

Gonzaga University

Mission Statement

*G*onzaga University belongs to a long and distinguished tradition of humanistic, Catholic, and Jesuit education. We, the trustees and regents, faculty, administration, and staff of Gonzaga, are committed to preserving and developing that tradition and communicating it to our students and alumni.

As humanistic, we recognize the essential role of human creativity, intelligence, and initiative in the construction of society and culture.

As Catholic, we affirm the heritage which has developed through two thousand years of Christian living, theological reflection, and authentic interpretation.

As Jesuit, we are inspired by the vision of Christ at work in the world, transforming it by His love, and calling men and women to work with Him in loving service of the human community.

All these elements of our tradition come together within the sphere of free intellectual inquiry characteristic of a university. At Gonzaga, this inquiry is primarily focused on Western culture within which our tradition has developed.

We also believe that a knowledge of traditions and cultures different from our own draws us closer to the human family of which we are a part and makes us more aware of both the possibilities and limitations of our own heritage. Therefore, in addition to our primary emphasis on Western culture, we seek to provide for our students some opportunity to become familiar with a variety of other human cultures.

In the light of our own tradition and the variety of human societies, we seek to understand the world we live in. It is a world of great technological progress, scientific complexity, and competing ideologies. It offers great possibilities for cooperation and interdependence, but at the same time presents us with the fact of widespread poverty, hunger, injustice, and the prospect of degeneration and destruction.

We seek to provide for our students some understanding of contemporary civilization; and we invite them to reflect with us on the problems and possibilities of a scientific age, the ideological differences that separate the peoples of the world, and the rights and responsibilities that come from commitment to a free society. In this way we hope to prepare our students for an enlightened dedication to the Christian ideals of justice and peace.

Our students cannot assimilate the tradition of which Gonzaga is a part nor the variety of human cultures, nor can they understand the problems of the world, without the development and discipline of their imagination, intelligence, and moral judgment. Consequently, we are committed at Gonzaga to developing these faculties. And since what is assimilated needs to be communicated if it is to make a difference, we also seek to develop in our students the skills of effective writing and speaking.

We believe that our students, while they are developing general knowledge and skills during their years at Gonzaga, should also attain more specialized competence in at least one discipline or profession.

We hope that the integration of liberal humanistic learning and skills with a specialized competence will enable our graduates to enter creatively, intelligently, and with deep moral conviction into a variety of endeavors, and provide leadership in the arts, the professions, business, and public service.

Through its academic and student life programs, the Gonzaga community encourages its students to develop certain personal qualities: self-knowledge, self-acceptance, a restless curiosity, a desire for truth, a mature concern for others, and a thirst for justice.

Many of our students will find the basis for these qualities in a dynamic Christian faith. Gonzaga tries to provide opportunities for these students to express their faith in a deepening life of prayer, participation in liturgical worship, and fidelity to the teachings of the Gospel. Other students will proceed from a non-Christian religious background or from secular philosophic and moral principles.

We hope that all our graduates will live creative, productive, and moral lives, seeking to fulfill their own aspi-

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Introduction

What's in a Name?

The University is named after the sixteenth-century Italian Jesuit saint, Aloysius Gonzaga. A descendant of a noble Renaissance family and a page at the court of Francesco de Medici, Aloysius Gonzaga entered the Society of Jesus (the Jesuit order) in 1585. Later, while a seminarian in plague-stricken Rome, he attended to the sick and dying; as a result of his heroic service, he died of exhaustion on June 21, 1591, only 23 years old. He was declared the patron saint of youth in 1726.

Quality That Earns National Recognition

Gonzaga University is the No. 4 best university in the West – and the No. 6 best value in that region – as ranked by U.S. News & World Report's in its "Universities-Master's" classification, marking the eighth consecutive year (15th in the past 18 years) GU has been ranked among the West's best universities by U.S. News.

Barron's Best Buys in College Education and the Princeton Review have also consistently praised the academic strength and quality of education provided at Gonzaga University.

Spokane and the Inland Northwest

Spokane, Washington, forms the hub of the "Inland Northwest," a four-state region relying on this area's business, service, and transportation facilities. With a population exceeding 500,000 in the metropolitan area, the city of Spokane offers many opportunities for work and relaxation for Gonzaga students.

The campus is adjacent to the Spokane River, where the Washington Centennial Trail extends 39 miles between northwest Spokane and Coeur d'Alene, Idaho. Students enjoy biking, rollerblading, running, and walking along the Trail. The downtown area is just a few blocks from the campus. The city's skywalk system, the nation's second largest, provides easy access for shopping, dining, and entertainment. A new 12,000 seat civic arena, is also within walking distance of campus.

Spokane boasts many parks, including the 100 acre Riverfront Park in the heart of the city. In addition, there are nine public golf courses, ice and roller skating rinks, theaters, and art galleries. A symphony orchestra, civic theatre, and professional athletic teams add to the cultural and entertainment opportunities of the region.

