrogating of supposed facts, and engaged in significant scholarship. As such we will:

- Conduct research and offer programs that serve the state's unique cultural character as well as linking efforts in multicultural education to social action efforts that promote reform in the wider community.
- Challenge false dichotomies such as those that separate theory from practice, or universities from schools.
- Respond with research, teaching, and service to pressing needs in the state, region, and nation to prepare educators and scholars in high need fields such as bilingual education, ESL, and literacy.

Our commitment to diversities is something we will continue to express as we work towards these important ideals.

- Provide leadership, resources, and expertise necessary to help identify and address the educational needs of community members with regard to class, race, ethnicity, culture, language, religion, gender, age, ability, and sexual orientation.
- Recruit and retain minority students and faculty through a department wide emphasis on cutting edge, integrated curriculum, mentoring, active recruitment of master's and doctoral students, national recruitment of faculty, and continual dialogue within the Department.
- Situate the academic content of courses to be reflective of diverse issues within the COEHS as a whole.
- Work to attract diverse students and public-school teachers into advanced programs in order to better serve New Mexico's diverse communities.
- Educate the public about the salient educational issues that our state and nation face.

We believe that our work will continue to be well known as we offer and engage in what follows.

- Scholarship and expertise related to languages and cultural diversity in educational settings to the state, region, and nation.
- Programs to prepare professionals for the increasingly multicultural schools and other educational institutions.
- Interdisciplinarity, diversity, and democracy within our unit, within the college, within the university, and in the wider community.

We want to engage in strategic planning that is proactive and look forward to the time when we can do so by doing the following.

- Allot time in monthly meetings for planning future department projects and for understanding and supporting existing faculty projects devoted to social justice, language preservation & reclamation, literacy and language education, and furthering knowledge in these areas.

We will also make good faith efforts to improve our transparency.

- Maintain and cultivate a database that can provide useful information about the diversity of our students, performance in our programs, and faculty workload. This will involve working more efficiently with a smaller staff.
- Make program information clearer and more available to students,

- including the development of an informative and interactive website.
- Secure greater funding for student scholarships.
  - Continue the important work that we've started to ensure that information about scholarships and assistantships is more widely available and equitably distributed.

## **Appendix A LLSS Program Advisement Sheets**

MA – ETSS Concentration

MA – Indian Education Concentration

MA – LLSS TESOL Concentration

MA – Literacy - Language Arts Concentration

MA – LLSS Bilingual Education Concentration

Grad Cert in TESOL

PhD in LLSS

PhD in Educational Linguistics

Endorsement in TESOL

Endorsement in Bilingual Education

**Masters in Language, Literacy & Sociocultural Studies**  
**Concentration in Educational Thought & Sociocultural Studies (ETSS)**

**I. Core Requirement—Take during first semester (03):**

Course #	Course Title	Credit Hours
LLSS 500	Issues in Language, Literacy & Sociocultural Studies	3

**II. Research Courses (Choose two from) (06):**

Course #	Course Title	Credit Hours
EDUC 500	Research Applications to Education	3
EDPY 500	Survey of Research Methods in Education	3
EDPY 505	Conducting Quantitative Research Educational Research	3
LLSS 501	Practitioner Research	3
LLSS 502	Introduction to Qualitative Research	3

**III. ETSS Concentration Courses (Choose four from) (12):**

Course #	Course Title	Credit Hours
LLSS 510	Paulo Freire	3
LLSS 511	History of US Education	3
LLSS 513	Globalization and Education	3
LLSS 515	Philosophy of Education	3
LLSS 521	Proseminar: Sociology of Education	3
LLSS 523	Education and Anthropology	3
LLSS 524	Critical Race Theory	3
LLSS 530	Whiteness Studies	3
LLSS 553	Education and African American Children	3
LLSS 587	Education and Gender Equity	3
LLSS 588	Feminist Epistemologies and Pedagogies	3

**IV. Support Areas Electives (Choose three from) (09):**

(Should consist of graduate-level courses offered by LLSS or any other UNM Department. Consult with advisor.)

**V. Support Areas Electives (Choose three from) (09):**

(Should consist of graduate-level courses offered by LLSS or any other UNM Department. Consult with an advisor.)

**Degree Completion Activity (Choose one from) (3-6):**

Plans:		
Plan I	Thesis	
	A. Thesis *LLSS 599: Master's Thesis *Completion of master's thesis	6
Plan II	Non-Thesis	3
	Choose one from:	
	A. Professional Paper *LLSS 590: Seminar *Completion of a literature review or licensure dossier	3
	B. Master's Exam *LLSS 598: Directed Readings (3-6) *Completion of comprehensive exam	3

**TOTAL CREDIT HOURS (I-V):** PLAN I—Thesis 36

PLAN II(A)—Professional Paper 33

PLAN II(B)—Comprehensive Exam 33-36



**American Indian Education Concentration****Program Core Requirements (06):**

Course #	Title of Course	Credit Hours
LLSS 500	First and Second Language Development	3
LLSS 590	Seminar: Master's (Plan II Only) Last course taken in program	3
LLSS 599	Masters Thesis (Plan I Only) Last course taken in program	3

**Research – Choose two from (06):**

Course #	Title of Course	Credit Hours
LLSS 501	Practitioner Research	3
LLSS 502	Introduction to Qualitative Research	3
EDUC 502	Research Applications	3
ED PY 502	Survey Statistics in ED.	3

**Concentration:****American Indian Education – Choose 3 from the following (09):**

Course #	Title of Course	Credit Hour
LLSS 551	History of American Indian Education	3
LLSS 554	Teaching the Native American Child	3
LLSS 564	Issues in American Indian Education	3
LLSS 583	Education Across Culture in the Southwest	3

**Curriculum - Choose three from (09):**

Course #	Title of Course	Credit Hour
LLSS 560	Lang. and Ed. In Southwest Native American Communities	3
LLSS 570	Science and Native American Education	3
LING 515	Native American Languages	3
ART ED 570	Art in Multicultural Education	3

**Other courses selected with advisement.**

Finally, in consultation with a Native American 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 hours)****Plan II****36**

Rev: 06/23

**M.A. in Language, Literacy & Sociocultural Studies  
with a TESOL Concentration**

*See the key at the end of the document for symbols on the right side*

**Program Core Requirements (18):**

Course #	Course Title	Credit Hours
LLSS 500	Issues in Language/Literacy/Sociocultural Studies	3
LLSS 503	Research in Bilingual and Second Language Classrooms and Communities <i>(Prerequisite: LLSS 556 First and Second Language Develop &amp; LLSS 580 Seminar in the Education of the Bilingual Student)</i>	3
LLSS 555	Language Study for Educators	3
LLSS 556	First and Second Language Development with Cultural Contexts @ <i>(Prerequisite: an introductory linguistics course. Recommended to take LLSS 555 as a prerequisite or co-requisite)</i>	3
LLSS 580	Seminar in the Education of the Bilingual Student @	3
LLSS 590	Seminar: Master's (Plan II only) **Last course taken in program**	3

**Research – (Choose one from) (03):**

Course #	Course Title	Credit Hours
LLSS 501	Practitioner Research	3
LLSS 502	Introduction to Qualitative Research	3
EDUC 500	Research Applications to Education	3
EDPY 502	Survey of Statistics in Education	3

**Concentrations:**

**Language, Literacy and Culture – (Choose two from) (06):**

Course #	Course Title	Credit Hours
LLSS 542	Seminar: Global English Issues	3
LLSS 554	Teaching the Native American Child #	3
LLSS 557	Language, Culture, and Mathematics (^**Taught in Spanish During Summer**)	3
LLSS 558	Literacy Across Cultures @	3

LLSS 560	Language & Education in Southwest Native American Communities #	3
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**Sociocultural Studies – (Choose two from) (06):**

Course #	Course Title	Credit Hours
LLSS 521	Proseminar: Sociology of Education	3
LLSS 523	Education and Anthropology	3
LLSS 564	Issues in American Indian Education #	3
LLSS 566	Issues in Hispanic Education	3
LLSS 583	Education Across Cultures in the Southwest	3
SPCD 511	Social Construction of Disabilities	3

**Curriculum and Pedagogy – (Choose one from) (03):**

Course #	Course Title	Credit Hours
LLSS 568	Alternative Assessment Practices for English Language Learners <i>(Prerequisite: LLSS 556 First and Second Language Development within Cultural Contexts)</i>	3
LLSS 569	ESL Across the Content	3
LLSS 581	Teaching English as a Second Language @	3
LLSS 582	Curriculum Development in Multicultural Education	3
SPCD 559	Teaching Bilingual/Multicultural Special Education	3

**\*\*Other courses selected with advisement\*\***

Plans:		
Plan I	Thesis	
	A. Thesis *Completion of master's thesis	6
Plan II	Non-Thesis	3
Choose one from:		
	A. Professional Paper *Completion of a literature review or licensure dossier	3
	B. Master's Exam *Completion of comprehensive exam	3

<u>TOTAL CREDIT HOURS (I-V):</u>	PLAN I—Thesis	36
	PLAN II(A)—Professional Paper	33
	PLAN II(B)—Comprehensive Exam	33-36

KEY:

# Students must take at least one course marked with #

@ Indicates course is part of the TESOL Endorsement/Graduate Certificate

REV 06/2023

## Master of Arts in Language, Literacy, and Sociocultural Studies-- Plan II

### Concentration in Literacy/Language Arts Advisement/Program Sheet

You must be registered continuously (not counting summer) to remain active. If you are not registered for 3 semesters, you will need to reapply to the program.

There are two plans for the master's degree. Plan II is 33 credits plus LLSS 590 as preparation for the comprehensive examination, for a total of 36 credit hours to earn the master's degree. Filling out this form will guide you through Plan II. Plan I is 27 credits plus 6 credits of thesis; work closely with your advisor to adapt this form if you select Plan I.

During your next-to-last semester of coursework, you will need to identify two LLSS faculty members other than your advisor to serve on your Program of Studies Committee. In conjunction with your advisor, they will help you design your Comprehensive Exam or Thesis and serve as final evaluators.

Also during your next-to-last semester of coursework, you will need to 1) complete a Program of Studies for the Office of Graduate Studies and 2) apply for graduation. These forms are due early in the term; failure to submit these forms will delay your graduation.

**Please contact Tina Felix at [tfelix01@unm.edu](mailto:tfelix01@unm.edu) for assistance with paperwork. Faculty are not responsible for notifying students of dates forms are due.**

Area	Credits	Date	Instructor	Grade
<b><i>Program Core (required 6 credits)</i></b>				
LLSS 500: Issues in LLSS (First course)	3			
LLSS 590: Seminar (Last course, comprehensive exam; prerequisite—all other courses completed and a Program of Studies filed)	3			
<b><i>Concentration (required 6 credits)</i></b>				
LLSS 595: Field Experience in Literacy	3			
LLSS 532: The Reading Process	3			
<b><i>Research (6 credits from below or substitute other research course with advisor)</i></b>				
LLSS 567 Family Literacy Research				
EDUC 500: Research Applications				
LLSS 501: Practitioner Research				
LLSS 502: Intro to Qualitative Research				
EDPSY 502: Survey Educational Statistics				
	3			
	3			

**Second language learning and/or cultural diversity in education (6 credits from below or substitute other research course with advisor)**

\*LLSS 556: First and Second Language Development within Cultural Contexts  
 \*LLSS 558: Literacy Across Cultures  
 \*LLSS 559: Second Language Literacy  
 LLSS 560 Language and Education in Southwest Native American Communities  
 LLSS 569: ESL Across the Content Areas  
 LLSS 583: Education Across Cultures in the Southwest  
 LLSS 530: Whiteness Seminar  
 LLSS 545: Spanish-English Bilingualism  
 LLSS 551: History of American Indian Education  
 LLSS 554: Teaching the Native American Child  
 LLSS 564: Issues in American Indian Education  
 LLSS 566: Issues in Hispanic Education  
 LLSS 568: Alternative Assessment Practices for English Language Learners  
 LLSS 582: Curriculum Development in Multicultural Education  
**\*also applicable to the electives in literacy and language arts**

	3			
	3			

**Electives in literacy and language arts (12 credits from below or substitute other language and literacy course with advisor)**

EM/LS 551: Adolescent Literature  
 LLSS 514: Young Children Moving into Literacy  
 LLSS 544: Children's Literature (Prerequisites LLSS 331L & 333L)  
 LLSS 522: Seminar in English Curriculum and Instruction  
 LLSS 527: Studies in Rhetoric for Teachers  
 LLSS 528: Studies in Reading and Literature for Teachers  
 LLSS 534: Seminar in Teaching Reading  
 LLSS 535 Critical Literacy  
 LLSS 536 Reading and Writing Digital Texts  
 LLSS 537 International Literature for Young People  
 LLSS 537L: Assessment in Reading and Language Arts  
 LLSS 538: Teaching Reading through the Content Field  
 LLSS 539 Cross Cultural Literature for Young People  
 LLSS 541: Seminar in Children's Literature  
 LLSS 555: Seminar in Educational Linguistics  
 LLSS 561: Reading, Writing and Diversity  
 LLSS 567: Family Literacy Research  
 LLSS 593: Topics related to literacy and language arts

