Department of Leadership and Administration

2014-2015
CANDIDATE HANDBOOK
Site-Based Programs
Introduction to the Candidate Handbook

Welcome to Gonzaga University! We are delighted that you chose our site-based graduate program in educational leadership and administration. Our Canadian programs have been operating in British Columbia and Alberta for over 40 years, so you are joining a long history of educators from who have received their master's degree from Gonzaga. Many of the current administrators (superintendents, principals, APs and VPs) in your province are Gonzaga graduates.

The purpose of this handbook is to provide you with information concerning the Department of Educational Leadership and Administration (DELA) site-based programs we offer in Canada. Gonzaga University celebrated 125 years in 2012-2013. We hope this handbook helps clarify relevant information, policies, procedures, requirements, and expectations. This handbook is a tool to supplement the guidance provided by your faculty advisor.

It is the responsibility of the student to read and become familiar with the information in this handbook. In order to confirm that you have read this handbook and have understood the responsibilities, policies, and procedures outlined herein, please sign the Candidate Agreement included on the last page of this handbook. Please submit this signed agreement to your advisor for inclusion in your student file.
Gonzaga University Mission Statement

Gonzaga University is an exemplary learning community that educates students for lives of leadership and service for the common good. In keeping with its Catholic, Jesuit, and humanistic heritage and identity, Gonzaga models and expects excellence in academic and professional pursuits and intentionally develops the whole person -- intellectually, spiritually, physically, and emotionally.

Through engagement with knowledge, wisdom, and questions informed by classical and contemporary perspectives, Gonzaga cultivates in its students the capacities and dispositions for reflective and critical thought, lifelong learning, spiritual growth, ethical discernment, creativity, and innovation.

The Gonzaga experience fosters a mature commitment to dignity of the human person, social justice, diversity, intercultural competence, global engagement, solidarity with the poor and vulnerable, and care for the planet. Grateful to God, the Gonzaga community carries out this mission with responsible stewardship of our physical, financial, and human resources.
School of Education Theme Statement

“Preparing socially responsible professionals who serve with care, competence, and commitment”

School of Education Mission Statement

The mission of the School of Education is to prepare socially responsive and discerning practitioners to serve their community and profession.

- We model and promote leadership, scholarship, and professional competence in multiple specializations
- We support an environment that is challenging, inclusive, reflective, and collegial
- We foster inquiry, intellectual creativity, and evidence-based decision making to accept the challenges facing a global society
- We provide academic excellence in teaching, advising, service, and scholarship
- We promote, support, and respect diversity

The School of Education upholds the tradition of humanistic, Catholic, and Jesuit education.

School of Education Conceptual Framework
Program Standards and Outcomes
MALA, MELA, ME(SA)

PROGRAM OUTCOMES

Program graduates will foster each student's learning by:

1. Reflecting with self-awareness that improves professional practice grounded in the intent to lead with integrity, fairness, and dignity.
2. Collaboratively developing and implementing a shared vision informed by data analysis and continuous school improvement.
3. Actively promoting a culture for learning through collaboration that fosters leadership capacity among stakeholders.
4. Enhancing relational trust through the development of partnerships among stakeholders.
5. Enhancing a positive school environment that fosters respect.
6. Implementing aligned curriculum standards, effective instructional practices, and balanced assessment systems.
7. Leveraging internal and external systems to advocate for change.
8. Viewing and participating in supervision and accountability systems as growth processes.
9. Effectively managing human and organizational resources.

Revised 5/21/13
Alberta Principal Quality Practice Guidelines

1. Leadership Dimension - **Fostering Effective Relationships**
   The principal builds trust and fosters positive working relationships, on the basis of appropriate values and ethical foundations, within the school community -- students, teachers and other staff, parents, school council and others who have an interest in the school.

2. Leadership Dimension - **Embodying Visionary Leadership**
   The principal collaboratively involves the school community in creating and sustaining shared school values, vision, mission and goals.

3. Leadership Dimension - **Leading a Learning Community**
   The principal nurtures and sustains a school culture that values and supports learning.

4. Leadership Dimension - **Providing Instructional Leadership**
   The principal ensures that all students have ongoing access to quality teaching and learning opportunities to meet the provincial goals of education.

5. Leadership Dimension - **Developing and Facilitating Leadership**
   The principal promotes the development of leadership capacity within the school community-- students, teachers and other staff, parents, school council for the overall benefit of the school community and education system.

6. Leadership Dimension - **Managing School Operations and Resources**
   The principal manages school operations and resources to ensure a safe and caring, and effective learning environment.