Nearby recreation areas are easily accessible to students. 76 lakes and 5 ski areas provide swimming, water skiing and winter sports activities. Spokane has consistently been recognized for its quality of life.

Students: The Center of the University

Total enrollment each semester at Gonzaga is approximately 5,000, of which about 3,500 are undergraduates and 1,500 are in graduate programs. Our student body represents nearly every state and about 40 foreign countries. More than 50 percent of the student body come from homes at least 500 miles from Spokane. The result is an integrated, welcoming campus community, where cultures and friendships are warmly shared.

There are a total of 302 full-time Jesuit, lay, and religious faculty. All classes are taught by professors, not teaching assistants. The average graduate class size is 14 students.

The Campus

Gonzaga's campus has grown from 1 building which housed both students and Jesuit faculty in its early years to 95 buildings spread over 108 landscaped acres. The University site is along the north bank of the Spokane River and includes its own small lake and an attractive, well-kept campus. Some highlights of the campus include the following:

Student Housing

Apartment-style living units are available and the university owns several houses and apartment complexes in the neighborhood, which are rented to upper-division students. The University also recently completed construction of new apartment-style residences for graduate students. Students must apply for housing with the Housing office at least 6 months before the beginning of the semester. All students must complete and sign a Residential Living Application/Agreement. This document must be accompanied by a \$150 advance room deposit fee which is non-refundable after May 1 for the Fall semester and December 1 for the Spring semester. The \$150 room reservation deposit converts to a room damage deposit at the time of registration.

Crosby Student Center

The Crosby Student Center opened in the spring of 1993 as a student-oriented facility designed to enhance the quality of life among members of the Gonzaga community. The Crosby Student Center offers meeting rooms, lounges, and a recreation area which provides an environment for programs, study, and socialization. Also available are student mailboxes, the University mail service, a central information desk, television, lounge, espresso bar, vending machines, gameroom, ATM, copy machine, and courtesy phones. Offices housed in the Crosby Student Center include Campus Ministry, The Career Center, Student Activities, Gonzaga Volunteer Services, Disabilities Support Services, and the Learning Support Center, in addition to the offices of Gonzaga's Graduate Student Advisory Council, and the Crosbyanna Room with Bing Crosby memorabilia.

Martin Centre

The University's modern sports and recreational facility includes intercollegiate basketball and volleyball competition arenas, a dance studio, a fieldhouse with 3 full-sized courts for intramural basketball and volleyball, racquetball and handball courts, an elevated running track, and an indoor swimming pool. The Gonzaga University Student Fitness Center is scheduled to open in the Spring of 2003. The new addition will connect the fieldhouse and the pool with a 13,000 square foot weight and exercise facility.

Foley Center

This 20 million dollar state-of-the-art library was opened in the fall of 1992, providing sophisticated on-line computer access to libraries across the United States. In addition, students enjoy a 24-hour study lounge, abundant study carrels, an audio/visual resource room, and one of the finest rare book rooms in the country.

New buildings as well as historic ones grace the Gonzaga campus. **The Rosauer Center** for Education, the **Herak Center** for Engineering, the **Jepson Center** (School of Business Administration), and the **Foley Center** library all add new beauty and excellent facilities to provide an outstanding learning environment. The **Jundt Art Center and Museum** was completed in 1995. The new **Law School** building opened in 2000.

Extensive renovations to **Hughes Hall** and **Herak Center** began in 2002 and are expected to be complete by 2004.

St. Aloysius Church and the Student Chapel

The church and chapel offer students a place for solitude and reflection as well as daily masses. The spires of St. Al's Church are a landmark of the Spokane area. The student chapel, located in the Administration Building, was refurbished in 2002.

A Century of Educational Leadership

After 40 years of pioneer missionary efforts in the Pacific Northwest, the Rev. Joseph M. Cataldo, S.J., an Italian Jesuit missionary, initiated plans to build a mission school in Spokane Falls Territory. Out of the vision and courage of early Jesuits, Gonzaga College became a reality and admitted its first students in 1887, two years before Washington became a state.

The College became Gonzaga University with the opening of the School of Law in 1912. In 1916 the School of Philosophy of Letters for Jesuit Scholastics became part of the University. In 1921 the University opened the School of Business Administration and in 1928 the School of Education. The School of Engineering was established in 1940 and in 1975 the School of Continuing Education was established, now named the School of Professional Studies.

Gonzaga is an independent Roman Catholic and Jesuit university committed to ensuring our students an educational experience that encourages individual, intellectual, moral, and spiritual development.