	3			
	3			

	3			
	3			

Notes:  
Revised 06/23

**MA in Language, Literacy & Sociocultural Studies with a Concentration in Bilingual Education (English/Spanish)**

*\*\*See key at end of document for symbols on the right side\*\**

**Program Core Requirements (18):**

Course #	Course Title	Credit Hours
LLSS 500	Issues in Language/Literacy/Sociocultural Studies	3
LLSS 503	Research in Bilingual and Second Language Classrooms and Communities <i>(Prerequisite: LLSS 556 First and Second Language Develop &amp; LLSS 580 Seminar in the Education of the Bilingual Student)</i>	3
LLSS 555	Language Study for Educators	3
LLSS 556	First and Second Language Development with Cultural Contexts @ <i>(Prerequisite: an introductory linguistics course. Recommended to take LLSS 555 as a prerequisite or co-requisite)</i>	3
LLSS 580	Seminar in the Education of the Bilingual Student @	3
LLSS 590	Seminar: Master's (Plan II only) **Last course taken in program**	3
LLSS 599	Master's Thesis (Plan I only) **Last course taken in program**	6

**Research – (Choose one from) (03):**

Course #	Course Title	Credit Hours
LLSS 501	Practitioner Research	3
LLSS 502	Introduction to Qualitative Research	3
EDUC 500	Research Applications to Education	3
EDPY 502	Survey of Statistics in Education	3

**Concentrations:**

**Language, Literacy and Culture – (Plan II: Choose two from) OR (Plan I: Choose one/two from) (3-6):**

Course #	Course Title	Credit Hours
LLSS 542	Seminar: Global English Issues	3
LLSS 554	Teaching the Native American Child #	3
LLSS 557	Language, Culture, and Mathematics (^**Taught in Spanish During Summer**)	3



LLSS 558	Literacy Across Cultures @	3
LLSS 560	Language & Education in Southwest Native American Communities #	3
LLSS 579	Teaching of Reading in Bilingual Classroom (La Enseñanza de la Lectura) @^	3
LLSS 593	Folklore en la Aula ^	3
SPAN 547	Seminar in Southwest Spanish	

**Sociocultural Studies – (Plan II: Choose two from) OR (Plan I: Choose one/two from) (3-6):**

Course #	Course Title	Credit Hours
LLSS 521	Proseminar: Sociology of Education	3
LLSS 523	Education and Anthropology	3
LLSS 564	Issues in American Indian Education #	3
LLSS 566	Issues in Hispanic Education	3
LLSS 575	Exploring 3 <sup>rd</sup> Spaces in Education	
LLSS 583	Education Across Cultures in the Southwest	3
CCS 520	Cine Chicano y Mundial ^	
SPCD 511	Social Construction of Disabilities	3
SPCD 560	Introduction to Bilingual/Multicultural Special Education	3

**Curriculum and Pedagogy – (Choose one from) (03):**

Course #	Course Title	Credit Hours
LLSS 455	Teaching Spanish in Bilingual Classroom @*	3
LLSS 544	Children's Literature ( <i>Literatura Infantil</i> ) ^	3
LLSS 568	Alternative Assessment Practices for English Language Learners (Prerequisite: LLSS 556 First and Second Language Development within Cultural Contexts)	3
LLSS 569	ESL Across the Content	3
LLSS 581	Teaching English as a Second Language @	3
LLSS 582	Curriculum Development in Multicultural Education	3
LLSS 593	Bilingual Teaching Methods, Materials and Techniques @^	3
SPCD 559	Teaching Bilingual/Multicultural Special Education	3

**\*\*Other courses selected with advisement\*\***

Plans:		
Plan I	Thesis	

	B. Thesis *Completion of master's thesis	6
Plan II	Non-Thesis	3
Choose one from:		
	C. Professional Paper *Completion of a literature review or licensure dossier	3
	D. Master's Exam *Completion of comprehensive exam	3

**TOTAL CREDIT HOURS (I-V):**

PLAN I—Thesis	36
PLAN II(A)—Professional Paper	33
PLAN II(B)—Comprehensive Exam	33-36

**KEY:**

# Students must take at least one course marked with #

@ Indicates course is part of the TESOL Endorsement/Graduate Certificate

^ Indicates course is taught in Spanish

\* Indicates course is part of the Bilingual Endorsement

**REV 06/2023**

**Department of Language, Literacy &  
Sociocultural Studies**  
**TESOL Graduate Transcribed Certificate**

The TESOL Transcribed Graduate Certificate is designed to prepare graduate and non-degree graduate students to teach English as a second or foreign language in this country or abroad. The courses in the TESOL Transcribed Graduate Certificate also count toward a TESOL endorsement on a New Mexico teaching license. For information on the TESOL endorsement and application procedures, visit the New Mexico Public Education Department Web site.

In the TESOL certificate program, students gain understanding of the theoretical and cultural foundations for the teaching and learning of English language and literacy across the curriculum and across K-16 teaching contexts, including adult education. They learn methods to appropriately apply this understanding in different cultural contexts.

**Program Requirements – 15 credit hours**

<b>Course #</b>	<b>Title of Course</b>	<b>Credit Hours</b>
LLSS 556	First and Second Language Development	3
LLSS 558	Literacy Across Cultures	3
LLSS 559	Second Language Literacy	3
LLSS 580	Seminar in the Education of the Bilingual Student	3
LLSS 581	Teaching English as a Second Language	3
	<b><i>TOTAL CREDIT HOURS</i></b>	<b><i>15</i></b>

\*Students who are currently in a graduate program or are in graduate non-degree coursework and those students not currently enrolled at UNM who would like to add a Graduate Transcribed Certificate in TESOL will need to fill out the online Transcribed Certificate application through Admissions.

**To apply, fill out the online application at <http://www.unm.edu/apply/>.** Once the page opens, chose the Albuquerque Campus Application, then click on the Red Bar that says **Graduate Application** and Proceed with the process. The program application has an open enrollment policy.

Preferred application dates: June 30<sup>th</sup> for Fall; November 1<sup>st</sup> for Spring; and May 1<sup>st</sup>. for summer.

**Within the Program of Interest section of the application, the applicant will need to select all of the following choices:**

- **College:** College of Education
- **Department:** Language/Literacy/Sociocultural Studies

- **Program/Major: Teaching English as a Second Language**
- **Degree: GCERT Teaching English as a Second Language**
- **Interest: General (GCERT-TESL)**
- **Complete the Graduate Online Application - Transcribed Certificate in TESOL**
- **\$60 non-refundable application fee (credit card payment is part of online Graduate Application)**
- **One official transcript from each college previously attended (exception: UNM script)**

### **General Requirements**

To meet general requirements for a graduate certificate a student must:

1. Complete a minimum of fifteen (15) credit hours of graduate course work;
2. Fulfill any additional requirements established by the certificate program;
3. Maintain a minimum cumulative GPA of 3.0;
4. Have a Program of Studies approved by the Dean of Graduate Studies;
5. **At least 50% of the course work required for the certificate must be completed after admission** to the certificate program, unless further restricted by the graduate certificate program;
6. No more than one-third of the courses applied to the certificate may be “topics”;
7. No more than one-fourth of the total course work credit hours required for the degree may be graded C, C+ or CR (See Grade Point Average policy);
8. Must complete 75% of the course work credit hours required for the certificate at UNM; and
9. Must be enrolled at the time certificate requirements are completed.

**Program of Studies for Graduate Certificates - This must be done in order for it to be transcribed on your transcript. It is the student’s responsibility to contact the department the SEMESTER BEFORE they finish.**

A graduate certificate student must file a Program of Studies with the Office of Graduate Studies by **October 1st for Spring graduation, March 1st for Summer graduation and July 1st for Fall graduation**. The Dean of Graduate Studies must approve the Program of Studies. The form may be obtained from the academic unit offering the certificate, the Office of Graduate Studies, or from the [Graduate Studies Website](#). Students must be enrolled in a course the semester they file for the transcribed certificate.

### **Time Limit for Completion of Graduate Certificates**

All work used to meet requirements for a stand-alone graduate certificate must be completed within a three (3) year time period immediately preceding awarding of the certificate. Graduate units may impose a stricter limitation on the time limit for a graduate certificate. Requirements for certificates taken in conjunction with a graduate degree must be completed within the time limits for the graduate degree.

**Department Contact**

Tina Felix

Language, Literacy & Sociocultural

Studies contact Hokona Hall Rm 144A

Phone: 505-277-6997

Email: [tfelix01@unm.edu](mailto:tfelix01@unm.edu)

GradCert 6/2023

## PhD Educational Linguistics/Program Requirements

The program of studies for each student is tailored by the individual in consultation with his/her faculty advisor and Committee on Studies, and is approved by the Committee on Studies. Requests for transferring courses will be submitted to the Committee on Studies along with appropriate course descriptions and syllabi. If the transfer is approved by the Committee on Studies, the transferred courses will be listed on the Program of Studies submitted as part of the Application for Candidacy.

Each Program of Studies will meet the following requirements:

At least 72 semester hours beyond the Bachelor's degree. These 72 hours must include the following (the same course may be counted in two or more of the following areas, but only once for the 72 hour requirement):

### a. Core Courses (24 hours)

- i. LING 504: Phonological Analysis
- ii. LING 522: Grammatical Analysis OR LING 523: Functional Syntactic Theories
- iii. LING 531: Language in Society
- iv. LING 567: Psychology of Language
- v. LLSS 640: Seminar in Language/Literacy
- vi. LLSS 645: Seminar in Educational Studies
- vii. EDPY 502: Survey of Statistics in Education (or similar course as determined by advisor)
- viii. One course in Advanced Research Methods in Linguistics and/or Education (Possible courses include: LLSS 605: Advanced Qualitative Research Methods, LLSS 623: Ethnographic Research). Note: Other Research Methods courses may be recommended by your advisor based on your area of inquiry.

### b. Area Electives (24 Hours)

Courses selected to fulfill area electives should supplement and strengthen the student's professional preparation in education, educational research, linguistics, and the area of research focus, and should be selected in conjunction with the student's advisor and Committee on Studies.

**NO MORE THAN 12 credit hours may be taken in any one department.**

Possible courses to fulfill the area elective requirements include, but are *not limited* to:

- i. 500 or 600-level LLSS Courses (or 400-level courses carrying graduate credit)
- ii. 500 or 600-level LING Courses

- iii. 500 or 600-level Courses in Spanish & Portuguese
- iv. 500 or 600-level OILS Courses
- v. 500 or 600-level Educational Psychology Courses

**c. Area of Focus (24 Hours)**

At least 24 hours in an area of focus in Educational Linguistics.

Courses in this area will be determined in consultation with your advisor and/or your Committee on Studies.

**2. Dissertation Hours (18 Hours)**

At least 18 hours of dissertation (699); no more than 9 hours each semester.

***Other course requirements:***

- At least 24 hours taken at UNM.
- A maximum of 45 hours transferred from other institutions.
- At least 18 hours at the 500 or 600 level.
- No more than 24 hours in 'problems, readings, or workshops'.
- Competency in a language other than English is required for graduation. The minimal acceptable level of competency is a grade of B in a fourth semester of a college level course, or its equivalent.

**Transfer of Credit.** The following regulations apply to the transfer of credits toward the doctoral degree:

1. Course must have carried graduate credit.
2. Coursework must be from an accredited institution.
3. Student must have obtained a grade of "B" or better. A maximum of 6 hours of thesis from a completed master's degree or other course work graded Pass or Credit (CR) is transferable.
4. Course must be approved by the doctoral Committee on Studies and the graduate unit.
5. Course must be listed on the Application for Candidacy form.
6. All courses must have final approval from the Dean of Graduate Studies.

Additionally, please note that:

- Courses more than 10 years old will be examined on a case-by-case basis.
- MA coursework may be applied to your PhD coursework with the prior approval of your advisor and Committee on Studies.

## Language, Literacy and Sociocultural Studies (LLSS)

### Ph.D. Program Planning Guide

This guide is intended for use by graduate advisors to help students plan and record their progress. It will be a useful resource for completing the Program of Studies form for the Office of Graduate Studies.

Student's Name:

SS#

Phone:

e-mail:

Advisor:

Focus Area:

Date of Admission:

Total Credit Requirements: Minimum of 72 course credits, including up to 36 related graduate level credits approved by the student's Program of Studies Committee. 12 credits should be taken outside of LLSS.

Core Requirements (12-15 credits): Take all courses listed.

<i>Course</i>	<i>Credit</i>	<i>Semester</i>	<i>Professor</i>	<i>Grade</i>
LLSS 640: Seminar in Language and Literacy (Take early in your program.)	3			
LLSS 645: Advanced Seminar in Foundations of Education (Take early in your program.)	3			
LLSS 595 and/or LLSS 696: Field Experience and/or Internship	3-6			
LLSS 650: Dissertation Seminar	3			

Research Requirements (12 credits): At least one course in quantitative and one in qualitative methodology must be included. Courses may be found in LLSS and other departments in the College of Education, and appropriate research methods courses from outside COE may be substituted in consultation with your advisor and Program of Studies Committee.

<i>Course</i>	<i>Credit</i>	<i>Semester</i>	<i>Professor</i>	<i>Grade</i>




***Focus Area (24 credits): Focus Areas include Bilingual Education/English as a Second Language; Language Arts/Literacy/Reading; and Educational Thought and Sociocultural Studies. Take courses in one of these areas.***

<i>Course</i>	<i>Credit</i>	<i>Semester</i>	<i>Professor</i>	<i>Grade</i>

***Support Area (24 credits): Take courses in a field that is related to your Focus Area, usually within the College of Education. Or you may establish a Support Area outside of COE, in consultation with your advisor and Program of Studies Committee.***

<i>Course</i>	<i>Credit</i>	<i>Semester</i>	<i>Professor</i>	<i>Grade</i>


Dissertation (18 hours): You may register for dissertation hours in the semester in which you take and pass your comprehensive examination and are accepted into candidacy.