7. Leadership Dimension - **Understanding and Responding to the Larger Societal Context**
   The principal understands and responds appropriately to the political, social, economic, legal and cultural contexts impacting the school.
Leadership Standards for Principals and Vice Principals in British Columbia

Domain 1: Moral Stewardship
   Standard 1: Values, Vision, and Mission
   Principals and vice-principals guide the development and implementation of shared values, vision, mission, and goals to support learning and achievement for all students.

   Standard 2: Ethical Decision Making
   Principals and vice-principals articulate the process of decision making using an ethical framework based on the moral purpose and direction of the school.

Domain 2: Instructional Leadership
   Standard 3: Supervision for Learning
   Principals and vice-principals engage in effective supervision that focuses on instructional and assessment practices that maximize student development, engagement, and learning.

   Standard 4: Curriculum, Instruction and Assessment
   Principals and vice-principals are knowledgeable and provide guidance regarding current curricula, instructional and assessment practices and their impact on student development, engagement, and learning.

Domain 3: Organizational Capacity
   Standard 5: Intrapersonal Capacity
   Principals and vice-principals demonstrate self-knowledge and personal qualities that support positive relationships and build cultures of integrity.

   Standard 6: Interpersonal Capacity
   Principals and vice-principals build and support positive and effective working relationships within the school and community for all.

   Standard 7: Cultural Leadership
   Principals and vice-principals develop and sustain a culture and climate that supports student and adult learning.

Domain 4: Relationships
   Standard 8: Management and Administration
   Principals and vice-principals strategically plan and manage to strengthen the school’s capacity to support student development, engagement, and learning.

   Standard 9: Community Building
   Principals and vice-principals build positive and effective interdependencies among schools, families and the community school and community.
## ISLLC Model Performance Standards for School Leaders
(Interstate Consortium on School Leadership)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1: Vision and Goals:</strong></td>
<td>An education leader promotes the success of every student by facilitating the development, articulation, and stewardship of a vision of learning that is shared and supported by all stakeholders.</td>
</tr>
<tr>
<td><strong>Standard 2: Teaching and Learning:</strong></td>
<td>An education leader promotes the success of every student by advocating, nurturing, and sustaining school culture and instructional program conducive to student learning and staff professional development.</td>
</tr>
<tr>
<td><strong>Standard 3: Management</strong></td>
<td>An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</td>
</tr>
<tr>
<td><strong>Standard 4: Collaborating with Key Stakeholders</strong></td>
<td>An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing resources.</td>
</tr>
<tr>
<td><strong>Standard 5: Ethics and Integrity</strong></td>
<td>An education leader promotes the success of every student acting with integrity, fairness, and in an ethical manner.</td>
</tr>
<tr>
<td><strong>Standard 6: The Education System</strong></td>
<td>An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</td>
</tr>
</tbody>
</table>
Washington State Professional Educator Standards Board

Standard One

Visionary Leadership: A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by leading the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by school/program and community stakeholders.

Standard Two

Instructional Improvement: A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by leading through advocating, nurturing, and sustaining district/school/program cultures and coherent instructional programs that are conducive to student learning and staff professional growth.

Standard Three

Effective Management: A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard Four

Inclusive Practice: A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard Five

Ethical Leadership: A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by acting with integrity, fairness, and in an ethical manner.

Standard Six

Socio-Political Context: A school or program administrator is an educational leader who has the knowledge, skills, and cultural competence to improve learning and achievement to ensure the success of each student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.
Policies and Procedures
Policies and Procedures

Graduate Level Professionalism
It is assumed at the graduate level that candidates possess strong writing skills; the ability to read a textbook and distill the critical information; the habit of balancing the workload so as to handle rigorous assignments, exams, and projects; and the capacity to meet deadlines and follow through effectively with completed polished assignments. If needed the department expects candidates to utilize the available resources across campus and outside of the Gonzaga community to assure a high level of professionalism in all the candidate does while in the program.

Grading
A candidate's scholastic standing in each subject is determined by the combined results of examinations, assignments, class participation, and general evidence of regular and consistent application. Due weight is given not only to the degree of subject mastery manifested by the candidate but also to the ability to communicate orally and in written form. It is the responsibility of instructors to explain in each course how the final grades are calculated through the accumulation of points or percentages assigned in the evaluation of grade work.