Accreditation: The Mark of Excellence

Gonzaga University is accredited by the following higher educational accrediting associations:

- American Assembly of Collegiate Schools of Business, International Association for Management Education (AACSB)
- American Bar Association (ABA)
- Association of Theological Schools (ATS)
- Commission on Accreditation of Teachers of Speakers of Other Languages (TESOL)
- Commission on Collegiate Nursing Education (CCNE)
- Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET)
- National Council for Accreditation of Teacher Education (NCATE)
- The Northwest Association of Schools, Colleges and Universities, Commission on Colleges (NASC)

The University Seal: The Mark of Distinction

The University adapted the present form of its seal in 1914 from an earlier version used in the 1890's. Beneath the eagle of the earlier version, the seal is a shield; the order of precedence in this shield is dexter chief, sinister base, sinister chief, and dexter base.

In hatchment dexter chief are 2 gray wolves leaning on a black pot and chain. This represents the House of Loyola whose son, Ignatius, was the founder of the Jesuits; the pride of that house was to keep the wolf away from the door of the poor.

In hatchment sinister base are the arms of the House of Gonzaga: a purple cross sustaining an escutcheon with the lions of Florence and 3 purple bars for the many ecclesiastical dignities given to the House of Gonzaga; the 4 falcons in the corners represent the hunting prowess of that family.

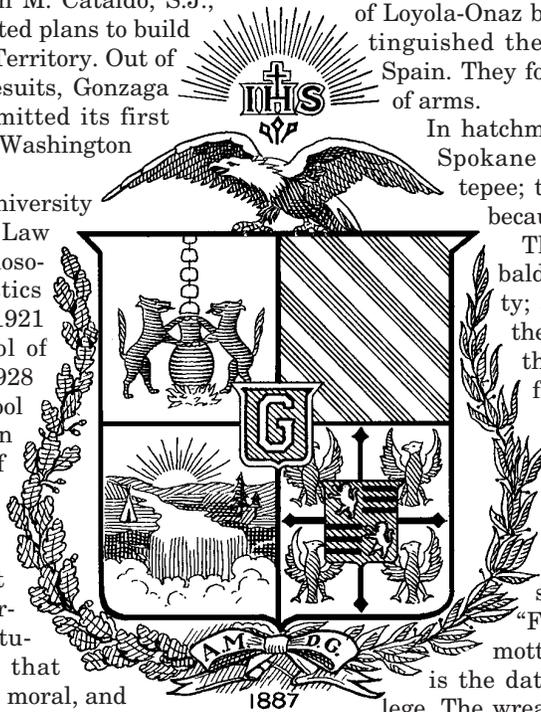
In hatchment sinister chief are the colors of Spain: 7 red bars on a field of gold which were given to the House of Loyola-Onaz because 7 brothers of that house distinguished themselves in service to the King of Spain. They form part of Ignatius of Loyola's coat of arms.

In hatchment dexter base is a sunburst over Spokane Falls, a pine tree, and an Indian tepee; the Spokane Indians were so called because they were children of the sun.

The eagle in the crest is the American bald eagle, which protects the university; above the eagle in black are found the letters "IHS" of the name of Jesus, the cross, and the nails of His crucifixion, surrounded by a halo of gold.

The escutcheon in the center portrays a white letter "G" for Gonzaga on a royal blue field. The University's colors are Royal Blue and Immaculate White.

The scrolled A.M.D.G. at the base stands for Ad Majorem Dei Gloriam, "For the Greater Glory of God," the motto of the Society of Jesus. Below this is the date of incorporation of Gonzaga College. The wreath of bay leaves on the right represents classic renown, and the wreath of oak on the left signifies civic pride.



Our Commitment to Non-Discrimination

Gonzaga University subscribes to the principles and laws of the federal government and Washington State pertaining to civil rights and equal opportunity. The University does not discriminate against any person on the basis of race, religion, gender, national origin, age, marital or veteran status, sexual orientation, a physical or mental impairment that limits a major life activity, or any other non-merit factor in the employment, educational programs, or activities which Gonzaga operates. All University policies, practices, and procedures are consistent with Gonzaga's Catholic, Jesuit identity, and Mission Statement.

As a church-related institution in conformity with Federal and State law Gonzaga reserves the right to take religious faith into consideration where it is deemed appropriate.

Gonzaga University's Equal Employment Opportunity and Affirmative Action Plan further develops and maintains equal employment opportunity for all personnel and insures the representation of women and ethnic minorities at all levels and in all segments of the University, particularly where they are underrepresented in relation to their availability in the work force journal of opinion; Spires; and the Gonzaga Law Review.

Services

University Ministry

University Ministry is dedicated to promoting faith development among all members of the Gonzaga community. Following the ideal of Jesuit founder St. Ignatius Loyola, we take seriously our mission to help students, staff and faculty seek the greater good in all that they do.

We offer a variety of opportunities for Mass, worship, prayer, retreats, spiritual direction, service and fellowship. Our goal is to help people become knowledgeable and active practitioners of their faith. This commitment to faith formation extends to all members of the community, whatever their religious tradition.

