

Economics

ECON 500. Economic Analysis. Microeconomics and Macroeconomics for graduate students with limited preparation in economics. Microeconomics topics include supply and demand, consumer theory, resource markets, production and costs and market structure. Macroeconomics topics include national income accounting, inflation and unemployment, monetary and fiscal policy and international trade. **Prerequisite: College Algebra or equivalent.** (3)

ECON 512. Comparative Analysis Using Managerial Economics. Application of microeconomic theory to problems confronting managers and the business firm; estimation and forecasting for demand, cost, production; output and price determination and capital budgeting. **Prerequisite: ECON 201 and 202. A required course.** Fall only. (3)

ECON 580. Economics Workshop. Theory and practical application of a relevant economics topic. (1-3)

Education

EDUC/COUN 500. Methods of Research. This course will acquaint the beginning graduate student with the nature and significance of research; enables the student to read, evaluate, and apply research results and techniques; give some understanding of the meaning and spirit of research; give some experience in studying and preparing research reports. This course is required of all Master of Arts and Master of Arts in Teaching degree candidates. (3)

EDUC 503. Action Research. This course is designed to assist graduate students in teacher education programs to develop the knowledge and skills necessary for beginning action researchers to engage in small-scale school based projects. The course includes theoretical and practical skills in developing proposals for action research projects. (1-3).

EDUC 505. Exploratory Field Experience - Elementary. Multi-level, multi-discipline field experience; includes a weekly seminar. **Take after or concurrently with EDUC 506.** (1-3)

EDUC 506. History and Philosophy of Education. A survey of the rise of educational practice as it has been interrelated with changes in social and educational philosophy, research, and cultural conditions in the United States. **Take prior to or concurrently with EDUC 505 or 507 or 564.** (3)

EDUC 507. Exploratory Field Experience - Secondary. Multi-level, multi-discipline field experience; includes a weekly seminar. **Take concurrently with EDUC 506.** (1-3)

EDUC 534. Integration of Technology into Curriculum. Focus on technology as a vehicle for creating student-centered learning environments. Areas of discussion will be content, skills and ways to use a variety of technology to supplement and enhance school curriculum. **Prerequisite: EDUC 402 or other computer class as approved.** (3)

EDUC 536. Classroom Management. Focuses on preparing prospective teachers to manage their classroom. Through instructor facilitation and group discussion, preventative and curative methods in classroom management will be taught, and utilized in the concurrent practice teaching experience (EDUC 592 or 594). **Permission required. All core/professional courses must be taken prior to Classroom Management. Prerequisites: EDUC 506 and EDUC 570 or 571.** (3)

EDUC 545. Professional Development - Intensive Writing. Designed to assist entering graduate students improve their analytical writing skills. The course helps under-prepared students master the skills necessary for writing intensive courses. (3)

EDUC/COUN 550. Basic Training in Choice Theory and Reality Therapy. Introduces students to basic concepts and practices in Choice Theory and Reality Therapy; first in a sequence of four courses that will prepare students for certification by The William Glasser Institute. Enables students to begin to practice effective CT/RT techniques in classroom, counseling, and management settings. (3)

EDUC/COUN 551. Basic Practicum in Choice Theory and Reality Therapy. Engages students in concentrated practice of the basic concepts of Choice Theory and Reality Therapy; face to face practice with the instructor and students in small groups; second in a sequence of four courses that will prepare students for certification by The William Glasser Institute. (3)

EDUC/COUN 552. Advanced Training in Choice Theory and Reality Therapy. Introduces students to advanced concepts and practices in Choice Theory and Reality Therapy; third in a sequence of four courses that will prepare students for certification by The William Glasser Institute. It will enable students to practice advanced CT/RT techniques in classroom counseling, and management settings. (3)

EDUC/COUN 553. Advanced Practicum in Choice Theory and Reality Therapy. Engages students in concentrated practice of the advanced concepts of Choice Theory and Reality Therapy; face to face practice with the instructor and students in small groups; fourth in a sequence of four courses that will prepare students for certification by The William Glasser Institute. (3)

EDUC 564. TEP Field Experience. Multi-level, multi-discipline field experience and seminar concerning the Teacher Education Program. **Must be taken prior to or concurrently with EDUC 506.** (1)

EDUC 570. Elementary Curriculum and Instruction. Examination and exploration of elementary curriculum to influence understanding and behavior. Provides practical experience in designing curricula to meet state mandates as well as community needs. Includes field experience and supervision. **Prerequisite: EDUC 505 or 564, EDUC 506 and admission to Teacher Education Program.** (6-8)

EDUC 571. Secondary Curriculum and Instruction. Exploration of the influence of curriculum on understanding and behavior. Examination of historical settings and significance of curricular design. Provides practical experience in designing curricula to meet community needs and state mandates. Includes 30 hours field experience in teaching fields. **Prerequisites: EDUC 506, EDUC 50 or 564 and admission to Teacher Education Program.** (3)