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Description</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>A -</td>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td>B +</td>
<td></td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td>B -</td>
<td>Below graduate level</td>
<td>2.7</td>
</tr>
<tr>
<td>C +</td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2.0</td>
</tr>
<tr>
<td>C -</td>
<td>Treated as an &quot;F&quot;</td>
<td>0.0</td>
</tr>
</tbody>
</table>
I- Incomplete: Given when a student with a legitimate reason, as determined by the instructor, does not complete all the work of the course within the semester that he/she is registered for the course. The faculty member notifies the Registrar's Office of the reason for the "I" (Incomplete) grade, lists the missing material, and assigns a provisional grade that will be assigned thirty (30) calendar days into the following semester (summer sessions are not included). A provisional grade should be what the student would earn if no additional work is submitted. Requests for a date extension beyond the published date for removing incompletes must be approved through the appropriate Deans' Office and sent to the Registrar's Office for processing. Forms for this action can be obtained from the Registrar's Office. If the instructor does not submit an extension or a new grade before the published date or time extension lapses, the provisional grade will be recorded on the student's transcript. If a provisional grade has not been provided, the "I" grade becomes an "F" grade and is recorded on the transcript as an "I/F." Whenever an "I" grade has been assigned, the "I" grade becomes part of the permanent record. i.e. "I / B," etc.

IP- In Progress: Assigned only for courses such as Research and courses that Deans recognize as eligible due to the nature of the course and the need for more than a semester to complete the work. An "IP" may remain for one calendar year. If a grade is not submitted within one year, an "IP" automatically becomes a "W" (official withdrawal).

RD - Report of Grade Delayed: If an instructor fails to assign a grade for a course and the grade entry is left blank, the Registrar's Office will assign an "RD" and the "RD" will remain a part of the student record until the earned grade has been received by the Registrar's Office. To submit the grade, a Change of Grade form is required along with the Dean's signature.

V- Unofficial Withdrawal: This grade has the same effect as "F" (Fail) on the grade point average (GPA) and is awarded by the instructor for excessive absences or failure to withdraw officially from a course.

W- Official Withdrawal: No penalties incurred. Not included in the attempted or earned GPA.

Grade Appeal
Students must maintain standards of academic performance set forth by the University if they are to receive the certificate of competence implied by course credits and degrees. The instructor is the usual and competent judge of these matters. But students must be protected against the rare case of unjust grading and evaluation. Allegations of unfair or prejudiced grading may be brought to the attention of and reviewed by the department Chair, by the Dean of the appropriate school and, if necessary, by the Academic Vice President, whose decision is final.

Academic Honesty
Academic honesty is expected of all Gonzaga University students. Academic dishonesty includes, but is not limited to cheating, plagiarism, and theft. Any student found guilty of academic dishonesty is subject to disciplinary action. Disciplinary action against a student found guilty of academic dishonesty may include, but is not limited to:
1) A failing grade for the test or assignment in question.
2) A failing grade for the course.
3) A recommendation for dismissal from the University.
A student may appeal the disciplinary action taken. The appeal shall be made in writing to the Chair of the department, or Dean if there is no Chair, of the appropriate school within 14 days of receipt of written notification of the disciplinary action taken.
Following an appeal, a final report shall be submitted to the Academic Vice President for review and possible further disciplinary action taken by the University. The Academic Vice President may direct an intermediate appeal to the Chair’s Dean. Final appeal by the student may be made to the Academic Vice President.

(The School of Education also outlines this process in the Fair Process Manual available on the Gonzaga University website under the School of Education: http://www.gonzaga.edu/Academics/Colleges-and-Schools/School-of-Education/)

A complete copy of the policy can be obtained from the Academic Vice President's Office website.

Alcohol and Recreational Drug Use
The use of alcohol or recreational drugs before or during class sessions is prohibited and may be grounds for dismissal from the program. Department policy discourages professors from participating in social drinking with candidates while they are in the program.

Conflict Resolution
Following the philosophy that conflicts should be addressed at the lowest level, conflicts that may arise between a candidate and a faculty member should first be dealt with directly between the parties. If not resolvable, candidates should seek assistance from the Department Chair, Program Director, and finally the Dean. Conflicts that may arise between a candidate and another candidate should first be dealt with directly between parties. If not resolvable, the candidates should seek assistance from a trusted instructor or the Cohort Advisor, Department Chair, or Program Director.

Absences
Students are presumed to have sufficient maturity to recognize their responsibility for regular class attendance. Since illness or other good reasons may prevent attendance, Gonzaga University has a standard policy on absences. However, students should check the syllabus for each course to confirm the instructor's specific attendance policy, which should be clearly delineated within each syllabus, and which cannot be more restrictive than the GU policy.

Gonzaga’s policy on absences stipulates that the maximum allowable absence is two class hours (100 minutes) for each class credit. For three credit classes the maximum absence is, therefore, six class hours (300 minutes). Classes scheduled to meet for more than 50 minutes have more than one class hour for each meeting; for example, a class which meets for 75 minutes has one and one-half class hours for each scheduled meeting. Instructors may report absences to the Registrar's Office which will in turn notify the students. The
grade given for excessive absences is a "V", which has the same effect as "F" (Fail) and is counted in the GPA. This outcome can be appealed to the Dean of the College/School in which the course is offered. Faculty are encouraged to work with individual students to ensure academic success.