We see our role within the context of the university's overall mission to form competent and compassionate leaders whose religious and ethical convictions will enable them to make a lasting contribution to the renewal of the professions, society and culture – a contribution animated by a faith that promotes Gospel justice in all walks of life.

In addition to providing two Sunday Masses (8:30 p.m. in the University Chapel and 10:00 p.m. in St. Aloysius), we also offer noon Masses, Monday to Friday, and 10:00 p.m. Masses, Monday to Thursday, in the chapel. There is a Sunday 5:00 p.m. Mass in the Law School.

University Ministry sponsors a wide range of retreats – Freshman, SEARCH, AGAPE, and the Five-Day Ignatian – along with: weekly times for the Sacrament of Reconciliation, weekly Eucharistic Prayer, R.C.I.A classes for those interested in entering the Catholic Church, confirmation classes, the annual Mass of the Holy Spirit and the annual fall pilgrimage to the Sacred Heart Mission in Cataldo, Idaho. University Ministry also oversees Campus House, a center for hospitality and fellowship open to all members of the community.

Counseling and Career Assessment Center

The Counseling and Career Assessment Center services are available on a short-term basis for all currently enrolled students who have concerns which may impede their academic progress. Students can see a professional counselor for personal and/or career counseling. A counselor will decide, with the student, how many sessions will be needed – not to exceed the limits of our short-term model. Confidentiality is strictly maintained.

Occasionally, students have concerns that may require specialized services and the staff can offer referrals to appropriate community professionals. Specialized services may include: alcohol rehabilitation, family therapy, treatment for eating disorders and other chronic psychological conditions. Fees incurred for services beyond the scope of the Counseling and Career Assessment Center are the responsibility of the individual student.

While some students may come to college with definite

ideas about their academic direction and career goals, many individuals find that the college experience often has a profound impact on the formation of their personal and professional goals. The Counseling and Career Assessment Center provides career counseling to assist these students in taking a comprehensive look at how their particular interests, values and abilities may relate to various career and lifestyle choices. Some of the materials used in the career assessment process include the Strong Interest Inventory, the Myers-Briggs Type Indicator, and SIGI Plus. Each of these tools is helpful to students in clarifying interests, values and skills, and in identifying compatible academic majors and career fields.

The Center offers the Miller Analogies Test year round and serves as a test center for many other graduate admission tests. Information bulletins are available for the following national tests: GRE, GMAT, LSAT, MCAT, The PRAXIS SERIES (NTE), TOEFL, AHPAT, PCAT, VCAT, FSWE, and the MAT. The Center is located in the Administration Building, Room 303. The extension is 4054. Off campus, call 323-4054. Office hours are 8:00 a.m. - 12:00 p.m. and 1:00 p.m. - 4:30 p.m. Counselors are available for appointments Monday - Friday, 9:00 a.m. - 12:00 p.m. and 1:00 p.m. - 4:00 p.m.

Addiction Counseling Center

The Addiction Counseling Center serves the University community by offering support and resources for those with substance abuse problems. Some services include: Alcohol /Drug Addiction Counseling, an Adult Children of Alcoholics (ACOA) Support Group, an Eating Disorder Support, Group, a Sexual Abuse /Sexual Assault Support Group, Substance-free Housing Options, Alcohol Education Programs, and the Law School Alcohol/Drug/Behavioral Support Group

The mission is to provide counseling services to students with substance abuse issues. Occasionally, students have concerns that may require more specialized counseling services. The addiction counselor can serve as a source of referral to appropriate community professionals.

Addiction Counselor

Fr. Len Sitter, S.J.

AD 120, Ext. 4100

From off campus direct dial 323-4100

The Career Center

The Career Center provides information, training and services which direct students and alumni to discover career paths which reflect their individual interests and abilities. Representatives from national corporations, school districts, local business firms, non-profit organizations and government agencies annually visit the campus to recruit students for part-time and full-time employment. Employment opportunities with regional and national organizations are posted in the office and on a state-of-the art on-line database, called the Job Source which is accessible from any PC. The Center also assembles and maintains the individual career development portfolios for students and alumni that are made available to prospective employers upon the request of the student or alumni.