***Date of Admission to Candidacy:***

<i>Course</i>	<i>Credit</i>	<i>Semester</i>	<i>Professor</i>	<i>Grade</i>

Additional Coursework: You may take more than the required number of credit hours. List them here.

<i>Course</i>	<i>Credit</i>	<i>Semester</i>	<i>Professor</i>	<i>Grade</i>

### **Things to Consider in Your Planning:**

For UNM requirements, consult “Doctoral Degrees” in the Office of Graduate Studies Catalog.

<http://www.unm.edu/grad/catalog/catalog16.html>.

For guidelines specific to the College of Education, consult the University of New Mexico Catalog 2008-2009.

All coursework should be selected in consultation with your advisor. About mid-way through your coursework, you should assemble a Doctoral Committee on Studies (A Candidacy form).

[http://www.unm.edu/~grad/eforms/AC\\_doctoral.doc](http://www.unm.edu/~grad/eforms/AC_doctoral.doc)

Consult “Application/Transfer of Credit” for guidelines on what graduate credits can be applied to your doctoral coursework.

<http://www.unm.edu/grad/catalog/catalog16.html>.

UNM Doctoral “Degree Requirements” outlines additional course requirements.

[http://www.unm.edu/~ogshmpg/catalog/catalog.html#doc\\_degree\\_req](http://www.unm.edu/~ogshmpg/catalog/catalog.html#doc_degree_req)

Time limits are outlined in “Time Limit for Completion of Degree Requirement.”

<http://www.unm.edu/grad/catalog/catalog16.html>.

**Independent Study (Problems, Directed Readings, Internship, Field Experience, and Practicum) is limited to 1/3 of total course credits (24 credits out of 72). Additional Independent Study beyond 72 hours is not subject to this limitation. (“Doctoral Study” in “College of Education,” UNM Catalog)**

Use “Summary of Major Procedures and Forms for the Doctoral Degree” to track your progress through the Office of Graduate Studies.

### LLSS Ph.D. Advisement Form

*This guide is intended for use by graduate advisors to help students plan and record their progress. It will be a useful resource for completing the Program of Studies form for the Office of Graduate Studies.*

Student's Name:

Phone:

e-mail:

Advisor:

Focus Area:

Date of Admission:

***Total Credit Requirements: Minimum of 72 course credits, including up to 36 related graduate level credits approved by the student's Program of Studies Committee. 12 credits should be taken outside of LLSS.***

***Core Requirements (12-15 credits): Take all courses listed.***

Course	Credit	Semester	Professor	Grade
LLSS 640: Seminar in Language and Literacy (Take early in your program.)	3			
LLSS 645: Advanced Seminar in Foundations of Education (Take early in your program.)	3			
LLSS 595 and/or LLSS 696: Field Experience and/or Internship	3-6			
LLSS 650: Dissertation Seminar	3			

***Research Requirements (12 credits): At least one course in quantitative and one in qualitative methodology must be included. Courses may be found in LLSS and other departments in the College of Education, and appropriate research methods courses from outside COE may be substituted in consultation with your advisor and Program of Studies Committee.***

Course	Credit	Semester	Professor	Grade


***Focus Area (24 credits): Focus Areas include Bilingual Education/English as a Second Language; Language Arts/Literacy/Reading; and Educational Thought and Sociocultural Studies. Take courses in one of these areas.***

Course	Credit	Semester	Professor	Grade

***Support Area (24 credits): Take courses in a field that is related to your Focus Area, usually within the College of Education. Or you may establish a Support Area outside of COE, in consultation with your advisor and Program of Studies Committee.***

Course	Credit	Semester	Professor	Grade


***Dissertation (18 hours): You may register for dissertation hours in the semester in which you take and pass your comprehensive examination and are accepted into candidacy.***

***Date of Admission to Candidacy:***

<b>Course</b>	<b>Credit</b>	<b>Semester</b>	<b>Professor</b>	<b>Grade</b>

***Additional Coursework: You may take more than the required number of credit hours. List them here.***

<b>Course</b>	<b>Credit</b>	<b>Semester</b>	<b>Professor</b>	<b>Grade</b>


**Department of Language, Literacy & Sociocultural Studies**  
**UNDERGRADUATE/ GRADUATE**  
**K-12 Endorsement in Bilingual Education (Spanish-English) (27 Hours)**

Name of Student \_\_\_\_\_ UNM ID# \_\_\_\_\_

Advisor \_\_\_\_\_

**Co-requisite:** Ling. 101-Introduction Study of Language or Ling. 440-Introduction to Linguistics or any other Introductory Linguistics course.

<b><u>Course Requirement</u></b>	<b><u>Date Course taken</u></b>	<b><u>Credits</u></b>	<b><u>Grade</u></b>
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**Language (6 hours) – Before enrolling in these courses you must interview with a Bilingual Education Faculty member.**

**Courses with a ^ symbol are taught in Spanish and students must be interviewed by a Bilingual Education member.**

**\*Graduate Credit see Bilingual Endorsement for Graduates.**

1. SPAN 301 Topics in Hispanic Culture and Language	_____	_____	_____
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2. SPAN 302 Developing Spanish Writing Skills	_____	_____	_____
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**Bilingual Education Research, Theory, and Practice (18 hours, 9 of which must be in courses taught in Spanish)**

3. LLSS 453/580 Theoretical & Cultural Foundations of Bilingual Education	_____	_____	_____
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4. LLSS 456/556 First And Second Language Development in Cultural Context (Co-req: Intro to Linguistics course)	_____	_____	_____
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5. Teaching Methods, Materials And Techniques (Co-req: LLSS 453 & permission of instructor)	_____	_____	_____
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6. LLSS 482 /581 Teaching English As a Second Language	_____	_____	_____
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7. LLSS 455 ^ Spanish for The Bilingual Classroom (Prereq: permission of instructor) \_\_\_\_\_

8. LLSS 479 ^/579 Teaching of Reading in the Bilingual Classroom (La Enseñanza de la Lectura) \_\_\_\_\_

(The following courses: -LLSS 455, LLSS 479/579, LLSS 457/557 offered in the summer).

**Sociocultural/History/Arts (3 hours) – One Course From Following:**

9. LLSS 449/554 Teaching the Native Language to Native Speakers \_\_\_\_\_

LLSS 460 /560 Language Ed In SW Native American Communities \_\_\_\_\_

10. LLSS 457/557 Language, Culture and Mathematics (In Spanish)

OR

CHMS - Any Chicano Studies Course in Consultation With an Advisor \_\_\_\_\_

OR

SPAN 307^ Introduction to Hispanic Literature \_\_\_\_\_

OR

SPAN 371^ Spanish of The Southwest \_\_\_\_\_

OR

SPAN 375^ Southwestern Hispanic Folklore \_\_\_\_\_

OR

NAS 150 Introduction to Native American Studies \_\_\_\_\_

**SOME SUBSTITUTIONS MAY BE MADE WITH APPROVAL OF THE ADVISORS.**

***In addition to the coursework, students will be required to successfully complete PRUEBA, the New Mexico approved Spanish Language Proficiency Exam.***

**Department of Language, Literacy & Sociocultural Studies UNDERGRADUATE/  
GRADUATE  
K-12 Endorsement in TESOL (15 hours plus prerequisites)**

**Name of Student** \_\_\_\_\_

**Advisor** \_\_\_\_\_

**Co-requisite:** 6 semester hours

**Second Language** (6 university level semester hours in Spanish, Navajo, Sign or other appropriate language).

**Co-requisite:** 3 semester hours

**Linguistics:** Ling. 101-Introduction to the Study of Language, or Ling. 440-Introduction to Linguistics, or any other Introductory Linguistics course.

<b><u>Course Requirement</u></b>	<b><u>Date Course Taken</u></b>	<b><u>Credits</u></b>	<b><u>Grade</u></b>
1. LLSS 453/580 Theoretical & Cultural Foundations of Bilingual Education	_____	_____	_____
2. LLSS 456/556 First and Second Language Development in Cultural Context (Co-req: an Introductory Linguistics Course)	_____	_____	_____
3. LLSS 482/581 Teaching English As a Second Language	_____	_____	_____
4. LLSS 458/558 Literacy Across Cultures	_____	_____	_____
5. LLSS 459 /559Second Language Literacy	_____	_____	_____

## **Appendix B Graduate Student Handbook**



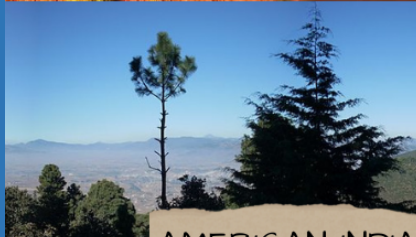
**NM**  
LANGUAGE, LITERACY,  
& SOCIOCULTURAL STUDIES

## GRADUATE STUDENT HANDBOOK

LANGUAGE  
LITERACY



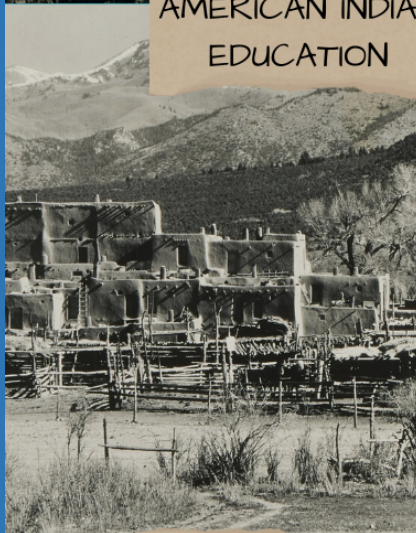
TEACHING ENGLISH  
TO SPEAKERS OF  
OTHER LANGUAGES



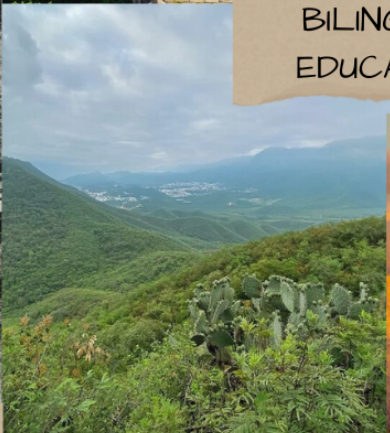
AMERICAN INDIAN  
EDUCATION



BILINGUAL  
EDUCATION



EDUCATIONAL  
THOUGHT &  
SOCIOCULTURAL  
STUDIES



COLLEGE OF EDUCATION  
& HUMAN SCIENCES





## ***Excellence and diversity through people, ideas, and innovation.***

### **GRADUATE STUDIES IN THE DEPARTMENT OF LANGUAGE, LITERACY, AND SOCIOCULTURAL STUDIES**

#### ***Our Mission***

Within the Department of Language, Literacy, and Sociocultural Studies, we seek to:

- Create an academic community within the college in which democratic governance, open dialogue, authentic collegiality, and collaboration within and without the college are fostered. This community will create an intellectual culture conducive to maintaining and enhancing faculty vitality, productivity, and adherence to professional and ethical standards of conduct. We are also committed to the recruitment and retention of minority students and faculty.
- Identify and address the educational needs of a community that contains wide diversity with regard to class, race, ethnicity, gender, sexual orientation, disability, and age, by providing leadership, resources, and expertise necessary to create programs that foster the collaborative creation and sharing of new knowledge, pedagogies, and programs.
- Facilitate the study of culture, language and literacy in conjunction with the study of cultural, social, and political context in which educational events and practices are embedded.
- Provide courses and pursue scholarly inquiry in both traditional and anticipatory areas of foundational study. This includes historical, philosophical, sociological, and anthropological examinations of power, knowledge, technology, the media, and new cultural intermediaries and their impact on educational processes and institutions.
- Create a community of educators who will link effort in multicultural education to social action efforts which promote social reform in the wider community. These efforts would be driven by the wider community and result in empowerment and change in both the college and the community.
- Begin a dialogue with other COE programs on the impact of language and culture on the varied fields represented in the College of Education, such as health, technology, leadership, policy, families and communities, etc.

## **Introduction to Language, Literacy & Sociocultural Studies Graduate Student Programs**

This handbook describes the graduate program and degree requirements for the Department of Language, Literacy & Sociocultural Studies (LLSS), College of Education & Human Sciences (COEHS), at The University of New Mexico (UNM). University requirements may be found in the current UNM Catalog at: The Graduate Program. Students are responsible for knowing and understanding these requirements and for making satisfactory progress toward fulfilling them. Please see the following link for the document that outlines the specific and additional requirements for the COEHS Graduate Program in LLSS. Questions about requirements should be directed to the Graduate Coordinator and/or your advisor or the chair of your Graduate Studies Committee.

The LLSS graduate program is overseen by the Department Chair, Faculty and Graduate Program Coordinator. The Initial Advisor assigned to each incoming student is responsible for advising first year students, overseeing their initial progress, and evaluating graduate student performance throughout their first year in the LLSS graduate program.

The LLSS Graduate Program offers a Doctor of Philosophy (PhD), a Master of Arts (MA; with or without a thesis) degree, a Graduate Certificate Program in Teaching English to Speakers of Other Languages (GCERT TESOL), and a minor in Bilingual Education, TESOL and Literacy.