EDUC 572. Elementary Methods and Curriculum I. Focuses on examination of elementary school curriculum and methods for Social Studies, Language Arts, Fine Arts, and Career Readiness. Provides experience in designing curricula to meet NM Standards and Benchmarks and community needs. Includes 15 hours field experience. **Prerequisites: EDUC 505 or 564, 506 and admission to Teacher Education Program.** (3-4)

EDUC 573. Elementary Methods and Curriculum II. Focuses on examination of elementary school curriculum and methods for Mathematics, Science, Health, and PE. Provides experience in designing curricula to meet NM Standards and Benchmarks and community needs. Includes 15 hours field experience. **Prerequisites: EDUC 572.** (3-4)

EDUC 574. Classroom Assessment. Course focuses on preparing teachers to assess student classroom performance from a curriculum/instruction perspective, including informal evaluations, teacher-made tests, authentic and portfolio assessments, and nationally normed and standardized tests. **Prerequisites: EDUC 506, EDUC 507 or 564 and admission to Teacher Education Program.** (3)

EDUC 580. Education Workshop. Workshops are provided in current educational theory and practice for school personnel in the areas of elementary or secondary education. (1-3)

EDUC 592. Practice Teaching - Elementary. This is a one semester course of supervised classroom experience as a practice teacher in a public elementary school and involves a full time assignment with licensed educational personnel supervision. Attendance of a seminar is also a course requirement. Seminars will emphasize teaching methods, ethics, multiculturalism, and tutoring coaching. Permission required. **All Core Professional courses must be completed prior to registering for Practice Teaching.** (1-6)

EDUC 594. Practice Teaching - Secondary. A one semester course of supervised classroom experience as a practice teacher in a public secondary school and involves a full time assignment with licensed educational personnel supervision. Attendance of a seminar is also a course requirement. Seminars will emphasize teaching methods, behavioral management, ethics, multiculturalism, and tutoring. **Permission required. All Core/Professional courses must be completed prior to registering for Practice Teaching.** (1-6)

EDUC 598. Education Thesis. (6)

Educational Leadership

EDL 520 Curriculum, Instruction, and Program Leadership. Fundamentals of curriculum and program development for national/state accreditation, including criteria to guide decision making, using specific models and processes emphasizing action research in curriculum pedagogy, assessment, and technology. (3)

EDL 523 Professional Development and Assessment. An intensive process that focuses on the educational leader's role in faculty professional development, collaboration, performance assessment, and coaching for improved student achievement. (3)

EDL 524 Characteristics of Effective Leadership. Emphasis is placed upon leadership across and among cultures. A thorough review of leadership styles, habits, personal attributes, and potential for professional leadership will be experienced. (3)

EDL 525 Education in a Pluralistic Society. A review of the educational perspectives, intent, practices, and issues in a multicultural society will be examined, including but not limited to, race, language, culture, ethnicity, gender, and special needs. (3)

EDL 526 Educational Leadership in the Public Domain. The evolution of education practices, organizations, governance, politics, and technology is examined. Emphasis is placed upon the inter-relationship of culture, governance, and community relations. Problems and issues in developing an effective educational environment, including conflict resolution and communication skills are addressed. (3)

EDL 530 Resource Management. Identifies the responsibilities of educational leaders in the management of financial, physical, and human resources that support educational objectives, including grant writing and funding proposals. (3)

EDL 545 Current Educational Trends and Issues. This course is designed for Educational Leadership candidates to pursue selected trends and issues in education via a seminar arrangement. Leadership candidates will have the opportunity to apply prior educational knowledge of content with “think tank” seminar experiences to reach solutions/alternatives to current and future issues in education. (3)

EDL 560 Legal Aspects of Education. Focus will be on the legal principles and practices relevant to education at the national, state, and district level. (3)

EDL 581 Beginning Internship in Educational Leadership. An initial field experience of at least 90 hours in an approved educational setting facilitating the synthesis of educational theory and practice, including, seminars, pre-assessment of leadership performance, goal statements, action plan, and development of the Master of Arts Comprehensive-Assessment Portfolio. **Prerequisite: Internship candidates must have successfully completed at least six of the required EDL courses and the internship application process, prior to enrolling.** (3)

EDL 582 Advanced Internship in Educational Leadership. A culminating field experience of at least 90 hours in an approved educational setting facilitating the syntheses of educational theory and practice, including biweekly seminars. A collaborative, summative assessment by the EDL candidate, clinical faculty (on-site mentor), and the WNMU professor will be conducted, including successful completion of the Master of Arts Comprehensive-Assessment Portfolio. (3)

English

ENGL 504. Early English and European Literature. A historical survey of English and European literature from the Middle Ages through the early Renaissance. Emphasizes the significant cultural changes marking the transition from Medieval to Renaissance life, as well as the important differences between English and continental writers. Authors to be studied may include (but need not be limited to) Chaucer, Dante, Boccaccio, Marie de France, Marery Kemp and Julian of Norwich. (3)