Transfer of Credits

Graduate students may transfer credits into their program with the approval of their Program Director, the Dean of the students program, and the Registrar's Office. A maximum of 1/5 of program credits (usually six credits for graduates, 12 credits for doctoral) may be transferred.

Course work must be distinctively graduate level by the transfer institution and must have been taken within the last five years. A minimum grade of a B (P grades must be defined as B or better) must be earned. Courses previously applied to a degree are not transferable to the student's current program. It is important to note that all credits converted to semester credits, are not rounded up and are awarded only after signature approval for transfer of the course have been obtained on the Permission to Transfer Graduate Credits form.

Non-Gonzaga Transcripts

Based on standard institutional practice, copies of transcripts from other educational institutions attended by Gonzaga students and housed in their student file will not be provided back to the student upon their request. Students are asked to contact the issuing institutions directly to obtain further copies of their transcript records.

Notice for Students and Public (Alberta, Canada):

This program is offered pursuant to the written approval of the Minister of Advanced Education and Technology effective September 2009, having undergone a quality assessment process and been found to meet the criteria established by the Minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other education institutions).

Notice for Students and Public (British Columbia, Canada):

This program is offered under the written consent of the Minister of Advanced Education effective June 2012, having undergone a quality assessment process and been found to meet the criteria established by the minister. Nevertheless, prospective students are responsible for satisfying themselves that the program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions).
### Department Directory & Important Numbers:

<table>
<thead>
<tr>
<th>SOE ADMINISTRATIVE DIRECTORY</th>
<th>LOCATION</th>
<th>EMAIL</th>
<th>(509) AREA CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFFICE OF THE DEAN</td>
<td></td>
<td></td>
<td>Fax 313-5821</td>
</tr>
<tr>
<td>Dr. Vincent Alfonso, Dean</td>
<td>RC 203B</td>
<td><a href="mailto:alfonso@gonzaga.edu">alfonso@gonzaga.edu</a></td>
<td>313-3594</td>
</tr>
<tr>
<td>Dr. Diane Tunnell, Associate Dean</td>
<td>RC 203E</td>
<td><a href="mailto:tunnell@gonzaga.edu">tunnell@gonzaga.edu</a></td>
<td>313-3479</td>
</tr>
<tr>
<td>Cynthia Smutny, Director of Budget</td>
<td>RC 203F</td>
<td><a href="mailto:smutny@gonzaga.edu">smutny@gonzaga.edu</a></td>
<td>313-3489</td>
</tr>
<tr>
<td>Carol Bradshaw, Assistant to the Dean</td>
<td>RC 203C</td>
<td><a href="mailto:bradshawc@gonzaga.edu">bradshawc@gonzaga.edu</a></td>
<td>313-3444</td>
</tr>
<tr>
<td>Shannon Palomba, Assessment Coordinator</td>
<td>RC 203D</td>
<td><a href="mailto:palomba@gonzaga.edu">palomba@gonzaga.edu</a></td>
<td>313-5912</td>
</tr>
<tr>
<td>Lane Lewis—Office Assistant</td>
<td>RC 203</td>
<td><a href="mailto:lewisl@gonzaga.edu">lewisl@gonzaga.edu</a></td>
<td>313-3594</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>DEPARTMENT OF EDUCATIONAL LEADERSHIP AND ADMINISTRATION</th>
<th>Fax 313-3482</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Chuck Salina, Faculty, Department Chair, Program Director of ME(SA)-AB &amp; MALA-WA</td>
<td>RC 144</td>
</tr>
<tr>
<td>Allison Lynn, Program Assistant III</td>
<td>RC 142</td>
</tr>
<tr>
<td>Reme Bruesch, Secretary</td>
<td>RC 140</td>
</tr>
<tr>
<td>Dr. Cindy Johnson, Faculty &amp; Program Director of Principal Certification</td>
<td>RC 118</td>
</tr>
<tr>
<td>Dr. Dan Mahoney, Faculty</td>
<td>RC 128</td>
</tr>
<tr>
<td>Dr. Elaine Radmer, Faculty</td>
<td>RC 136</td>
</tr>
<tr>
<td>Dr. Jerri Shepard, Faculty &amp; Program Director of MELA-BC</td>
<td>RC 116</td>
</tr>
<tr>
<td>Dr. Thomas Trotter, Faculty</td>
<td>RC 120</td>
</tr>
</tbody>
</table>