### **Faculty and Staff in LLSS**

#### **The Department of LLSS has 12 faculty members, and 2 staff members.**

1. Dr. Carlos LópezLeiva – Department Chair, Associate Professor: Bilingual Education/TESOL
2. Aijuan Cun – Assistant Professor: Bilingual Education/TESOL
3. Armando Garza-Ayala – Assistant Professor, Bilingual Education/TESOL

4. Pisarn Bee Chamcharatsri – Associate Professor, Program Coordinator: Bilingual Education/TESOL
5. Tryphenia Peele-Eady – Professor, Educational Thought and Sociocultural Studies
6. Glenabah Martinez – Associate Professor, Program Coordinator: Educational Thought and Sociocultural Studies
7. Christine Sims – Associate Professor: American Indian Education
8. Vincent Werito – Associate Professor: American Indian Education
9. Mary Rice – Assistant Professor, Program Coordinator: Literacy and Language Arts
10. Yoo Kyung Sung – Associate Professor: Literacy and Language Arts
11. Ashley Dallacqua – Assistant Professor: Literacy and Language Arts
12. Jiameng Gao – Visiting Lecturer III: Bilingual Education/TESOL
13. Miranda Jeantete – Department Administrator, LLSS
14. Tina R. Aranda – Coordinator Academics, LLSS

## **Programs Overview**

### **Doctoral Programs:**

The department of Language, Literacy and Sociocultural Studies (LLSS) in the College of Education and Human Sciences and the Department of Linguistics in the College of Arts and Sciences offer a multidisciplinary program leading to the Doctor of Philosophy (Ph.D.) in Educational Linguistics. Educational Linguistics faculty from across the university 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, Spanish as a heritage language, English as a Second/Foreign Language, and issues of assessment. Communities and languages of the Southwest and signed languages are of particular interest.

The Doctor of Philosophy (Ph.D.) degree program in Language, Literacy and Sociocultural Studies is a rigorous but flexible course of studies that can be tailored to meet a wide range of interests and needs, including: language and literacy education; educational diversities such as American Indian education, bilingual education, second language development, and global

education; qualitative research methodologies; critical theory and education for social justice; and the social and cultural study of educational theories, institutions and practices. All students are expected to develop a program of studies combining coursework in the Department with coursework in related disciplines in the College of Education and Human Sciences and other colleges. The program places special emphasis on helping students develop qualitative and/or mixed methods research and inquiry skills needed for the advanced study and analysis of education in its many social, cultural, economic and political contexts. All Ph.D. students must fulfill the general admission requirements for both the University and the College of Education and Human Sciences, as described in the Graduate Program and the College of Education and Human Sciences sections of this Catalog. 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; an area of focus constructed by the student in consultation with an advisor and a program of studies committee; and a 24-credit hour minor or supporting area. Multidisciplinary study is fundamental to the mission of Language, Literacy and Sociocultural Studies. The specific elements of students' areas of focus are individualized to meet students' needs and can be drawn from, but are not limited to, the following areas: educational thought, critical theory, bilingual education, teaching English as a second language (both K-12 and Adult), American Indian education, and literacy/language arts. The Language, Literacy and Sociocultural Studies department also administers the transdisciplinary Ph.D. in Educational Linguistics.

### **Master's Programs:**

All Master of Arts (M.A.) students must fulfill the general admission requirements and the Plan I (thesis) or Plan II (without thesis) requirements set forth in the Graduate Program and College of Education and Human Sciences sections of this Catalog. The M.A. in Language, Literacy, and Sociocultural Studies may be pursued in one of the following concentrations: American Indian Education Bilingual Education Educational Thought and Sociocultural Studies Literacy and Language Arts Social Studies Teaching English to Speakers of Other Languages (TESOL) Rigorous coursework culminates in either a comprehensive examination or a thesis. Some M.A. programs with embedded New Mexico State endorsements may only permit the comprehensive examination. A core seminar (taken in the first year of the program) provides a set of foundational perspectives on practice. The purpose of the Master of Arts program is to contribute to the development of professionals in education and related fields.

### **Concentrations in the MA Programs are as follows:**

- American Indian Education
- Bilingual Education
- Educational Thought and Sociocultural Studies
- Literacy and Language Arts
- Teaching English to Speakers of Other Languages



## **Graduate Student Procedures Before Acceptance**

### **Graduate Program Roadmaps Steps:**

#### Apply

1. Submit Online Application to [apply@unm.edu](mailto:apply@unm.edu).
2. Once required application materials are received in the Office of Admissions, Application will be released into AppReview.
3. Academics Coordinator will review application and ensure complete before forwarding to LLSS Faculty for review.

#### Review

Graduate Coordinator will review application and bundle when program application is complete. Program Coordinators review application and make a decision.

#### Program Acceptance

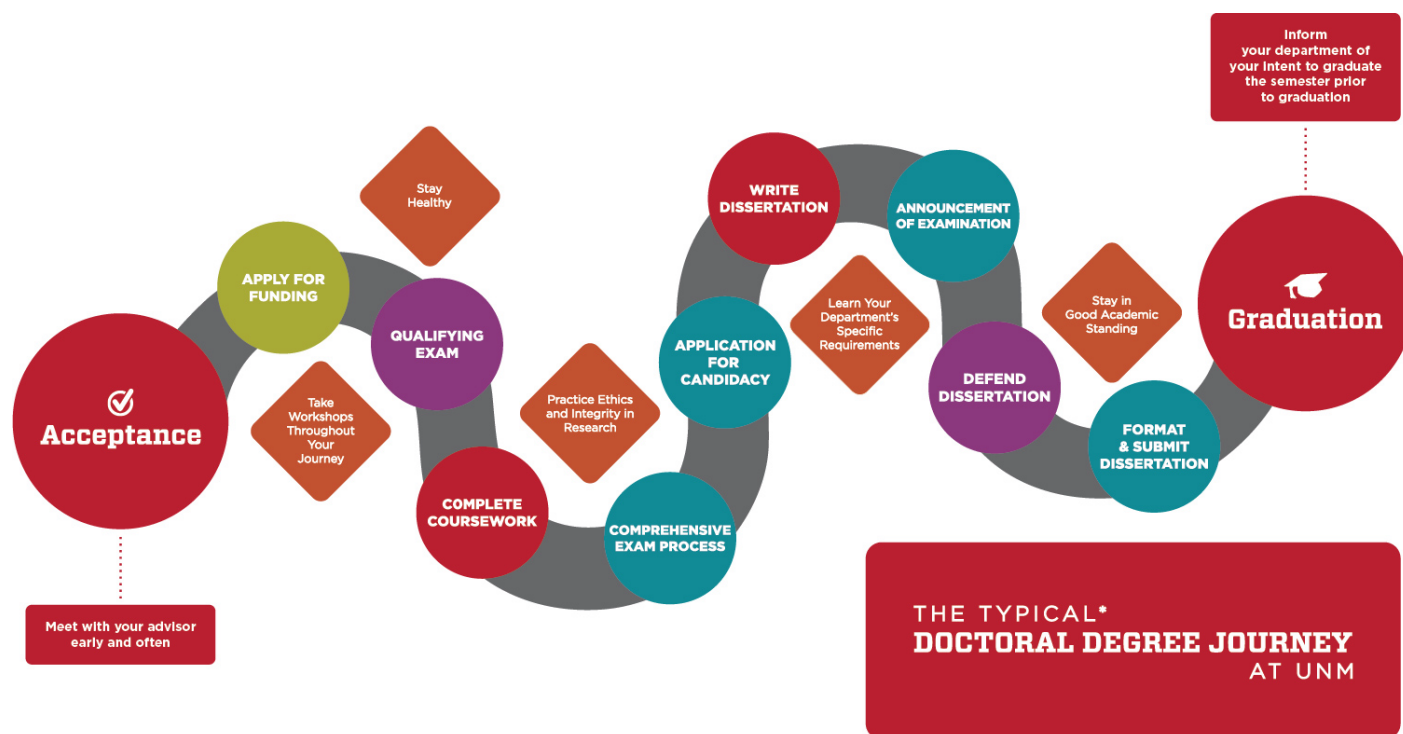
Once Program Faculty have finished reviewing application, and have reached a decision, student is notified via email.

#### Acceptance into COEHS Doctoral Degree Program

Acceptance Letter is emailed by Academics Coordinator to applicant when accepted into program. UNM Admissions Office will mail an Official Letter of Acceptance from UNM to applicant.

### **Application Process**

The Department of LLSS accepts doctoral applications once a year (December 1<sup>st</sup>). The application process



## Path Steps

APPLY FOR FUNDING	QUALIFYING EXAM	COMPLETE COURSEWORK	COMPREHENSIVE EXAM
APPLICATION FOR CANDIDACY	WRITE DISSERTATION	ANNOUNCEMENT OF EXAMINATION	DEFEND DISSERTATION
FORMAT & SUBMIT DISSERTATION	TAKE WORKSHOPS	STAY HEALTHY	PRACTICE ETHICS & INTEGRITY

for doctoral students does require that students contact at least 3 faculty members to discuss the program and research interests. Part of the application materials are available on The University of New Mexico website: [http://www.unm.edu/preview/na\\_online.htm](http://www.unm.edu/preview/na_online.htm). To request more information contact Tina R. Aranda in the Department of Language, Literacy and Sociocultural Studies main office at: 505-277-6997 or [traranda@unm.edu](mailto:traranda@unm.edu).

The Department of LLSS accepts master's program applications on a open enrollment policy. Best consideration dates are: Spring (October 15<sup>th</sup>), Summer (March 15<sup>th</sup>), and Fall (March 15<sup>th</sup>). A required seminar, taken in the first year of the program, provides foundational perspectives in LLSS and a 6-hour research requirement encourages students to develop a range of inquiry skills, including practitioner research. A maximum of 12 hours may be transferred into the program from non-degree or other graduate level work completed up to 7 years prior to LLSS degree completion.

## Doctoral Student Pathway

1. Apply for Funding
2. Qualifying Exam
3. Complete Coursework
4. Form PhD Comprehensive Exam Committee
5. Announcement of Exam
6. Application for Candidacy
7. Write Dissertation
8. Announcement of Exam
9. Defend Dissertation
10. Format and Submit Dissertation

## Doctoral Degree

The LLSS doctoral degree program prepares students for college teaching and research in education (including teacher education) and other leadership positions in education, social services and allied professions. The program is organized around focus areas that are tailored by the student in consultation with his or her Advisor and Program of Studies Committee. The focus areas are:

- American Indian Education: This focus area is designed for those teachers who are interested in working in schools (BIA, Mission, Public, or Tribal) whose students are primarily American Indian. The concentration offers a broad spectrum of course work that allows the student to explore American Indian worldviews in learning, science, political issues, contemporary federal and state issues and an array of methods courses designed to offer teachers a better understanding of instructional, methodological, and teaching styles that enhance American Indian student achievement.
- Bilingual Education/English as a Second Language: This focus area allows students to conduct research and study theory, pedagogy, and curriculum development in bilingualism and second language development and to explore educational issues across cultures and linguistic groups. Courses in this emphasis address the social, political, cultural and linguistic contexts that affect language minority students, schools, and communities. Faculty in this program affirm and are committed to educational equity, cultural and linguistic rights, and social justice for language minority students, their families and communities.
- Language Arts, Literacy, and Reading: Faculty and students study literacy as a social, political, historical, linguistic, and cognitive practice and the implications of this practice for equity and social justice. Courses in this focus area focus on current research and theory in language and literacy development (including reading and writing, as well as other forms of interpreting and composing), literary works and interpretation, the nature of learning in communities both within and outside of classrooms, and the assessment of student literacy learning.
- Educational Thought and Sociocultural Studies: With a strong commitment to social justice and equity, ETSCS delves into the key concepts and debates in the social foundations of education. The study of race, class, and gender is at the center of the curriculum. Students explore interdisciplinary perspectives (e.g., anthropology, women's studies, sociology, American studies, Chicano studies, African American studies) that link both structure and culture in the critical examination of educational policy, practice, and theory.

The LLSS doctoral degree program prepares students for college teaching and research in education (including teacher education) and other leadership positions in education, social services and allied professions. The program is organized around focus areas that are tailored by the student in consultation with his or her Advisor and Program of Studies Committee. The focus areas are:

- Educational Linguistics: This cross-departmental program, with the Department of Linguistics, enables students to study first and second language development, language preservation, sign language, and language function, meaning, and structure as they pertain to diverse educational settings. Additional information is available from LLSS.