ENGL 507. Modern Continental Literature. Studies, in translation, of recent literary works of continental writers which thematically and stylistically supplement and illuminate the work of modern British and American writers. (3)

ENGL 510. Advanced Creative Writing. Advanced practice in original composition with a focus on research and publication within a chosen genre; demands a sophisticated understanding of the English language, an application of critical thought, and a commitment to creativity. **Prerequisite: ENGL 320.** (3)

ENGL 511. The American Novel. Readings in American fiction from 1945 to the present. (3)

ENGL 515. Life and Literature of New Mexico. A study of the fiction, travels, memoirs, and folklore of New Mexico with emphasis on those writings which reflect the cultural heritage and the literary accomplishments of the area. (3)

ENGL 518. Studies in English Literature. Advanced study in a particular period, author, theme, or genre in English literature; serves as an in-depth follow-up to the most recently offered English literature survey course. (3)

ENGL 519. Advanced Composition. Intensive work in expository writing. **Prerequisite: ENGL 102.** (3)

ENGL 520. Studies in American Literature. Selected studies in periods, genres, and figures in American literature; appropriate areas of study selected by teachers and students. (3)

ENGL 521. The British Novel. Studies in the history and development of the British novel; an analysis and interpretation of the socio-economic conditions which it reflects. (3)

ENGL 530. Contemporary British Literature. Readings in British literature from 1945 to the present. (3)

ENGL 538. Women as Writers. Examination of selected writings by English and American women from the sixteenth to twentieth centuries, with special consideration given to the ways in which women portray women's experience, image, self-concepts and role in society. (3)

ENGL 540. Shakespeare. Study of the major plays, including representative tragedies, comedies, and histories, with emphasis on language and theme. (3)

ENGL 542. The Enlightenment. Acquaints the student with the significant changes in ideas and values which swept Europe and the Americas in the seventeenth and eighteenth centuries. **Prerequisite: ENGL 102.** (3)

ENGL 550. Secondary English Methods. Techniques and texts appropriate to the high school classroom. **Prerequisite: ENGL 102.** Offered every third semester. (3)

ENGL 551. Literature of the American West. A survey of the literature of the west with emphasis upon historical narratives, folk literature, nature writing, and fiction. (3)

ENGL 565. Critical Approaches to Literature. An intensive study of literatures through the application of various insights and knowledge from other fields that can reveal more about the literatures as well as more about the students exploring the literature. **Prerequisites: ENGL 102 and ENGL 201.** (3)

ENGL 570. Feminist Theories of Literature. Highlights women's issues and women's literature, and investigates theoretical approaches to all literature, building on students' understanding of the literary canon, women's social and historical issues, and literary theory, with emphasis on extensive research and writing. (3).

ENGL 598. English Thesis. (6)

History

HIST 500. Colonial American History. History of Colonial North America. (3)

HIST 505. Seminar in Modern European History. History of a recognized period of European history falling between 1789 and the present, following regular seminar techniques. (3)

HIST 507. History and Historians. A study of historical writing from ancient times to the present with reading in depth in the works of specific historians. (3)

HIST 509. Seminar in Local History. Provides research opportunities and writing experience in studying topics of local history. (3)

HIST 510. Cultural Perspectives of the Far East. Concerned with the music, art, architecture, literature, history, and religion of many Far Eastern countries; major emphasis on China and Japan, but also includes India, the Philippines, Cambodia, Laos, Thailand, and Malaysia. (3)

HIST 514. History of the Southwest. Westward expansion and frontier movements in the Southwest under Spain, Mexico, and the United States. (3)

HIST 521. The Contemporary North American Indian. Some of the major problems confronting the American Indian today, including significant historical, anthropological, and sociological issues leading up to them; exploration and discussion of possible solutions to these problems; includes a study of acculturation and the present status of North American Indian society. (3)

HIST 522. Indians of the Southwest. An analysis and comparison of aboriginal cultures of the southwest region of North America, including coastal tribes; emphasis on New Mexico. (3)

HIST 535. The Civil War and Reconstruction. The Civil War and Reconstruction era are analyzed in depth, considering the political, military, economic, and social currents. (3)

HIST 556. Social/Intellectual History to 1865. The history and influence of such institutions and issues as religion, slavery, immigration, and war and peace with reference to appropriate literature. (3)

HIST 557. Social/Intellectual History since 1865. The history and influence of such institutions and issues as "Reconstruction," industrialism, and the "new immigration"; the impact of World War I and World War II on current thought; the impact of labor and the military industrial complex; references to appropriate literature. Prerequisite: HIST 201, HIST 202, or Permission of the Instructor. (3)

HIST 595. Tutorial Reading in History. Examines and analyzes a given area of history by the reading of selected books on the period or topic, and regular consultations with a professor. (1-3)

HIST 598. History Thesis. (6)