### Quick Campus Directory:

<table>
<thead>
<tr>
<th>CAMPUS OFFICES DIRECTORY</th>
<th>LOCATION</th>
<th>FAX</th>
<th>(509) AREA CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Vice President</td>
<td>College Hall 218</td>
<td>313-5860</td>
<td>313-6504</td>
</tr>
<tr>
<td>Foley Library – (site based) Theresa <a href="mailto:Kappus-kappus@gonzaga.edu">Kappus-kappus@gonzaga.edu</a></td>
<td>Foley Center</td>
<td>313-5806</td>
<td>313-5926</td>
</tr>
<tr>
<td>Tech Support—<a href="mailto:techsupport@gonzaga.edu">techsupport@gonzaga.edu</a></td>
<td>---</td>
<td>---</td>
<td>313-5550</td>
</tr>
<tr>
<td>Registrar’s Office—(site based) Carol <a href="mailto:Huston-huston@gonzaga.edu">Huston-huston@gonzaga.edu</a></td>
<td>College Hall 229</td>
<td>31-5828</td>
<td>313-6594</td>
</tr>
<tr>
<td>Student Accounts—(site based) Mary Beth <a href="mailto:Charleboix-charleboix@gonzaga.edu">Charleboix-charleboix@gonzaga.edu</a></td>
<td>College Hall 024</td>
<td>313-6399</td>
<td>313-6817</td>
</tr>
</tbody>
</table>

Toll Free Number
800-533-2554 option 2

To reach any of the individuals listed above, wait for the prompt, dial 9 then enter the extension. Extensions are always the last four digits of any Gonzaga number.
Candidate Agreement

FAIR PROCESS MANUAL

The *Fair Process Manual* can be downloaded at the following URL:
gonzaga.edu/academics/Colleges-and-School-of-Education-defalt.asp

Your signature below indicates acknowledgement of this information.

**SAMPLE**

<table>
<thead>
<tr>
<th>Candidate Signature</th>
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</thead>
</table>

CANDIDATE HANDBOOK

The *Candidate Handbook* is designed to be a resource for candidates in the Department of Educational Leadership and Administration programs. Nothing in the *Candidate Handbook* replaces or supersedes the *Fair Process Manual* of the School of Education.

Your signature below indicates acknowledgement of this information.

**SAMPLE**

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COHORT & CANDIDATE COMMUNICATION

Communication between Gonzaga (university professional offices, department staff, faculty, adjunct professors, and cohort members) is done via *email, phone, and in person*. To ensure effective communication, Gonzaga provides every student/candidate a ZAGMAIL email account. Within individual cohorts, phone trees are established as well as additional email contact information lists. The Cohort Contact, Cohort Advisor, Faculty, Department Staff, and Adjunct Faculty may/will have access to this information as a way to assist and facilitate better communication for all members of our site based programs.

We ask you to grant Gonzaga and your fellow cohort members, permission to communicate with you in this manner.

Your signature below indicates acknowledgement of this information.

**SAMPLE**

<table>
<thead>
<tr>
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<th>Date</th>
</tr>
</thead>
</table>

Candidate Printed Name

Revised September 2015
Accessing Student Email
zagmail.gonzaga.edu
Setup and access to your zagmail.gonzaga.edu email account.

This account is very important as many offices utilize this email ONLY to communicate information deemed critical and confidential in nature. Student Accounts will use this email to communicate billing cycles; the Registrar’s Office will utilize this email to communicate important registration updates. The Library will also use this email to remind you about books or send recommendations to you. We understand that in this era of technology, the last thing you want to think about is another email account and that you will most likely receive email spam that can be very frustrating; HOWEVER, for the next two years, we ask that you make a commitment to integrate this email into your own email or check it often for important updates and information. We here at the department will continue to send information appropriate for the entire cohort and really try to keep track of your individual email addresses (that have a habit of changing!) Thank you for your attention to this request.

The DELA Faculty and Staff

To begin: Presuming that you have received a Gonzaga University email address as part of your admissions information, go to https://zagmail.gonzaga.edu the screen below should appear and help to walk you through the setup process.
Foley Library

Resources
Canadian Resources for Scholarly Writing

Canadian websites providing free online education resources and/or links to online education resources. Some of these are already included in GU Education Research Guide. The rest will be added shortly.