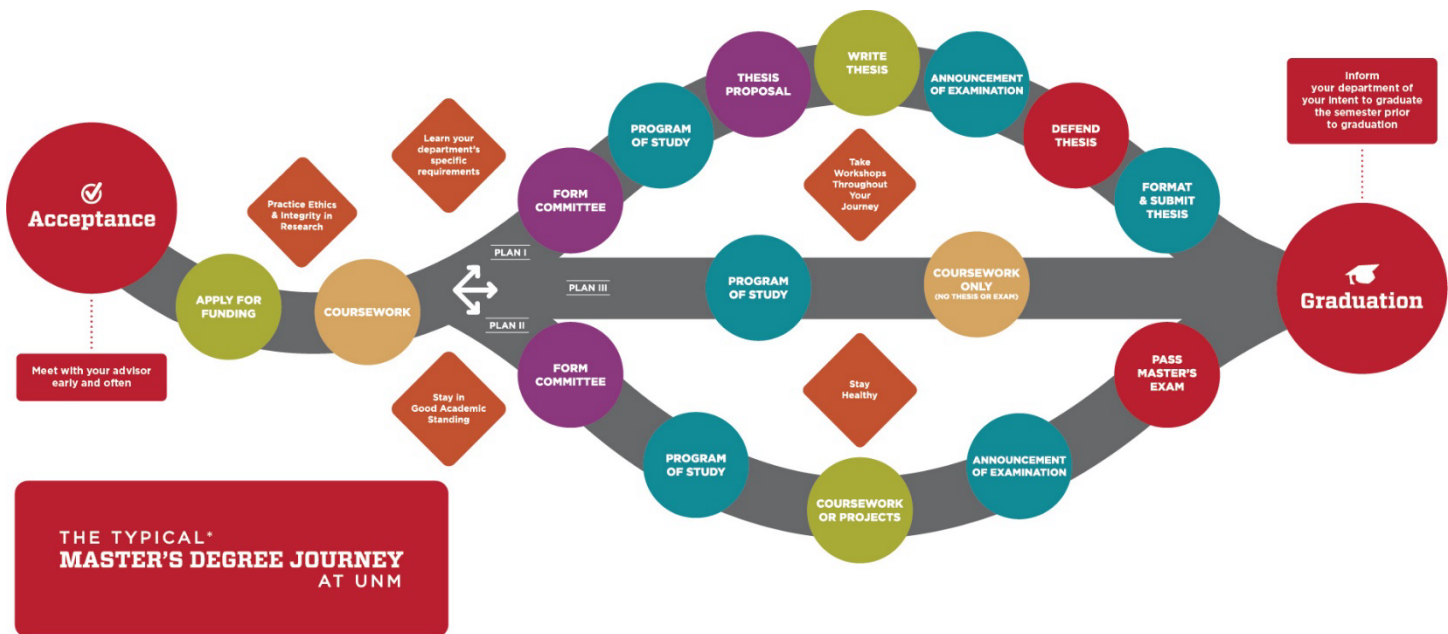
The Ph.D. requires 72-75 credit hours plus 18 hours of dissertation credit. In all focus areas students are required to complete:

- ✓ 6 credits of foundational seminars (3 credits each)
- ✓ 12 credits in Research Methodology
- ✓ A 3-6 credit Research Internship ü 24 credits in an Emphasis Area
- ✓ 24 credits in a Support Area, including 12 credits from outside LLSS
- ✓ A 3-credit Dissertation Seminar

A maximum of 36 credit hours may be transferred into the program from a related master's degree, with approval of your Advisor and Program of Studies Committee.

[Click here for our LLSS PhD Planning Sheet](#)

## Pathways for Master's Students



\* = Requirements may differ by department; please consult with your advisor for department-specific procedures  
 ● = Requires student submission of form(s) to Graduate Studies  
 ◆ = General guidelines for all degree plans

### All Plans

1. Apply for Funding
2. Complete Coursework
3. Take Workshops
4. Stay Healthy
5. Practice Ethics & Integrity

### Plan I

1. Form Committee
2. Program of Study
3. Thesis Proposal
4. Write Thesis
5. Announcement of Examination
6. Defend Thesis
7. Format & Submit Thesis

### Plan II

1. Form Committee
2. Program of Study
3. Coursework or Projects
4. Announcement of Examination
5. Pass Master's Exam

### Path Steps

#### All Plans

APPLY FOR FUNDING	COMPLETE COURSEWORK	TAKE WORKSHOPS	STAY HEALTHY
PRACTICE ETHICS & INTEGRITY			

#### Plan I

FORM COMMITTEE	PROGRAM OF STUDY	THESIS PROPOSAL	WRITE THESIS
ANNOUNCEMENT OF EXAMINATION	DEFEND THESIS	FORMAT & SUBMIT THESIS	

#### Plan II

FORM COMMITTEE	PROGRAM OF STUDY	COURSEWORK OR PROJECTS	ANNOUNCEMENT OF EXAMINATION
PASS MASTER'S EXAM			

#### Plan III

PROGRAM OF STUDY
COURSEWORK ONLY

## Master's Degree

The master's degree programs seek to contribute to professional development for educators. Each program requires 36 hours of coursework in one of the following concentration areas.

#### American Indian Education

American Indian Education provides knowledge about current issues in Indian education which support self-determination and the enhancement of sovereignty in Indian communities. Courses include information on the history of American Indian education, community-based curriculum development, language maintenance and revitalization, and strategies in teaching the American Indian child.

#### **Concentration Requirements**

#### **Language, Literacy, & Sociocultural Studies M.A.**

#### Bilingual Education/TESOL

The Language, Literacy, and Sociocultural Studies (LLSS) doctoral and master's degree programs offer specializations in Bilingual Education and English as a Second Language (TESOL). The program also offers teaching endorsements in Bilingual Education or English as a Second Language. Students are able to conduct research and study theory, pedagogy, and curriculum development in bilingualism and second language development. The program also encourages students to explore educational issues across cultures and linguistic groups, and to become knowledgeable about bilingual and English as a second language issues across the curriculum. Courses address the social, political, cultural, and linguistic contexts that affect language minority students, schools, and communities. Faculty in this program affirm and are committed to educational equity, cultural, and linguistic rights and social justice for language minority students, their families, and communities.

**(Bilingual Education and TESOL Concentrations can be combined or earned separately)**

#### **Concentration Requirements Bilingual Education**

#### **Concentration Requirements TESOL**

#### **Language, Literacy, & Sociocultural Studies M.A.**

#### Educational Thought & Sociocultural Studies

The Language, Literacy, and Sociocultural Studies (LLSS) doctoral and master's degree programs offer a specialization in Educational Thought and Sociocultural Studies (ETSS). ETSS offers an interdisciplinary and broad educational approach to concepts and debates (historical and contemporary) in the social foundations of education. The primary focus in ETSS is on using critical theories of race, class, gender, and language to better understand educational phenomenon. The programs rich and varied curriculum consists of courses that range from traditional educational foundations (e.g., Education and Anthropology, History of Education, Sociology of Education) to emerging perspectives (e.g., Critical Race Theory, Feminist Epistemologies, Whiteness Studies) to qualitative research (e.g., Ethnographic and Qualitative Research).

#### **Concentration Requirements**

#### **Language, Literacy, & Sociocultural Studies M.A.**

#### Literacy and Language Arts

The Language, Literacy, and Sociocultural Studies (LLSS) doctoral and masters degree programs offer a specialization in Literacy and Language Arts. Students in this area are able to conduct research and study theory, pedagogy, and curriculum development in literacy and language arts, pre-K through college. This includes courses in reading, writing, language arts, and related areas, in school and community settings. The program also encourages students to explore educational issues across cultures and linguistic groups. Students who complete the Ph.D. in this area often take positions in colleges and universities as teacher educators and researchers.

**Concentration Requirements**  
**Language, Literacy, & Sociocultural Studies M.A.**

To request more information contact Tina R. Aranda in the Department of Language, Literacy and Sociocultural Studies main office at: 505-277-6997 or [traranda@unm.edu](mailto:traranda@unm.edu).

**Graduate Certificate and Minors**

**TESOL Graduate Certificate Program:**

The TESOL Transcribed Graduate Certificate is designed to prepare graduate and non-degree graduate students to teach English as a second or foreign language in this country or abroad. The courses in the TESOL Transcribed Graduate Certificate also count toward a TESOL endorsement on a New Mexico teaching license. For information on the TESOL endorsement and application procedures, visit the New Mexico Public Education Department Web site.

**Download the TESOL Graduate Transcribed Certificate information as a PDF**

The graduate certificate in Teaching English to Speakers of Other Languages (TESOL) is designed to help teachers add a TESOL endorsement to their teaching license, and to prepare other graduate and non-degree graduate students to teach English as a second or foreign language to adults in this country or abroad. For information on the TESOL endorsement and application procedures, visit the New Mexico Public Education Department Web site. In the TESOL certificate program, students gain an understanding of the theoretical and cultural foundations for the teaching and learning of English language and literacy across the curriculum and across K-16 teaching contexts. They learn methods to appropriately apply this understanding in different cultural contexts.

**Graduate Minor in Literacy:**

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

**Minors:**

**Bilingual Education**

The Bilingual Education minor is designed to help pre-service teachers gain a Bilingual endorsement as part of their undergraduate teacher licensure program. By successfully completing the curriculum listed below, students are able to have a Bilingual endorsement attached to their teaching license through the New Mexico Public Education Department. In addition to the courses listed below, students must also pass La Prueba de Español para la Certificación Bilingüe. (La Prueba de Español para la Certificación Bilingüe is an instrument designed to measure the Spanish language proficiency of prospective bilingual education teachers in New Mexico. Check the [New Mexico](#)

Public Education Department Web site for details on taking La Prueba.) Depending on their language proficiency students may also have to take additional language courses. Students must complete and submit an application for the Bilingual Education minor and have it be reviewed by the departmental Bilingual/TESOL program faculty.

### **TESOL**

The Teaching English to Speakers of Other Languages (TESOL) minor is designed to help pre-service teachers gain a TESOL endorsement as part of their undergraduate teacher licensure program. By successfully completing the curriculum listed below, students are able to have a TESOL endorsement attached to their teaching license through the New Mexico Public Education Department. This minor is also available to undergraduate students who are not enrolled in a teacher licensure program, but who want to teach TESOL to adults domestically or abroad. Students must complete and submit an application for the TESOL minor and have it be reviewed by the LLSS Bilingual/TESOL program faculty.

## **Graduate Student Policies and Procedures**

### **Funding for Graduate Students at UNM**



UNM provides graduate student funding in a variety of forms. Many students receive funding through service awards such as assistantships, which are generally offered through the student's program or department. Some assistantships are offered through campus or student organizations (for listings, check "Employment Opportunities" below or contact an organization or department directly, as not all organizations and departments list their assistantships through Graduate Studies). Students often obtain funding through non-service awards, such as fellowships, grants, and scholarships. You can apply for support-based funding solely on need, in the form of work-study and loans, through the University Financial Aid Office. You can also apply for extramural support by contacting national, international, or private foundations directly; listings are often available through databases such as Pivot. Explore the links below to learn more!

### **Course Load Requirements**

Graduate students without assistantships must enroll in at least nine credit hours to be considered full time; students registered in eight credit hours or less are considered part-time. Graduate students with assistantships must enroll in at least six credit hours to be eligible for full-time status. International graduate students without assistantships must complete at least 9 credit hours each semester to maintain legal immigration status. International graduates with assistantships must complete at least 6 credit hours each semester. Grades of W, WP, WF or courses taken for a grade option of "audit" do not count toward the

ASSISTANTSHIPS	AWARDS AND HONORS
EMPLOYMENT OPPORTUNITIES	FELLOWSHIPS
LOANS AND FINANCIAL AID	RESEARCH AND TRAVEL GRANTS
SCHOLARSHIPS	PIVOT FUNDING DATABASE

minimum enrollment requirements for maintaining legal immigration status. The Global Education Office (GEO) must report any drops below these minimum requirements to immigration within 21 days of the drop (even if the drop occurs after the semester is complete). All international students must speak with GEO before dropping below these required minimums FOR ANY REASON.

### **Registering for Classes**

To register for classes:

1. Log on to My UNM with your NetID and password.
2. Select 'Enter LoboWeb.'
3. Once in LoboWeb, select 'Registration and Records' and then select 'Registration (Add/Drop classes).'

Enter my.unm.edu  
here

Please contact Tina Aranda  
for all override requests at  
[traranda@unm.edu](mailto:traranda@unm.edu)

See the Office of the Registrar's website for semester-specific add/drop/withdrawal dates. See the UNM Catalog and your departmental guidelines for specific enrollment guidelines. For a list of current courses being offered, click [here](#).

## COURSE NUMBERING & CREDIT

- 500/600 level courses are graduate courses and carry graduate credit for all graduate students, regardless of whether or not the course is in the student's area of study.
- 300/400 level courses are available for graduate credit if listed in the UNM Catalog with either a single asterisk (\*) or a double asterisk (\*\*).
- Students who enroll in a 300/400-level course listed with a single asterisk are automatically enrolled for graduate credit, regardless of whether or not the course is in their area of study.
- 300/400-level courses listed with double asterisks are available for graduate credit only to students outside that particular area of study. Eligible student must complete and fully process a "Graduate Credit Authorization Form" by the published dates to receive credit.
- Courses numbered 700 are generally considered "professional courses" and might not carry graduate credit.
- See your departmental guidelines for specific degree requirements.

## LEVEL RESTRICTION OVERRIDES

Students who wish to enroll in courses outside their level (undergraduate, graduate, etc.) must obtain permission by submitting a Level Restriction/Graduate Credit Authorization form, available on the Graduate Studies website under the "Current Students" tab.

Examples of level restrictions are:

- A graduate student who wishes to enroll in an undergraduate course for graduate credit
- A graduate student who wishes to enroll in a law, medical, or business course for graduate credit

## Staying in Good Academic Standing

### Academic Standing

To remain in good academic standing students must maintain a cumulative grade point average of

at least 3.0 in all courses taken for graduate credit after admission to a graduate degree program at the University of New Mexico. A student must have a cumulative GPA of at least 3.0 for courses listed on their Program of Studies/Application for Candidacy.

### Incomplete (I) Grades

The grade of "I" is given only when circumstances beyond the student's control prevent completion of the coursework within the official dates of a semester or summer session.