The Center maintains a career library that provides information on career alternative available with local and national corporations as well as the latest information on employment trends. Seminars on career planning, resume writing, interview skills and job search techniques are conducted throughout the year to assist students in developing a better understanding of the skills and job search techniques are conducted with volunteer representatives from local businesses to provide students an opportunity to practice their interviewing skills. The Alumni Career Fair is offered in the fall with alumni employers who return to campus to share employment information with students. In the spring, The Career Center joins with area colleges and universities to sponsor the Partnership Expo for students and alumni from eastern Washington. Not only are these services offered, but individual appointments with a career advisor can also be arranged for students interested in discussing career or employment options. Gonzaga University Alumni Mentor Program (GAMP) is a career development and networking resource for students and alumni. This award-winning program assists individuals in exploring alternative career fields and in developing a network of contacts by matching them with alumni mentors in their particular career field. The program has over two thousand mentors in a wide variety of career fields from different geographical locations willing to help students clarify academic and career decisions. Students acquire realistic and current information from these career practitioners and begin developing relationships that will prepare them to make a successful transition from school to the professional world. The Career Center is the central resource for internship opportunities. Interested students should complete the Internship Interest Form available in The Career Center or visit our web site. Registered students are notified when opportunities are available that match their interests and skills. Internships are an excellent way to gain valuable experience and give students an opportunity to integrate classroom knowledge into an applied setting. The Internship Expo is offered in the spring and brings a wide variety of community organizations to campus for the purpose of hiring student interns. The Career Center can assist you and your academic advisor to review the possibility of academic credit for your internship experience.

Center for Community Action and Service-Learning (CCASL)

The Center for Community Action and Service-Learning (CCASL) puts Gonzaga's mission into action through a wide spectrum of volunteer and service-learning programs. CCASL empowers students and faculty to take action through community involvement, education, and public service to strive for social justice. Together with the campus community, CCASL endeavors to fulfill the University's mission of creating "men and women for others." CCASL is located in a house that serves as a resource center to students, faculty, alumni, and community partners with the goal of providing community service opportunities. Programs include:

The Office of Service-Learning: GU has offered service-learning courses (a service component is integrated into a course's curriculum) for 10 years. The program is

supported by the Service-Learning Committee and the Office of Service-Learning. Over 35 faculty offer service-learning courses in twelve different academic departments and the law school. Over 800 students are engaged in service-learning each academic year. Each year, the Office coordinates a Service Fest where 50 non-profit agencies recruit student volunteers.

The Campus Kids Project: Campus Kids is a mentoring program for at-risk youth. The project pairs GU students with 4th, 5th and 6th grade children for tutoring activities centered on the Gonzaga campus.

Literacy Tutoring: Campus Reads includes individual literacy projects, each led by a full time AmeriCorps member. Projects include "Literary Links", a reading tutoring program for elementary schoolchildren, and the "Partners Project", an English as a Second Language tutoring program for English language learners in Spokane Public Schools.

Community Action Projects: These student initiated projects include one-day events such as April's Angels and the Fish Lake Escape. These include projects for the homeless, elderly, environment and at-risk youth.

CCASL also has information and resources on over 100 community agencies, as well as resources for students interested in post-graduate volunteer opportunities.

Health Center

The campus Health Center provides health education, promotes physical and mental health, and provides medical treatment for illness and minor injuries. The Health Center is open weekdays during the academic year except holidays, and Christmas and Spring vacations. A referral service is also provided.

The physician and several registered nurses are available for a confidential treatment and consultation with an emphasis on personal responsibility and wellness. All full-time students are eligible for these services.

In compliance with University policy, all students born after 1956 must submit documentation of two immunizations for red measles (Rubeola) prior to registration. Future enrollment will be held for noncompliance. Exceptions must be verified by the Health Center and will be granted only for specific medical or religious objections to vaccination.

An insurance plan is offered to cover the cost of services and for hospitalization. Gonzaga bills and collects the premium. This plan is provided by a private insurance carrier and may be purchased through Student Accounts.

Gonzaga's Unity House Cultural Education Center

"Enriching Life Through Justice and Culture"

Unity House was established in the Spring of 1996 to provide service, education, support, and advocacy for all members of the Gonzaga community. Our services and programs are designed to encourage participation in cultural, cross-cultural, and social justice experiences. Our educational resources support Gonzaga's rigorous academic programs.

Unity House offers many services to students, faculty, staff and to members of the larger community of Spokane. It is a drop-in place to meet, a resource center for

research, a place to study, a comfortable place for meetings and a home away from home. The staff at Unity House are regularly involved in conducting cultural and justice related events that are open to the entire community. We offer a leadership course called the Academic Cultural Excellence Program (ACE), which awards annual scholarships to student participants. We also publish the Unity House News Quarterly which focuses on information about people, events, and news happening at GU and in the community.

The Center has a computer lab, a small video and paper library collection, meeting rooms, scholarship information, a big screen T.V. and a kitchen and dining room. The Center is home and used as a regular meeting place for several student clubs and houses the office of the Spokane Chapter of the National Association for the Advancement of Colored People (NAACP). It is a regular meeting place for P.I.E.R. (Program for International Education and Relief), the Black Student Union (BSU), NASO the Native American Student Organization, HERO Helping to Educate Regarding Orientation, La Raza Latina, PSU Pilipino Student Union and others. Unity House is also heavily involved in the work of the Spokane Task Force on race Relations and Gonzaga's Institute for Action Against Hate.

Our Mission is to promote the Jesuit and Catholic ideals of social justice and service.