Aboriginal Affairs and Northern Development Canada- Education
http://www.aadnc-aandc.gc.ca/eng/1100100033601/1100100033605

Alberta Education http://education.alberta.ca

Bob's Place of Educational Links for Teachers
http://www.bobsedulinks.com/welcome.htm

British Columbia School Counselors Association http://www.bcschoolcounsellor.com/

Departments and Ministries Responsible for Education in Canada
http://cicic.ca/1301/Ministries-Departments-responsible-for-education-in-Canada/index.canada

The Canadian Teacher- Free Stuff for Canadian Teachers
http://www.thecanadianteacher.com

Library and Archives Canada- Educational Resources
http://www.collectionscanada.gc.ca/learning/index-e.html
Canadian journals available online through Foley Library

This is a only a partial list of the Canadian journals available online through Foley Library. This list contains titles in education, sociology, psychology and related fields. Gonzaga University also provides online access to many other Canadian publications in business, history, health sciences and law.

| 1.       | BC Studies  (University of British Columbia) |
| 2.       | British Columbia Historical Quarterly       |
| 3.       | Canadian Benefits & Compensation Digest     |
| 4.       | Canadian Child and Adolescent Psychiatry Review |
| 5.       | Canadian Education and Research Digest      |
| 6.       | Canadian Journal of Administrative Sciences |
| 7.       | Canadian Journal of Applied Physiology      |
| 8.       | Canadian Journal of Behavioral Science      |
| 9.       | Canadian Journal of Communication           |
| 10.      | Canadian Journal of Counselling             |
| 11.      | Canadian Journal of Education               |
| 12.      | Canadian Journal of Environmental Education |
| 13.      | Canadian Journal of Experimental Psychology |
| 14.      | Canadian Journal of Family Law              |
| 15.      | Canadian Journal of Higher Education        |
| 16.      | Canadian Journal of History of Sport and Physical Education |
| 17.      | Canadian Journal of Information and Library Science |
| 18.      | Canadian Journal of Music Therapy           |
| 19.      | Canadian Journal of Native Education        |
| 20.      | Canadian Journal of Native Studies          |
| 22.      | Canadian Journal of Psychiatry              |
| 23.      | Canadian Journal of Public Health           |
| 24.      | Canadian Journal of Science, Mathematics and Technology Education |
| 25.      | Canadian Journal of Social Research         |
| 26.      | Canadian Journal of Sociology               |
| 27.      | Canadian Journal of Speech-Language Pathology and Audiology |
| 28.      | Canadian Journal of Statistics              |
| 29.      | Canadian Journal of Urban Research          |
| 30.      | Canadian Journal of Women and the Law       |
31. Canadian Labour & Employment Law
32. Canadian Learning Journal
33. Canadian Music Educator
34. Canadian Native Law Reporter
35. Canadian Psychology
36. Canadian Public Administration
37. Canadian Public Policy
38. Canadian Review of Sociology
39. Canadian Review of Sociology and Anthropology
40. Canadian Social Science
41. Canadian Social Trends
42. Canadian Social Work
43. Canadian Winds
44. Canadian Woman Studies
45. CCAHTE: Canadian Creative Arts in Health, Training and Education
46. Cross-Cultural Communication
47. Dictionary of Canadian Biography
48. Directions- Canadian Race Relations Foundation
49. Essays on Canadian Writing
50. Historical papers- Canadian Historical Association
51. Indigenous Law Journal at the University of Toronto, Faculty of Law
52. International Journal of Canadian Studies
53. Journal - Canadian Association for Health, Physical Education, Recreation and
54. Journal of the Canadian Academy of Child and Adolescent Psychiatry
55. Journal of the Canadian Church Historical Society
56. Journal of the Canadian Historical Society
57. Native Studies Review
58. Newsletter - Canadian Music Educators' Association
59. Studies in Canadian Literature
60. University of British Columbia Law Review
61. University of Toronto Quarterly
62. Wicazo sa Review

Library Services for Online and Distance Students:
http://researchguides.gonzaga.edu/distant.
There is a tab on this one specifically for Canadian students or you can use this direct link: http://researchguides.gonzaga.edu/Canada

Research Guide for MELA & ME(SA)
http://researchguides.gonzaga.edu/educationalleadership
http://researchguides.gonzaga.edu/EDLA690
Library Tutorials: http://researchguides.gonzaga.edu/tutorial
Website map for Foley Center Library: www.foley.gonzaga.edu

On the left side are links to additional resources & library information. Take a look at:

- Contact Us
- Distance Education
- Interlibrary Loan
- Reference Tools
- RefWorks
- Tutorials (lots of help with database searching and more.)

FIND ARTICLES
- **Electronic Resources A-Z** – Foley's article databases and other online resources.
- **Databases by Subject** – Find databases useful for different subject areas.
- **eReference by Subject** – Online reference books, encyclopedias, music, films, etc.
- **Periodicals@Foley** – Lists the online and print journals available through Foley Library.
  - Check for online access to any article.
  - Databases link to Periodicals@Foley through the Check SFX for Full Text Options link.