According to academic policy, incomplete grades must be completed before a student is eligible to graduate from the University of New Mexico. Students should not re-enroll or re-register (for credit) in a course in which an incomplete has been received in order to resolve the “I” (incomplete) grade. If an instructor requires the student to repeat the class in order to resolve the Incomplete, the student must register for the course on an audit basis.

Incomplete grades received must be resolved no later than one year (twelve months) from the published end day of the semester in which the grade was assigned. Incomplete grades not resolved within the time frame stated in this policy are converted automatically to a F (failure) grade.

Students resolving Incompletes in their semester of graduation must have the process completed (including the reporting of the grade to the Records and Registration Office) by the appropriate deadline. Students are responsible for informing instructors that they are graduating and that the grade(s) must be reported by the appropriate deadline. Failure to complete the process as described could result in the postponement of graduation until the following semester.

The instructor of record reports the final grade for the course in which the Incomplete was assigned to the Records and Registration Office.

#### **Extension of Incomplete**

A student may apply for an extension of the time allowed to complete the required coursework removing the “I” grade. Students must submit the Extension of Incomplete form with all required signatures to Graduate Studies by the applicable deadline dates (November 15 for Fall, April 15 for Spring, July 15 for Summer). For the student who re-enrolls in residence, a one-semester extension may be granted. If an extension is granted, it is the student’s responsibility to remove the “I” grade by the date indicated.

#### **Grade Point Average**

Graduate Studies checks the student’s grade point average at the end of every semester and summer session for as long as the student is in graduate status. All students whose academic standing is deficient after receiving grades for 12 attempted credit hours or two semesters, whichever comes first, are placed on probation or suspended, according to the university regulations and those of their graduate unit (see the Student Services Information section of this Catalog).

The grade point average is calculated using all grades earned in graduate coursework while a student is in graduate status. Grades earned at other institutions or in non-degree status are not calculated in a graduate student’s grade point average. The University of New Mexico extension courses (those offered by the Extended University) taken prior to admission to a graduate program are not included in the graduate cumulative grade point average; however, the University of New Mexico graduate extension courses taken while a student is in graduate status are included.

The grade point average is calculated by dividing the total number of quality grade points earned (see the Student Services Information section of this Catalog) by the total number of credit hours attempted, and truncated by two decimal places. Grades of CR, W, NC and PR are excluded from the cumulative grade point average calculation. Grades of NC and IF may have an adverse impact on a student’s academic standing, financial aid and assistantship eligibility.

#### **Change of Grade/Academic Record**

The instructor of a course is responsible for any grade reported. Once a grade has been reported to the Records and Registration Office, the instructor may change it by completing the Change Student Grade process through LoboWeb. Only the instructor who issued the original grade (instructor of record) may submit a change. Grade changes submitted more than 30 days after the end of semester are reported to the

offering College Dean. Any change in grade must be reported within 12 months after the original grade was issued and prior to graduation. Grade changes may be referred to the Admission and Registration Committee of the Faculty Senate for approval.

The University of New Mexico does not make modifications to the student's academic record once a student has completed the academic requirements for a graduate degree or certificate and has received the diploma and appropriate notations on the official UNM transcript.

## Time to Degree: Estimates and Limits

Most master's degrees require 30 to 36 semester hours. Students enrolled full-time with continuous enrollment may potentially complete their degrees in 18 months to 2 years. The average completion rate is generally 2 to 3 years.

Doctoral degrees require at least 48 hours of coursework beyond the bachelor's degree, plus 18 units of dissertation credits. Students enrolled full-time with continuous enrollment may potentially complete their degree in 3.5 to 5 years. The average completion rate is generally 4 to 7 years in disciplines which do not require previous professional employment in their admissions decisions.

### TIME LIMITS: MASTER'S DEGREE

Master's degree students must complete all requirements for the degree within seven years from the date of the earliest course listed on the Program of Studies. No course work older than seven years at the time of graduation may be included as part of a student's Program of Studies. An exception will be considered if, and only if, a) some catastrophic event beyond the student's control occurs in the last semester of the seventh year following completion of the earliest course work, and b) the student would have graduated had the event not occurred. In such cases, students may petition the Senate Graduate Committee for an exception.

### TIME LIMITS: DOCTORAL DEGREE

All doctoral students are required to take a doctoral comprehensive examination that usually takes place at the time when coursework for the degree is completed and the student is ready to begin the dissertation. Once students pass the comprehensive examination, they have five (5) years to complete all degree requirements, including the defense of the dissertation and submission of the dissertation to Graduate Studies.

If you feel you may not finish your program within the time limit, please contact your advisor, the department chair, and academics coordinator.

## Guidelines to Petition to the Dean of Graduate Studies

### **PETITION FORM**

**Please email the completed form to Robben Brown ([rbaca@unm.edu](mailto:rbaca@unm.edu), 505-277-7398).**

**For petitions related to assistantships, please email the completed form and documents to Marisa Castañeda at [mcastan@unm.edu](mailto:mcastan@unm.edu).**

**Submitting the form from your UNM email will serve as your signature on the document.**

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Graduate students may submit a petition to the Dean of Graduate Studies for an exception to University policies and regulations as specified in the Graduate Programs section of the University Catalog.

Complete all sections of the form. The form should be typed if at all possible; the information must be legible to GS staff in order to process it. Allow about two weeks for a response.

The demographic information is required, including your home address. A written response to the petition will be sent to the student's home address with a copy to his/her department. If additional information is required of the student, s/he will be contacted either by phone or email. If additional information is required from the department, GS staff will contact the department.

The **UNM Policy/Regulation** section should provide a brief description of the policy to which exception is requested. Some examples include: time to degree, leave of absence, excessive non-degree hours, etc. NOTE: Grade changes are administered by the Office of the Registrar. The Requested Action should describe the desired outcome, e.g. "a one-year extension of the 5-year time to degree requirement for doctoral students."

In the Reason section, explain why the policy exception is requested. The explanation should be thorough and provide sufficient information to allow for a full understanding of the request.

*Example One: (Extension of Time to Degree – PhD)* My original dissertation advisor left UNM and it took six months to find a new advisor. My new Advisor, Dr. Jones, requested that I redesign my study, which required additional research. I have completed the draft of the introduction and first two chapters of my dissertation but need additional time to complete the final chapter and conclusion. I have discussed my situation with Dr. Jones and we think a one-year extension would provide the time I need to complete the degree.

*Example Two: (Leave of Absence)* My doctor says that I have to have my left knee replaced. The surgery is scheduled for February 12 and the expected recovery time is 2 months. It isn't feasible for me to take classes this spring term, so I am asking for a leave of absence for spring and summer 2008. I plan on resuming my MS degree in Fall 2008.

A statement of departmental support must accompany each petition form. Check with your department to verify required signatures.

## Staying Informed, Becoming Involved

Keeping apprised of deadlines, regulations, and policies impacting the Graduate Programs can help graduate students have a more efficient and rewarding experience in their graduate programs. Consult the Graduate Students Deadlines Document that was emailed to you and is available on the website. Thus, all graduate students are encouraged to meet regularly with their committee chairs and committee members, with the directors of their programs, and with the graduate advisor, as well as to be involved with the English Graduate Student Association (EGSA) and other graduate student organizations both within and outside of the department. Being involved with the network of your professors and peers will help you face the difficult and sometimes daunting challenges of graduate study. The ACGS holds regular office hours throughout the school year to field questions about programs, courses, and careers. This senior faculty member also chairs the department's policy setting Graduate Committee, which includes a graduate student representative. The Graduate Advisor is a full-time staff member who knows what forms need to be filed and how and when to file them. All paperwork should go through the Graduate Advisor. The Committee on Studies and Dissertation Committee chairs, as well as the committee members, are there to offer useful intellectual and degree-oriented support. Students should set up regular meetings with these advisors to keep focused on immediate and long-term goals.

To keep in touch and to develop good practices of departmental citizenship, a sense of community, and collegiality, students should:

- ☼ Sign up for the LLSS Graduate Studies listserv [LLSS-S\\_G-L@list.unm.edu](mailto:LLSS-S_G-L@list.unm.edu) to stay current on many matters, including educational deadlines and social announcements.
- ☼ Read all emails from the department faculty and Tina Aranda, Coordinator of Academics.
- ☼ Keep handy and regularly consult the Graduate Student Deadlines Document.
- ☼ Join and attend meetings of English Graduate Student Association (EGSA) to become involved with ongoing graduate student projects and events: [egsa@unm.edu](mailto:egsa@unm.edu).
- ☼ Consult department bulletin boards to learn about colloquia, meetings, job offers, and developments.
- ☼ Meet regularly with committee chairs and members.
- ☼ Meet at least once a year with your Graduate Advisor to be sure that their files and your paperwork are completed and up-to-date for the next steps of your specific program.
- ☼ Attend and participate in departmental gatherings and our annual LLSS Student Social Event/Orientation.

## You're a Graduate Student in LLSS, Now What?

First Step: Set up your UNM NetID

Each student must create a UNM NetID. Your NetID and password provides access to various online services. You need a NetID to complete a wide variety of UNM services, including:

- Use your UNM email account
- Register for classes

- Buy a parking permit
- Take online classes via UNM Learn
- Check your financial aid
- Additional computer and network services.

When you create a NetID, a UNM email account is automatically created for you in this format: **<your netid>@unm.edu**.

Visit the following to create your NetID.

[NetID](#)

Second Step: Get your LoboCard

The Lobo Card allows you to:

- Check out materials from UNM libraries
- Receive discounts at the UNM Bookstore on specified items
- Attend athletic events
- Access Johnson Gym
- Take advantage of recreational services
- Access campus meal plans
- Pay at participating eateries on and off campus
- Access user-activated options for the card, including use as a bank debit card, ATM card, and telephone calling card

Visit the following to get your Lobo ID.

[LoboCard Website](#)





### Third Step: Setting up Health Coverage

Student Health and Counseling (SHAC) provides health and counseling services to all UNM students for nominal fees. Students are not required to have health insurance to be seen at SHAC. However, SHAC strongly recommends that all students have health insurance to help defray the costs of health care. Graduate Students with assistantships may receive health insurance as part of their assistantship package. Graduate students not covered by insurance—including international students—may still be eligible to enroll in the plan, but are responsible for costs.

[SHAC Website](#)

[Insurance](#)

### Fourth Step: Name and Address Change

Students are responsible for notifying the University of any changes in name or address. Addresses can be changed using Demographic Self-Service (DSS).

#### **To change your address:**

1. Log on to my.unm.edu with your NetID and password.
2. Click on the “Personal Information” link, then the “Addresses and Directory Information.” This will take you to a new page in which you can view and update your current address information, your general directory information, and your email information.

[Demographic Self-Serve](#)



### **FERPA Compliance/Student Confidentiality**

The University of New Mexico complies with the Family Educational Rights and Privacy Act (FERPA). Copies of and information about FERPA are available in the Records and Registration Office, Student Services Center, Room 250. Directory information may be released to the public unless the student has requested that information be withheld. Directory information includes: the student's name, address, e-mail address, telephone listing, date of birth, major field of study, full or part-time status, dates of attendance, degrees and awards received, most recent previous educational agency or institutions attended by the student, participation in official recognized activities and sports, and the weight and height of members of athletic teams. Students who wish to have “directory information” withheld must show a photo ID and submit a written request for such status to the Records and Registration Office in the Student Services Center, Room 250 by the end of late registration for any semester.

## **Appendix C Graduate Titles of Dissertations**

[Click Here for link](#)

## Appendix D: Faculty Credentials

(FOR USE IN CRITERION 5)

**Directions:** Please complete the following table by: **1)** listing the full name of each faculty member associated with the designated department/academic program(s); **2)** identifying the faculty appointment of each faculty member, including affiliated faculty (i.e., LT, TTI, TTAP, AD, etc.); **3)** listing the name of the institution(s) and degree(s) earned by each faculty member; **4)** designating the program level(s) at which each faculty member teaches one or more course (i.e., “X”); and **5)** indicating the credential(s) earned by each faculty member that qualifies him/her to teach courses at one or more program levels (i.e., TDD, TDDR, TBO or Other). Please include this template as an appendix in your self-study for Criterion 5A.