We have a specific interest in helping those students and professionals that are least in number on campus and in the greater Spokane community.

Unity House is under the Office of the Associate Vice President for Diversity, Dr. Raymond Reyes. Its Director is Bob Bartlett, the Director of Multicultural Education and a professor in the Department of Sociology.

Veterans

Gonzaga University's academic programs of study are approved by the Washington State Higher Education Coordinating Board's State Approving Agency (HECB/SAA) for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10 USC.

Eligible veterans needing to apply for their benefits, approved veterans needing certification of enrollment, or students with questions about possible veteran benefits should contact the University's Veterans Coordinator in Room 229 of the Administration Building.

Disabilities Support Services

Disabilities Support Services (DSS) provides access services to Gonzaga University's programs, services, activities and facilities for qualified students with disabilities in compliance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and Washington State laws. DSS may arrange or provide appropriate academic adjustments, reasonable accommodations, auxiliary aids, assistive technology, advocacy and other types of assistance for students with disabilities.

In order to receive reasonable accommodations, students are responsible for requesting accommodations and for providing the appropriate documentation specifying

the nature and extent of the disability and recommendations for accommodation to DSS. Please contact DSS to receive a copy of the University's policy on the documentation of a disability. Students should contact DSS at least 6 weeks prior to each semester for which they are requesting services.

If at any time during the process of application, admission or enrollment, individuals feel that they have been discriminated against because of a disability, they are encouraged to notify the DSS Director. Incidents which have occurred more than 120 days prior to making the complaint may not be given consideration. To obtain copies of GU's Informal Complaint Process for Reasonable Accommodation or the Formal Grievance Procedure, please contact the DSS Director.

Campus Security

The Campus Security Department facilitates the safety and security of the students, staff, faculty, visitors, and property of Gonzaga University. As part of the Student Life Division, the Security Department supports the educational and developmental mission of the Office of the Vice President for Student Life. The Security Department is staffed 24 hours a day, 365 days a year. Campus Security officers are professionally trained in public safety methods. On-going training, appropriate for the campus environment, is provided throughout the year. Officers make regular checks of all University buildings, with emphasis on the residence halls. Security officers also answer calls for service, provide escorts and jump starts, check alarms, and investigate suspicious situations. Criminal activity and requests for police service that are outside the authority of Security officers are directed to the Spokane Police Department. The University enjoys a productive working relationship with local law enforcement and emergency service providers.

Crosby Student Center

Crosby Student Center opened in the spring of 1993 as a student-oriented facility designed to enhance the quality of life among members of the Gonzaga community. The Center offers meeting rooms, lounges, and a recreation area which provides the environment for programs, study, and socialization. Also available are student mailboxes, the University mail service, a central information desk, television, lounge, espresso bar, vending machines, game-room, ATM, copy machine, and courtesy phones. Offices housed in the Center include University Ministry, The Career Center, Student Activities, in addition to the offices of the Gonzaga Student Body Association (GSBA), and the Crosbyanna Room with Bing Crosby memorabilia.

Student Publications

The University is the publisher of The Bulletin, a weekly newspaper; Reflections, an annual journal of literary endeavors; Charter, an annual journal of opinion; Spires, the yearbook; and the Who's Who Undergraduate Directory.

Programs of Study

College of Arts and Sciences

College of Arts and Sciences
 Master of Arts in Philosophy
 Master of Arts (Pastoral Ministry)
 Master of Arts (Religious Studies)
 Master of Arts (Spirituality)
 Master of Divinity

English Language Center

Master of Arts in Teaching English
 as a Second Language

School of Business Administration

Master of Business Administration
 Master of Business Administration/Juris Doctor
 Master of Business Administration/Master
 of Accountancy
 Master of Accountancy
 Master of Accountancy/Juris Doctor

School of Education

Master of Arts in Administration and Supervision
 Master of Arts in Curriculum and Instruction
 Master of Arts in Educational Administration
 Principal/Superintendency Certification Program
 Master of Arts in Sport and Athletic Administration
 Master of Arts in Counseling Psychology
 Master of Arts in Counseling (Canada Only)
 Master of Arts in Teaching
 Master of Education in Special Education
 Master of Anesthesiology Education
 Master of Initial Teaching

School of Professional Studies

Master of Arts in Organizational Leadership
 Master of Science in Nursing
 Family Nurse Practitioner (Post Master's Certificate)
 Doctor of Philosophy in Leadership Studies

In addition to the above programs, the Graduate Council may approve proposals submitted by students leading toward degrees in interdisciplinary or more specific areas.

International Students

Gonzaga welcomes applications from international students. Non-native English speaking students must present evidence of English proficiency sufficient for graduate-level work. Gonzaga University requires the Test of English as a Foreign Language (TOEFL) and that the official scores be sent from ETS. In lieu of the TOEFL, Gonzaga will accept satisfactory completion of Level 108 of the University's English as a Second Language program with a grade point average of at least 3.0 and the recommendation of the ESL faculty. Applicants should submit transcripts in both their native language and an English translation. Photocopies are not accepted as official documents and may not be used for evaluation purposes.