FIND BOOKS
- **Classic Library Catalog**
  - Search for books in Foley Library. Use the “Make a Request” option to have books mailed to you.
- **PRIMO**
  - Search for books and online articles.
- **WorldCat**
  - Search for books in other libraries

RESEARCH GUIDES
- Not sure where to start? Research Guides can help. Find recommended databases and resources for the various fields of study offered at Gonzaga.

LIBRARY INFO
- **FAQ**
- **Library Hours**
- **Foley Wiki – Library info**

**PRIMO** – Because it searches for books, eBooks, online videos and journal articles all at once, PRIMO can be a great place to start, but it has its limits. Remember to search the databases, too.

**RefWorks** – Create an account to store and organize your references. RefWorks will create "instant" bibliographies of your sources. Tutorials are available in RefWorks and on the Tutorials page.

**ILLiad / interlibrary Loan** – If Foley Library doesn't have an article or a book you need, we can usually get it for you from another library. Register for an ILLiad account, then use the online forms provided there or place your request through the ILLiad link in our databases.
  - Check Foley Library's Catalog (books) or Periodicals at Foley (articles) before placing a request.
  - Articles are typically posted to your ILLiad account and usually arrive within 2-3 days.
  - Books from other libraries can take weeks to get to you. Due dates and renewals are at the discretion of the lending library.
  - Please be selective when requesting items through interlibrary loan; only order what you really need.
  - Contact the ILL Office if you have questions. ill@gonzaga.edu or 509-313-6534.

**Web addresses & More**
- Any question
  - Reference Desk: refdesk@gonzaga.edu
  - Theresa Kappus: kappus@gonzaga.edu
  - Kelly Jenks: jenks@gonzaga.edu
  - Valerie Kitt: kitt@gonzaga.edu
- Research help
  - Theresa Kappus: kappus@gonzaga.edu
    - (509) 313-3820
- RefWorks
  - Kelly Jenks: jenks@gonzaga.edu
    - (509) 313-3829
- Books, fines, etc.
  - Valerie Kitt: kitt@gonzaga.edu
    - (509) 313-6540
Good Databases for Education Topics

ERIC • Professional Development Collection • Project MUSE • SocINDEX

Logging in from off campus: Access to our databases is restricted to current Gonzaga students, faculty and staff, so you have to log in to use the databases from off campus. The username and password is the same as for Zagmail and Blackboard. For login problems contact helpdesk@gonzaga.edu / 509-313-5550.

Database Searching Tips

• Narrow your search by adding limits: Peer Reviewed/Scholarly journals, date range, English language, etc.
• Expand your keywords with truncation: bicycl* (retrieves bicycle, bicycles, bicycled, bicycling).
• Use the database's Thesaurus or list of "Subject Terms" to identify preferred subject headings related to your search. (If your own search terms aren't working, you really need to do this!)
• Read the ABSTRACT of an article to determine its potential value to your research.
• Click on subject headings within a record of a "nearly perfect" article to search related topics.
• Use the Check SFX for Full Text Options link when an article isn't available in the database you're using. It searches Periodicals@Foley for the article in other databases and provides a link to interlibrary loan when full-text is not available.
• Add articles you like to the Folder, then export or email the entire contents of the folder all at once. Sign up for a My EBSCOhost account to save searches, save folders, set up alerts and use eBooks.
• Use WorldCat to search for books in other libraries. Request books from other libraries by clicking on the ILLiad link.

Boolean Operators

"Boolean Operators" refers to the words “AND” “OR” “NOT’ when they are used to limit or expand a search in an electronic database. Most of the time, you will use “AND”.

• self-esteem AND adolescents -- (finds ALL keywords)
• principals OR administrators -- (finds either or both words)
• recreation NOT hiking-- (finds 1st keyword, excludes the other)

<table>
<thead>
<tr>
<th>MY ACCOUNTS</th>
<th>USERNAME</th>
<th>PASSWORD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Databases</td>
<td>Same as ZagMail or Blackboard</td>
<td>Same as ZagMail or Blackboard</td>
</tr>
<tr>
<td>Library Account &amp; PRIMO</td>
<td>GU ID number</td>
<td>Your last name</td>
</tr>
<tr>
<td>ILLiad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MY EBSCOhost</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RefWorks</td>
<td>Group code: rwgonzagau</td>
<td></td>
</tr>
</tbody>
</table>

tk -09/12
Using the Databases- A Shopping Analogy
Theresa Kappus – Foley Center Library
Gonzaga University

You need to go "shopping" for some articles for your research paper. A friend recommends using EBSCO. Since, EBSCO supplies many of the databases at Foley Library, it's a good recommendation!

EBSCO isn't a database, it's more like the name of a shopping mall and the databases in EBSCO are like stores in the mall. Just like stores in a mall, many databases specialize in one thing like education (ERIC) or nursing (CINAHL). Some offer unique items, but you may also find the same article in more than one database.