**\*Please add rows as necessary\***

**Name of Department/Academic Program(s):** Language, Literacy, and Sociocultural Studies Department

Name of Department/Academic Program(s): Language, Literacy, and Socio-cultural Studies Department					
Full First and Last Name	Faculty Appointment <u>Continuing</u> <ul style="list-style-type: none"><li>Lecturer (LT)</li><li>Probationary/Tenure Track - Instructor (TTI) or Asst. Prof. (TTAP)</li><li>Tenured - Assoc. Prof. (TAP), Prof. (TP), or Dist. Prof. (TDP)</li><li>Prof. of Practice (PP)</li></ul> <u>Temporary</u> <ul style="list-style-type: none"><li>Adjunct (AD)</li><li>Term Teacher (TMT)</li><li>Visitor (VR)</li><li>Research Faculty (RF)</li></ul>	Institution(s) Attended, Degrees Earned, and/or active Certificate(s)/Licensure(s)  (e.g., University of New Mexico—BS in Biology; University of Joe Dane—MS in Anthropology; John Doe University—PhD in Psychology; CPA License—2016-2018)  **Only Terminal Degree is Necessary**	Program Level(s) (Please leave blank or provide “N/A” for each level(s) the faculty <u>does not</u> teach at least one course.)		Faculty Credentials <ul style="list-style-type: none"><li>Faculty completed a terminal degree in the discipline/field (TDD);</li><li>Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field (TDDR);</li><li>Faculty completed a terminal degree outside of the discipline/field but earned 18+ graduate credit hours in the discipline/field (TDO); OR</li><li>Other (Explain)</li></ul>
1. Aijuan Cun	Probationary/Tenure Track - Asst. Prof. (TTAP)	State University of New York at Buffalo – PhD in Curriculum, Instruction, and the Science of Learning with a concentration in Literacy Education State University of New York at Fredoni – MA in Master of Science in Education	Undergraduate	x	TDDR: Faculty completed a terminal degree (PhD) in the discipline/field and have a record of research/scholarship in the discipline/field.
			Graduate	x	TDDR: Faculty completed a terminal degree (PhD) in the discipline/field and have a record of research/scholarship in the discipline/field.
			Doctoral	x	TDDR: Faculty completed a terminal degree (PhD) in the discipline/field and have a record of research/scholarship in the discipline/field.
2. Armando Garza Ayala	Asst. Prof. (TTAP)	Universidad Autónoma de Nuevo León – BA in Music and Instrumentation & BS in Architecture LaGrange College – M.Ed. in Curriculum & Instruction	Undergraduate	x	TDD: Faculty completed a terminal degree in the discipline/field
			Graduate	x	TDD: Faculty completed a terminal degree in the discipline/field

Full First and Last Name	<b>Faculty Appointment</b> <u>Continuing</u> <ul style="list-style-type: none"> <li>• Lecturer (LT)</li> <li>• Probationary/Tenure Track - Instructor (TTI) or Asst. Prof. (TTAP)</li> <li>• Tenured - Assoc. Prof. (TAP), Prof. (TP), or Dist. Prof. (TDP)</li> <li>• Prof. of Practice (PP)</li> </ul> <u>Temporary</u> <ul style="list-style-type: none"> <li>• Adjunct (AD)</li> <li>• Term Teacher (TMT)</li> <li>• Visitor (VR)</li> <li>• Research Faculty (RF)</li> </ul>	<b>Institution(s) Attended, Degrees Earned, and/or active Certificate(s)/Licensure(s)</b>  (e.g., University of New Mexico—BS in Biology; University of Joe Dane—MS in Anthropology; John Doe University—PhD in Psychology; CPA License—2016-2018)  <b>**Only Terminal Degree is Necessary**</b>	<b>Program Level(s)</b> (Please leave blank or provide “N/A” for each level(s) the faculty <u>does not</u> teach at least one course.)	<b>Faculty Credentials</b> <ul style="list-style-type: none"> <li>• Faculty completed a terminal degree in the discipline/field (TDD);</li> <li>• Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field (TDDR);</li> <li>• Faculty completed a terminal degree outside of the discipline/field but earned 18+ graduate credit hours in the discipline/field (TDO); OR</li> <li>• Other (Explain)</li> </ul>
		<b>University of Texas at San Antonio</b> – Ph.D. Culture, Literacy, and Language	Doctoral	x TDD: Faculty completed a terminal degree in the discipline/field
3. Ashley Dallacqua	Tenured - Assoc. Prof. (TAP)	<b>Otterbein College</b> – BA, English Literature & BS, Middle Childhood Education <b>The Ohio State University</b> – MA, Education, Teaching & Learning <b>The Ohio State University</b> – PhD, Education, Teaching & Learning	Undergraduate	x TDDR: Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field
			Graduate	x TDDR: Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field
			Doctoral	x TDDR: Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field
4. Carlos LópezLeiva	Tenured - Assoc. Prof. (TAP)	<b>Universidad Rafael Landívar</b> , Guatemala – BA in Educational Psychology <b>University of Illinois at Chicago</b> – M.Ed. in Special Education, with Bilingual Education Endorsement <b>University of Illinois at Chicago</b> – Ph.D in Curriculum Studies –Mathematics (Bilingual) Education	Undergraduate	x TDDR: Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field
			Graduate	x TDDR: Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field
			Doctoral	x TDDR: Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field
5. Christine Sims	Tenured - Assoc. Prof. (TAP)	<b>University of Albuquerque</b> – BS in Secondary Education, History <b>New Mexico State University</b> – MA in Education	Undergraduate	x TDDR: Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field

Full First and Last Name	<b>Faculty Appointment Continuing</b> <ul style="list-style-type: none"> <li>Lecturer (LT)</li> <li>Probationary/Tenure Track - Instructor (TTI) or Asst. Prof. (TTAP)</li> <li>Tenured - Assoc. Prof. (TAP), Prof. (TP), or Dist. Prof. (TDP)</li> <li>Prof. of Practice (PP)</li> </ul> <b>Temporary</b> <ul style="list-style-type: none"> <li>Adjunct (AD)</li> <li>Term Teacher (TMT)</li> <li>Visitor (VR)</li> <li>Research Faculty (RF)</li> </ul>	<b>Institution(s) Attended, Degrees Earned, and/or active Certificate(s)/Licensure(s)</b>  (e.g., University of New Mexico—BS in Biology; University of Joe Dane—MS in Anthropology; John Doe University—PhD in Psychology; CPA License—2016-2018)  <b>**Only Terminal Degree is Necessary**</b>	<b>Program Level(s)</b> (Please leave blank or provide “N/A” for each level(s) the faculty <u>does</u> <u>not</u> teach at least one course.)		<b>Faculty Credentials</b> <ul style="list-style-type: none"> <li>Faculty completed a terminal degree in the discipline/field (TDD);</li> <li>Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field (TDDR);</li> <li>Faculty completed a terminal degree outside of the discipline/field but earned 18+ graduate credit hours in the discipline/field (TDO); OR</li> <li>Other (Explain)</li> </ul>
		<b>University of California at Berkeley</b> – PhD in Literacy and Cultural Studies	Graduate	x	TDDR: Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field
			Doctoral	x	TDDR: Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field
6. Glenabah Martinez	Tenured - Assoc. Prof. (TAP)	<b>University of New Mexico</b> – BA in Secondary Education with emphasis in Social Studies <b>University of New Mexico</b> – MA in Secondary and Adult Teacher Education <b>University of Wisconsin, Madison</b> – Ph.D. Curriculum and Instruction & Composite Minor (Educational Policy Studies and Rural Sociology)	Undergraduate	x	TDDR: Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field
			Graduate	x	TDDR: Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field
			Doctoral	x	TDDR: Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field
7. Jiameng Gao	Visitor (VR)	<b>University of Florida</b> – Ph.D. in Curriculum and Instruction <b>University of Pennsylvania</b> – MS.Ed. in TESOL <b>Beijing International Studies University</b> – Teaching Chinese as Foreign Language	Undergraduate	x	TDDR: Curriculum and Instruction (Ph.D. degree)
			Graduate	x	TDD: TESOL (M.S.Ed. degree)
			Doctoral	x	TDO: TESOL (18+ graduate credits) Linguistics (18+ graduate credits) Teacher Education (18+ graduate credits)
8. Mary Rice	Tenured - Assoc. Prof. (TAP)	<b>Brigham Young University</b> – MA in Teacher Education	Undergraduate	x	TDDR: Curriculum & Teaching (PhD degree)
			Graduate	x	TDD: Teacher Education (MA degree)

Full First and Last Name	Faculty Appointment <u>Continuing</u> • Lecturer (LT) • Probationary/Tenure Track - Instructor (TTI) or Asst. Prof. (TTAP) • Tenured - Assoc. Prof. (TAP), Prof. (TP), or Dist. Prof. (TDP) • Prof. of Practice (PP) <u>Temporary</u> • Adjunct (AD) • Term Teacher (TMT) • Visitor (VR) • Research Faculty (RF)	Institution(s) Attended, Degrees Earned, and/or active Certificate(s)/Licensure(s)  (e.g., University of New Mexico—BS in Biology; University of Joe Dane—MS in Anthropology; John Doe University—PhD in Psychology; CPA License—2016-2018)  **Only Terminal Degree is Necessary**	Program Level(s) (Please leave blank or provide “N/A” for each level(s) the faculty <u>does</u> <u>not</u> teach at least one course.)		Faculty Credentials • Faculty completed a terminal degree in the discipline/field (TDD); • Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field (TDDR); • Faculty completed a terminal degree outside of the discipline/field but earned 18+ graduate credit hours in the discipline/field (TDO); OR • Other (Explain)
		Brigham Young University– MA in English University of Kansas– PhD in Curriculum and Teaching	Doctoral	x	TDO: Literacy (18+ graduate credits) TESOL (18+ graduate credits) English (18+ graduate credits)
9. Pisarn Chamcharatsri	Tenured - Assoc. Prof. (TAP)	Bangkok University – BA in English Bangkok University – MA in Advertising Indiana University of Pennsylvania – MA in TESOL Indiana University of Pennsylvania –PhD in Composition and TESOL	Undergraduate	x	TDDR: Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field
			Graduate	x	TDDR: Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field
			Doctoral	x	TDDR: Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field
10. Tryphenia Peele Eady	Prof. (TP)	University of North Carolina – Chapel Hill – BA in Elementary Intermediate Education Claremont Graduate University – MA in Education Claremont Graduate University – PhD in Linguistics & Anthropology	Undergraduate	x	TDDR: Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field
			Graduate	x	TDDR: Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field
			Doctoral	x	TDDR: Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field
11. Vincent Werito	Tenured - Assoc. Prof. (TAP)	Fort Lewis College – BA in Southwest Studies, BA in Bicultural Studies/Teacher Education	Undergraduate	x	TDDR: Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field

Full First and Last Name	Faculty Appointment <u>Continuing</u> <ul style="list-style-type: none"><li>Lecturer (LT)</li><li>Probationary/Tenure Track - Instructor (TTI) or Asst. Prof. (TTAP)</li><li>Tenured - Assoc. Prof. (TAP), Prof. (TP), or Dist. Prof. (TDP)</li><li>Prof. of Practice (PP)</li></ul> <u>Temporary</u> <ul style="list-style-type: none"><li>Adjunct (AD)</li><li>Term Teacher (TMT)</li><li>Visitor (VR)</li><li>Research Faculty (RF)</li></ul>	Institution(s) Attended, Degrees Earned, and/or active Certificate(s)/Licensure(s)  (e.g., University of New Mexico—BS in Biology; University of Joe Dane—MS in Anthropology; John Doe University—PhD in Psychology; CPA License—2016-2018)  **Only Terminal Degree is Necessary**	Program Level(s) (Please leave blank or provide “N/A” for each level(s) the faculty <u>does</u> <u>not</u> teach at least one course.)		Faculty Credentials <ul style="list-style-type: none"><li>Faculty completed a terminal degree in the discipline/field (TDD);</li><li>Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field (TDDR);</li><li>Faculty completed a terminal degree outside of the discipline/field but earned 18+ graduate credit hours in the discipline/field (TDO); OR</li><li>Other (Explain)</li></ul>
		University of New Mexico – MA in Secondary Education University of New Mexico – PhD in Language, Literacy and Sociocultural Studies	Graduate	x	TDDR: Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field
			Doctoral	x	TDDR: Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field
12. Yoo Kyung Sung	Prof. (TP)	Western Oregon University – MS in Early Childhood Education The University of Arizona – PhD in Language, Reading, and Culture	Undergraduate	x	TDDR: Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field
			Graduate	x	TDDR: Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field
			Doctoral	x	TDDR: Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field

## Appendix E: Peer Comparison Template

(FOR USE IN CRITERION 7)

With the understanding that not all programs are included in every peer institution, the APR Office recommends selecting **3 peer institutions** to use as comparisons.