In addition, Gonzaga University requests international

applicants provide documentation of sufficient funds for academic and living costs while staying in the United States for at least the academic year (two consecutive full-time semesters) via the Financial Declaration form. On this form, students state they have access to a certain amount of available funds as well as the source(s) for these funds. Students must provide documentation regarding the source of funding such as written notification from a sponsor or a certified bank statement.

In order to process an I-20 form, the University requires a completed Financial Declaration form and supporting documents. The University Program Director collects the information and accompanying documents; when the student is accepted, the Program Director forwards the documentation to International Student Programs, which prepares and mails the I-20 to the student. The student must report to the International Student Programs Office immediately upon arrival to receive a travel signature and to have immigration information collected.

Academic Honesty Guidelines

Academic honesty is expected of all Gonzaga University students. Academic dishonesty includes, but is not limited to: cheating, fabrication, plagiarism, and facilitating academic dishonesty. 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 questions; (2) a failing grade for the course; and/or (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 Dean of the School/College 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 by the Dean. A final appeal by the student may be made to the Academic Vice President.

General Academic Information

Please refer to the specific programs for admission requirements, time requirements, advanced and transfer credit information. Information pertaining to the Law School is published in the School of Law Student Handbook and Catalogue available from the Law School Registrar.

Admission to Candidacy

Upon completion of 12 credit hours of approved graduate work, a student may be admitted to candidacy. Candidacy will be denied and the student dropped from the program if the GPA is less than 3.0 or if performance is otherwise unsatisfactory. Students who have not been fully admitted to a degree program may not earn beyond 12 credits without such admission. The Program Director will inform those students not admitted to candidacy. A student may not transfer to a new program if he/she has been admitted to candidacy. Exceptions can be made with the approval of the Program Director and the Dean.

Challenge of Courses

Applicants to Graduate Programs may remove undergraduate deficiencies by following the established University challenge procedure. Graduate-level courses may not be challenged.

Individualized Study

Students may undertake individualized study if it is considered necessary to complete their program. Application for individualized study must be made on a form available from the Registrar. It is the responsibility of the student to demonstrate the relevancy of the proposed study and the ability to complete it on an agreed upon time line. For most master's programs, the student is allowed a maximum of 2 individualized study courses (6 credits) for degree completion.

Extension and Correspondence Courses

Courses taken in extension or by correspondence are not allowed as credit toward graduate degrees. In exceptional cases, the Academic Vice President may waive this regulation if recommended by the Program Director and Dean.

Thesis Information

Graduate students who are preparing their theses for publication will work with their respective Program Directors.

Petition to Graduate

Degrees are granted at the end of each semester: Fall (December), Spring (May), and twice during Summer (June & August). Students are expected to apply to graduate through the Registrar's office. Formal commencement ceremonies are held in May each year, and graduating students are invited to participate, regardless of the semester their degree is granted.

Grading

A student'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 student but also to the ability to communicate orally and in written form.

For the purpose of certification and convenience in reporting, the following letter grades are used to express the instructor's evaluation of the student's competence in a given area.

Grade Letter	Quality Points	Description
A	4.0	Excellent
A-	3.7	
B+	3.3	Good
B	3.0	
B-	2.7	Accomplishment below that expected of a graduate student
C+	2.3	
C	2.0	
C-	0.0	Treated as an "F" if awarded
D+	0.0	
D	0.0	
F	0.0	

S/NS Satisfactory/Not Satisfactory - Certain courses are assigned a Satisfactory/Not Satisfactory grade. These courses are predetermined by the departments. This grade does not affect the grade-point average, but the credits earned do count toward the total needed to graduate.

AU Audit of Record - No credit hours earned; does not apply toward a degree; the "AU" grade is not an option for instructors. Students must register for this grade by the published deadline. The last day for placing a course on an audit basis is the same as the last day for dropping a course without penalty.

IP Grade in Progress - Used for Research, Comprehensive, Thesis, Dissertation and Proposal Seminar, DPLS 760-769, and for other courses so designated by a program director and dean to the Registrar prior to the beginning of a course. If no grade is submitted by the predesignated time, an "IP" automatically becomes "W" one year after the "IP" has been assigned unless the instructor has filed an extension with the Registrar.

I Incomplete - Student did not complete all the work of the course during the session in which it was offered. The instructor assigns a provisional final grade based on the student's work to date. If the instructor has not submitted a provisional grade, the "I" becomes an "F" and is recorded on the transcript at this time. Incomplete grades are converted to provisional grades no later than 2 weeks after 30 days into the next semester unless the instructor has filed an extension with the Registrar. The I grade remains on the transcript along with the earned grade.