FINDING WHAT YOU WANT

<table>
<thead>
<tr>
<th>STORE</th>
<th>DATABASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Browse aimlessly</td>
<td>- Browse aimlessly</td>
</tr>
<tr>
<td>- Make a beeline for the shoes</td>
<td>- Search for articles using keywords or descriptors</td>
</tr>
<tr>
<td>- Limit your search to a size or style</td>
<td>- Add another keyword or descriptor</td>
</tr>
<tr>
<td>- Can't find the shoes? There they are, under the &quot;FOOTWEAR&quot; sign.</td>
<td>- Can't find any articles? Use the Thesaurus or list of Subject Headings to see what word the database uses for your topic.</td>
</tr>
<tr>
<td>- Ask a Sales Associate for help</td>
<td>- Ask a Librarian for help</td>
</tr>
</tbody>
</table>

MAKE YOUR SELECTIONS

Ever buy something that looked great in the store, but when you get it home, you discover it doesn't really fit or the color is hideous under natural light?

At the store, smart shoppers take a good look at the item. They notice things like construction, quality and price. Online shoppers read the description of the item provided by the store. They often read customer reviews to get even more information.

Smart researchers always read the abstract of an article to determine its value to their research. They notice things like the type of study conducted, the language the article is written in and whether it is a peer reviewed article, a book chapter or a book review.

STORE- Make a selection and place the item in a shopping cart.
ONLINE SHOPPING- Make a selection and place the item in a shopping cart.
DATABASE- Make a selection and place the item in a folder.

T. Kappus- 6/11
FINISHED SHOPPING/SEARCHING

STORE - Pay for the items in your cart and take them to your car.  
ONLINE SHOPPING - Go to your "shopping cart" and place your order.  
DATABASE - Go to the database folder and e-mail the contents to yourself or export them to RefWorks.

AT HOME

STORE - Put your new items away in closets, cupboards or drawers. Of course, you could just pile them on the kitchen table until you're ready to deal with them, instead.

ONLINE SHOPPING - When your items arrive, put them away in closets, cupboards or drawers. Of course, you could just leave them in the box on the kitchen table, instead.

DATABASE - In your RefWorks account, you put your newly found article records into your own folders. Of course, you could just pile them into the Items Not in a Folder folder in RefWorks, instead.

MORE SHOPPING/ DATABASE ANALOGIES

<table>
<thead>
<tr>
<th>STORE</th>
<th>ONLINE SHOPPING</th>
<th>DATABASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>You put your selected items on layaway, because if you just leave them in the cart until next month, they'll be gone.</td>
<td>You have an online account with Store X, so you can save items in your &quot;shopping cart&quot; while you think about it for a day or two.</td>
<td>You create a MyEBSCOhost account, so items in the database folder will be there when you come back tomorrow.</td>
</tr>
<tr>
<td>The store had exactly what you wanted in exactly the right size and color and it was free!</td>
<td>The store had exactly what you wanted in exactly the right size and color and it was free!</td>
<td>You found a perfect article and the database you were searching in had it in full text!</td>
</tr>
<tr>
<td>You find what you want, but the store doesn't have it in stock. You go to the service desk and find that you can get it from their other store across town.</td>
<td>You find what you want, but the store doesn't have it in stock. You go to customer support and see if they can get it for you somehow.</td>
<td>You find what you want, but the database doesn't have it in full-text. You click on the Full Text Options and find it in full-text from another database.</td>
</tr>
<tr>
<td>None of the stores in town have the item you want in stock. You will have to order it.</td>
<td>The item you want is out of stock. You try to find it on EBay.</td>
<td>None of the databases at Foley have the article in full-text. You request the article using ILLiad.</td>
</tr>
<tr>
<td>You can't find what you want at any of the mall stores, so look in other stores outside of the mall.</td>
<td>You can't find what you want at Store X's website, so you search a bunch of other stores' websites.</td>
<td>You can't find what you want in the any EBSCO databases, so you look in other databases available through Foley Library.</td>
</tr>
<tr>
<td>Getting the best quality shoes isn't important, so you go to a big discount store.</td>
<td>You search Google for &quot;shoes&quot; and go to the first website on the list.</td>
<td>Getting scholarly information isn't that important, so you go to Google and Wikipedia.</td>
</tr>
<tr>
<td>You've had a long hard day of shopping. Treat yourself to some ice cream!</td>
<td>You've had a long hard day of shopping. Treat yourself to some ice cream!</td>
<td>You've had a long hard day of searching. Treat yourself to some ice cream!</td>
</tr>
</tbody>
</table>

T.Kappus – 6/11