

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1263**

Fields marked with * are required

Name of Initiator: Holbrook Mahn **Email:** hmahn@unm.edu **Phone Number:** 505 277-5887 **Date:** 09-10-2013

Associated Forms exist? Initiator's Title
Faculty Contact Administrative Contact
Department Admin Email
Branch Admin Phone

Proposed effective term

Semester Year

Course Information

Select Appropriate Program
Name of New or Existing Program
Select Category Degree Type
Select Action

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.

See current catalog for format within the respective college (upload a doc/pdf file)

[Program Requirements Proposed & Current .docx](#)

Does this change affect other departmental program/branch campuses? If yes, indicate below.

Reason(s) for Request (enter text below or upload a doc/pdf file)

[Reasons for Changes.docx](#)

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications.(upload a doc/pdf file)

[Justification & Workload.docx](#)

Are you proposing a new undergraduate degree or new undergraduate certificate? If yes, upload the following documents.

Upload a two-page Executive Summary authorized by Associate Provost. (upload a doc/pdf file)

Upload memo from Associate Provost authorizing go-ahead to full proposal. (upload a doc/pdf file)

Program Requirements (Proposed)

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:

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):

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.

Program Requirements (Current)

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 and the coordinator of the Educational Linguistics faculty.

Each Program of Studies will meet the following 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)
 - a. At least the following specific core courses in Linguistics (24 hours):
 1. Phonology
Ling 504: Phonological Analysis
AND EITHER:
Ling 502: Generative Theories of Phonology
OR
Ling 503: Phonological Representation
 2. Grammar
Ling 522: Grammatical Analysis
Ling 523: Functional Syntactic Theories
 3. Sociolinguistics
Ling 531: Language in Society
An advanced course in sociolinguistics
 4. Psycholinguistics
Ling 567: Psychology of Language
An advanced course in Psycholinguistics
 - b. At least 24 hours in the College of Education, including LLSS 640: Seminar in Language/Literacy and LLSS 645: Advanced Seminar in Foundations of Education. Courses selected in the College of Education should supplement and strengthen the student's professional preparation in education, educational research, and the area of research focus, and should be selected in conjunction with the student's advisor and Committee on Studies. Appropriate courses are likely to be found in the following program units in the Department of LLSS or other departments in the COE (but are not limited to these):
 - Bilingual/TESOL Education
 - Early Childhood Multicultural Education
 - Educational Thought and Sociocultural Studies
 - Organization Learning and Instructional Technologies (OLIT)
 - Educational Psychology (EdPsy)
- Recommended courses depend on the student's focus area and academic background, but may include:
- LLSS 482: Teaching English as a Second Language
 - LLSS 503: Research in Bilingual Classrooms and Communities
 - LLSS 532: The Reading Process
 - LLSS 545 Spanish-English Bilingualism
 - LLSS 551: History of American Indian Education

- LLSS 556: 1st and 2nd Language Development in Cultural Contexts
- LLSS 557: Language, Culture, and Mathematics
- LLSS 558: Literacy Across Cultures
- LLSS 559: Second Language Literacy
- LLSS 560: Language and Education in Southwest Native American Communities
- LLSS 564: Issues in American Indian Education
- LLSS 566: Issues in Hispanic Education
- LLSS 568: Alternative Assessment Practices for English Language Learners
- LLSS 580: Seminar in the Education of the Bilingual Student
- LLSS 582: Curriculum Development in Multicultural Education
- LLSS 583: Education Across Cultures in the Southwest
- LLSS 593: Seminar in Bilingualism and Language Education
- LLSS 593: Global English Issues
- LLSS 593: Discourse Analysis in Cultural Context
- LLSS 614: Vygotsky Seminar

c. The student must display competence at conducting research within her/his area of focus, as determined by the Committee on Studies. At a minimum, research courses should include one (1) course in Statistics (e.g. Ed Psych 502: Survey of Statistics in Education or a similar course) and two (2) courses in Advanced Research Methods in Linguistics and/or Education. Possible research methods courses may include, but are not limited to these:

- LING 506: Experimental Phonetics
- LING 513: Linguistics Field Methods
- LING 529: Discourse Analysis
- LING 569: Experimental Psycholinguistics
- LLSS 502: Naturalistic Inquiry
- LLSS 567: Home Literacy & Schooling
- LLSS 593: Discourse Analysis in Cultural Context
- LLSS 605: Qualitative Research in Education
- LLSS 623: Ethnographic Research in the Classroom

d. At least 24 hours in an area of focus in Educational Linguistics

e. At least three of the seminars you select must be taught by members of the Educational Linguistics concentration faculty or visiting faculty, as approved by the Committee on Studies.

f. At least 24 hours taken at UNM.

g. A maximum of 45 hours transferred from other institutions.

h. At least 18 hours at the 500 or 600 level.

i. No more than 24 hours in 'problems, readings, or workshops'.

2. 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.

3. At least 18 hours of dissertation (699); no more than 9 hours in each semester.

The changes to the Program Requirements for the doctoral program in Educational Linguistics, which were approved at an Educational Linguistics faculty meeting on March 25, 2013 are being proposed for the following reasons, which are listed in the order that they appear in the attached revised Program Requirements:

1. To outline clearly for students the way that requests for transferring will be handled.
2. To clarify how students may apply courses to meet the 72 hour requirement.
3. To clarify what core courses are required by consolidating them in one section. Previously, the core courses were separated into a section of Linguistics core courses, LLSS core courses, and research courses.
4. To change the number of required Linguistic courses from 6 to 4. The motivation for this change came from Educational Linguistics students whose main focus was on teaching English as a second or foreign language and wanted to take more methods courses in LLSS in place of additional Linguistics courses, since many of them had taken Linguistics courses in their undergraduate programs. The Educational Linguistics faculty felt that reducing the required Linguistics courses from 6 to 4 would allow students more flexibility and at the same time provide a solid foundation in the four key areas of Linguistics.
5. The change in the Area Electives was precipitated by moving the LLSS core courses out of this category and listing them under the core courses. The requirement that no more than 12 hours of the 24 area electives be taken in any one department was added to make sure that the integrity of the interdisciplinary character of the Educational Linguistics program be maintained and at the same time afford students flexibility to pursue their own areas of interest. The list of LLSS courses was eliminated because this section no longer is just for courses in the College of Education, but across a number of departments.
6. The section on research was eliminated because research courses were moved to the core courses sections and further covered in the Area Electives section.
7. Under the Area of Focus section, language was added to help students see the importance of working with their advisor and/or the Committee on Studies as they plan out their program of studies.
8. The section "e" was eliminated because it was no longer necessary. This requirement was put in during the early days of the Educational Linguistics program, when the program was getting started and addressed the possibility that a student could take courses in the COE and Linguistics without taking a course from Educational Linguistics faculty. This requirement was adopted to make sure that students were taking courses with Educational Linguistics faculty. With the development of the program, the increased number of faculty members affiliated with it, and the advisement that students are receiving, the faculty felt that this requirement is no longer necessary.

This Form C is a revision of an existing, established program. The only impact on long-range planning will be to make sure that the core Linguistics courses are scheduled and coordinated with the LLSS core seminars and sequenced so that students are able to take them in a timely fashion. There are no budgetary or faculty workload implications since the number of Educational Linguistics students enrolled in the core Linguistics courses have not been a determining factor in whether those courses make.