	Total University Enrollment	Unit Graduate Degrees/Certificates Offered	Unit Graduate Student Enrollment	Total # of Unit Faculty	Status/Ranks/Comparisons (i.e., program goals, curriculum, faculty, and students, etc.)	Other (please specify)
<b>PEER INSTITUTIONS</b>	54,058	<ul style="list-style-type: none"> <li>• MA</li> <li>• 2 MS dual degrees</li> <li>• PhD</li> </ul>	<ul style="list-style-type: none"> <li>• 18-MA</li> <li>• 10-MS dual degrees</li> <li>• 7-PhD</li> </ul>	215		
<b>University of New Mexico</b>	26,814	<ul style="list-style-type: none"> <li>• 1 MA with 5-6 concentrations (in Bil. Ed., TESOL, ETSS, American Indian Ed., Literacy, &amp; Soc Studies)</li> <li>• 2 PhD in Ed. Ling., &amp; LLSS</li> <li>• 1 Grad Certificate in TESOL</li> <li>• 1 Grad Minor in Literacy</li> <li>• 2 UG Minors in TESOL &amp; Bil. Ed.</li> </ul>	<ul style="list-style-type: none"> <li>• 1 MA with 5 concentrations (22 students)</li> <li>• 2 PhD (84 students)</li> <li>• 1 Grad Certificate (4)</li> <li>• 1 Grad Minor</li> <li>• 2 UG Minors (# students not tracked) (2056 of SCH)</li> </ul>	159 in COEHS 12 in LLSS	Rank: #236 Global # 86 COE Interdisciplinary, Qualitative Research Methods, American Indian Education, Educational Linguistics, Endorsements., Critical Whiteness Studies, Critical Literacy	
<b>New Mexico State University</b>	21,797 entire system, 14,227 at campus in Las Cruces	-MA and Ed.D. in Ed. Admin. -MA, or Ph.D. I Education with a concentration in Bil Ed; Multicul. Ed.; Early Childhood Ed; Ed. & Design in Learning Technology; Lang, Literature, & Culture; and TESOL; -MA in SPED. -Certificates-in alternative licensure ;Cert in Ed and Design in Learning; Visual impairment;	3,641 students in the College of Education; 1,051 Grad students in Health, Ed & Social Transformation; and 905 students in Teacher Preparation Administration and leadership, 552 UG and 353 Grad students	36 in Teacher Preparation Administration and leadership	Rank: #296 as a university, #121 rank as a college of Education, #214 as a college of Ed by the US news Slightly a larger faculty, similar curriculum and endorsements. This comparison is only with LLSS; when we include faculty from Teacher	



	Total University Enrollment	Unit Graduate Degrees/Certificates Offered	Unit Graduate Student Enrollment	Total # of Unit Faculty	Status/Ranks/Comparisons (i.e., program goals, curriculum, faculty, and students, etc.)	Other (please specify)
		and in Autism. -Endorsements			Education, Early Childhood and other programs at the UNM COEHS there are greater number of faculty.	
<b>The University of Texas at Austin</b>	53,082	- MA and PhD in Bil. Ed. -MA & PhD in cultural studies -MA, MEd, and PhD in Early Childhood Ed -MEd in Lang and Literacy Studies -MEd and PhD in Teacher Leadership -PhD in Lang and Literacy Studies -MA & PhD in Learning Technologies -MEd, MA, and PhD in PETE -MA & PhD in Social Studies Ed -MEd with Sec Ed Soc Studies Cert -MA in Teacher Leadership	Curriculum & Instruction Dep 99 students 693 students in Ed School	-223 in Ed. School, 101 t/tt 122 non tt -7 in Lang & Lit SS -9 in Bil Ed -4 in cultrl. studies -3 in Soc Studies	Rank: # 8 Education School # 12 Curriculum & Instruction Dep 5 PhD, 7 MA degrees, 5 MEd programs. Its structure is like the COEHS at UNM. 99 Students in C&I, larger body of faculty, double of faculty in LLSS (23-12) in programs similar to UNM.	
<b>University of Arizona</b>	53,187	-MA Teaching, Learning in Industry -MA in Teaching, Learning and Sociocultural Studies -PhD in Teaching, Learning, and Sociocultural Studies -PhD in Children's and Young Adult Literature	521 in College of Education 85 in PhD in Teaching, Learning & Sociocultural Studies	121 in Teaching and Learning	Rank: #58 Education # 115 Much larger program. Several MA & MEd degrees. Also 2 PhD and 2 endorsements. Similar number of PhD students as in LLSS. Much larger body of faculty.	

	Total University Enrollment	Unit Graduate Degrees/Certificates Offered	Unit Graduate Student Enrollment	Total # of Unit Faculty	Status/Ranks/Comparisons (i.e., program goals, curriculum, faculty, and students, etc.)	Other (please specify)
		-MA Children's and Young Adult Literature -MEd in Humanizing & Culturally Affirming Teacher (Sec Ed) Cert. -MA in Lang, Reading and Culture -MEd Teach Arizona Program Elementary -Bilingual or ESL endorsement				

Before are included a general description of each department based on information shared on its website.

#### **UNM-LLSS**

A multidisciplinary department committed to the study of the social and political contexts of education; a scholarly inquiry using qualitative, critical, and innovative research methodology; valuing differences of class, race, ethnicity, language, gender, sexual orientation, disability, and age as sources of leadership and expertise; and creating a community of educators devoted to social justice.

#### **NMSU- Teacher Preparation Administration and leadership,**

A key dimension of the program includes the advancement of issues related to equity and social justice by encouraging participants to serve as advocates for bilingual children, their families and communities. Its mission is to provide advanced practical training to prepare effective professional educators, classroom teachers and school leaders, to promote meaningful outcomes in schools and communities by becoming outstanding, effective servant-leader educators and social change agents towards equity, social change, and social justice.

#### **UT-Austin: Curriculum & Instruction Dep**

The Department of Curriculum and Instruction offers several master's and doctoral degrees that prepare graduate students for careers in teaching and leadership positions that promote equity and excellence in the education of diverse communities. Our programs focus on preparing teachers in a variety of disciplines with roots in sociocultural foundations and curriculum theory, as well as critical pedagogies and other innovative and democratic approaches to teaching and learning.

The department values innovation and builds upon the strengths of cultural and linguistic diversity.

Bilingual Ed: Learn to teach students of linguistically- and culturally-diverse backgrounds inside of bilingual classrooms. This major prepares students to teach in the areas of biliteracy, math, science, and social studies through a sociocultural awareness. Fluency in Spanish is required before starting the program.

### **UofArizona- Teaching, Learning & Sociocultural Studies**

We are a diverse community of internationally recognized faculty with a commitment to equity, access, and social justice. Our programs include literacy acquisition, sociocultural theory, Indigenous education, heritage-language revitalization, the study of households and community settings, children's and adolescent literatures and literacy, science and mathematics education, environmental learning and sustainability, curriculum theory, classroom organization and management, and teacher education and development.

## **Appendix F Assessment Plans and Reports**

[Click here for link](#)

## Appendix G LLSS Master's Level Comprehensive Examinations Decision Guide for Faculty

After you read a student's comprehensive examination, circle characteristics below that characterize the quality of the paper. After you circle the characteristics, circle an overall score and describe any other factors not listed that entered into your score decision.

STUDENT:

FACULTY:

Needs Improvement	Acceptable	Outstanding
Argument is difficult to follow and/or understand.	Argument is articulated well but may have several places where connections are difficult to follow.	Argument is clearly articulated. Each part builds upon earlier parts.
Organization is confusing or it is organized as a list of summarized scholarship around a topic.	Thoughtful claims are supported by reasonable interpretations of scholarship.	New insight is created through analysis and/synthesis of scholarship.
Scholarship is inaccurately cited, quoted, or summarized.	Scholarship is accurately cited, summarized and/or quoted.	Scholarship is seamlessly integrated into the argument.
Accounts of personal experience or descriptions of findings are not situated within existing scholarship. I didn't see a lot of personal experience, just a references to the fact that you are a teacher.	Data or reflection on personal experience is explained by existing scholarship.	Synthesis of existing scholarship provides a critical lens for analyzing personal experience or data.
Style deviates from style guidelines (APA, MLA, Chicago, etc.) in ways that would prevent publication.	Chosen style (APA, MLA, Chicago, etc.) is followed with a few unobtrusive deviations.	Use of chosen style is publishable.
Significant errors in language usage.	Language usage is acceptable for final editing phase. Errors are minimal and do not interfere with flow of reading.	Language usage is eloquent, and of publishable quality.

SCORE (Circle one)

Does Not Pass Pass

Pass with Distinction

Other factors that influenced my decision (Use back if necessary):

## Appendix H Criteria for admission into the Ph.D. Program

LLSS Ph.D. Applicant Review

Reasons for Denying Admission and Recommendations for Future Action, LLSS Ph.D.

Summary of Candidate Application Materials

Criteria for admission into the Ph.D. Program

LLSS Ph.D. Applicant Review: Summary of Candidate Application Materials

Applicant Name: \_\_\_\_\_ Reviewer Name(s): \_\_\_\_\_

Remember: Your notes should list important evidence from each document in the file to support your rating. When completed, place in candidates file.

	<b>A. Evidence of Substance</b>	<b>B. Evidence of Experience</b>	<b>C. Evidence of Expressive Ability</b>
Letter of Intent			
Resume			
Transcripts	Estimated GPA  Relevant prior course work		
Letters of Recommendation	Estimated summary of rankings I III		
First & Second Expressive Exhibit			
Rating 1	Outstanding Acceptable Unacceptable Not enough data	Outstanding Acceptable Unacceptable Not enough data	Outstanding Acceptable Unacceptable Not enough data

Have you had contact with the candidate? \_\_\_\_\_ Yes \_\_\_\_\_ No. If yes, please summarize on back. Recommended working group/faculty members for further review:

**Reviewer Names (at least two):**

**A. Substance:** Outstanding    Acceptable    Unacceptable    Not enough data

*Check reason(s) for Outstanding or Unacceptable ratings.*

\_\_\_\_ Demonstrated ability to think critically about education and his/her professional experiences.

\_\_\_\_ Demonstrated ability to think critically about culture generally and his/her own culture specifically.

\_\_\_\_ Demonstrated ability to do graduate level coursework.

**B. Experience:** Outstanding    Acceptable    Unacceptable    Not enough data

*Check reason(s) for Outstanding or Unacceptable ratings.*

\_\_\_\_ Personal experience that applicant brings to LLSS.

\_\_\_\_ Community and professional expertise that applicant brings to LLSS.

**C. Expressive Ability:** Outstanding    Acceptable    Unacceptable    Not enough Data

*Check reason(s) for Outstanding or Unacceptable ratings.*

\_\_\_\_ Demonstrated ability to organize and express ideas in academic writing.

\_\_\_\_ Demonstrated ability to organize and express ideas in another mode of expression.

**D. Compatibility:** Outstanding    Acceptable    Unacceptable    Not enough data

*Check reason(s) for outstanding or Unacceptable ratings.*

\_\_\_\_ How goals and background fit the mission of LLSS.

*Recommendation:*

*Check one.*

\_\_\_\_ Admit. Recommendation(s) for advisor:



\_\_\_\_ Do not admit. Please complete Reasons for Denying Admission and Recommendations for Future Action form.

\_\_\_\_ Refer to Graduate Committee for further review.

**Reasons for Denying Admission and Recommendations for  
Future Action, LLSS Ph.D., Spring, 2016**

**Candidate Name:**

**Reviewer Names (at least two):**

*Check at least one reason and one recommendation for each denied admission. You may add other reasons and recommendations by writing them beside the appropriate category.*

*Reasons*

**Substance - You need to demonstrate stronger ability to:**

\_\_\_\_ Think critically about education and your professional experiences.

\_\_\_\_ Think critically about culture generally and your own culture specifically.

\_\_\_\_ Do graduate level course work.

*Experience*

\_\_\_\_ Your community, professional, and/or personal experiences do not sufficiently prepare you for study in LLSS.

*Expressive Ability*

\_\_\_\_ You need to demonstrate stronger ability to organize and express ideas in academic writing and/or other forms of expression.

*Compatibility*

\_\_\_\_ Your research goals are not sufficiently aligned with the mission of LLSS.

\_\_\_\_ Your academic, professional, or personal background has not sufficiently prepared you for study in LLSS.

\_\_\_\_ At this time, faculty members that can assist you in your research pursuits are not available.

*Recommendations - We recommend that you:*

\_\_\_\_ Seek other programs of study.

\_\_\_\_ Reapply at a later date.

\_\_\_\_ Take graduate level courses to improve your ability to think critically and  
reapply at a later date.

\_\_\_\_ Seek assistance with your academic writing and reapply at a latter date.

\_\_\_\_ Clarify your learning and research goals and reapply at a later date.

## **Appendix I Acceptance/Denial Letter**

[Click here for link](#)

## Appendix J

### LLSS Faculty 2016-2023

#	Name	Rank as of 2016	Time in LLSS in 2016	Rank as on 2023	Time in LLSS in 2024
1	Ricky Allen	Associate Professor	14	Resigned	N/A
2	Rebecca Blum-Martinez	Professor	21	Retired	N/A
3	Greg Cajete	Associate Professor	21	Retired	N/A
4	Sylvia Celedon-Pattichis	Professor	17	Resigned	N/A
5	Pisarn (Bee) Chamcharatsri	Assistant Professor	4	Associate Professor	12
6	Carlos LópezLeiva	Assistant Professor	5	Associate Professor	13
7	Holbrook Mahn	Professor	19	Retired	N/A
8	Glenabah Martinez	Associate Professor	14	Associate Professor	22
9	Lois Meyer	Professor	16	Retired	N/A
10	Rick Meyer	Professor	16.5	Retired	N/A
11	Tryphenia Peele-Eady	Associate Professor	9	Professor	17
12	Lucretia (Penny) Pence	Associate Professor	19	Retired	N/A
13	Christine Simms	Associate Professor	17	Associate Professor	25
14	Yoo Kyung Sung	Associate Professor	7	Professor	15
15	Ruth Trinidad Galvan	Associate Professor	14	Passed Away	N/A
16	Vincent Werito	Assistant Professor	6	Associate Professor	14
17	Don Zancanella	Professor	28	Retired	N/A

#	Name	Rank as of 2016	Time in LLSS in 2016	Status As on 2023	Time in LLSS in 2024
1	Pisarn (Bee) Chamcharatsri	Assistant Professor	4	Associate Professor	12
2	Aijuan Cun	N/A	N/A	Assistant Professor	4
3	Ashley Dallacqua	N/A	N/A	Associate Professor	8
4	Armando Garza Ayala	N/A	N/A	Assistant Professor	4
5	Jiameng Gao	N/A	N/A	Visiting Lecturer III	1
6	Carlos LópezLeiva	Assistant Professor	5	Associate Professor	13
7	Glenabah Martinez	Associate Professor	14	Associate Professor	22
8	Tryphenia Peele-Eady	Associate Professor	9	Professor	17
9	Mary F. Rice	N/A	N/A	Associate Professor	
10	Christine Simms	Associate Professor	17	Associate Professor	25
11	Yoo Kyung Sung	Associate Professor	7	Professor	15
12	Vincent Werito	Assistant Professor	6	Associate Professor	14

[Click here for link](#)

## **Appendix K Intersections Journal**

## **Appendix L Faculty CVs**

[Click here for link](#)