W Official withdrawal - no penalty.

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

RD Report Delayed - Grade report delayed by instructor for reasons predetermined by the departments and deans; may be used by the Registrar for grades not turned in by the instructors. No penalties are assessed the student. If no grade is submitted by the end of the following semester, an "RD" automatically becomes a "W".

Grade Point Average

Graduate Programs require a minimum cumulative grade point average in course work approved for the degree program. Students who fail to maintain this minimum grade point average will be considered on probation for one semester, may lose veteran benefits, and may be dropped from the program. Credits which carry a letter of C-, D, F, AU, W, V, IP, I, or RD do not count toward a graduate degree. Only authorized courses for a given degree will be counted in computing the grade point average. Courses not authorized will appear on the transcript with a letter grade awarded but will not affect the graduate grade point average.

The grade point average is determined by dividing cumulative quality points earned in authorized courses by the cumulative credits attempted in authorized courses. Letter grades (AU, W, I, IP, and RD) do not count as credit hours attempted and quality points are not awarded.

Change of Grade

Academic grades are assigned by the instructor at the conclusion of each course. These grades constitute a professional judgment on the part of the instructor concerning the achievement level of each student during the term. Computational errors or failure to take into account a significant amount of student work may be reasons for petitioning a change of grade.

A faculty member wishing to change a grade initiates the process via a "Change of Grade Request form" available in the Registrar's Office.

Grade changes which involve only the removal of existing incomplete grades (including IP's) based upon the completion of the work can be changed by the instructor via the "Incomplete Removal Form" available in the Registrar's Office.

Full-Time Status

In general, students must be registered for a minimum of 6 credits per semester to be considered full-time.

Financial Information

Student Costs and Payment Options

The University's cost of providing a Gonzaga education is not borne solely by the student population. The Jesuit Community gift, endowment income, and gifts of many types from individuals, firms, and foundations are other revenue sources essential for an ideal budget wherein total revenues equal total expenses.

However, revenue from student charges constitutes the majority of Gonzaga's income. Student charges (less verified financial aid) are payable in full in U.S. dollars on a per semester basis, not later than 3 weeks prior to the beginning of the term. Knowing that payment in full presents a burden for many parents and students, Gonzaga offers 2 installment plans which cover the academic year and spread payments over a period of 8 or 10 months. Information is available through the Student Accounts office.

Eight and Ten Month Installment Plans

With each of these payment options, estimated tuition, room, and board expenses for the academic year are set up in equal monthly installments. The plans require an application and fee. There is, however, no interest charged. Verified financial aid is deducted from the total amount due.

The application deadline for the 10 Month Installment Plan is June 1. Payments begin July 1 and run through the following April.

The application deadline for the 8 Month Installment Plan is August 1. Payments begin September 1 and run through the following April.

December graduates and students who are only enrolling for the spring semester should contact Student Accounts for semester payment options.

Students who are admitted to the University after the application deadlines given above may apply within two weeks of their acceptance date.

NOTE: All charges are payable in U.S. Funds. Visa, MasterCard, and Discover are accepted for payments after all financial aid has been credited. In the event that a student pays with a credit card and later receives additional financial aid or receives an account adjustment, the card will be credited back the applicable amount. The Student Accounts office prints the student name and ID number on all checks which do not already carry this information. Students who do not wish to have their student ID number used on payment checks *must notify Student Accounts in writing.*

Refunds

Students completely withdrawing from the University must obtain a Complete Withdrawal form from the Registrar's Office. Tuition adjustments are calculated in Student Accounts. Final adjustments are based on the effective dates of withdrawals and exclude non-refundable fees. Room and board is prorated throughout the semester. Laboratory fees are not refunded after the first full week of classes. Financial aid funds are refunded in accordance with governmental and University regulations.

The withdrawal refund schedule and the refund schedule for dropped classes are available through the Student Accounts and Financial Aid Offices.

Tuition and Fees

Tuition (2003-2004)

Included in the first hour of tuition is a \$25 non-refundable fee that includes the Student Activity Fee. Tuition and fees will be adjusted for the period of June 1, 2004 through May 31, 2005.

Doctoral tuition, per semester credit hour	\$565
Master's Programs, per semester credit hour	\$525
Postgraduate tuition, per semester credit hour	\$525
Continuing Thesis Tuition- 1 cr	\$265
Continuing Dissertation Tuition - 1 cr	\$285

1 credit course registration for students continuing their Thesis or Dissertation after core course requirements have been completed. Applies to students beginning their Thesis or Dissertation after Spring semester 2003.

Audited courses carry the same tuition rate as the courses taken for credit.

Application Fee

Master's Programs	\$45
Doctoral Program	\$45

Deposit to Confirm Acceptance:

Master of Anesthesiology Education	\$200
Other Master's Programs	\$100
Doctoral Program	\$200

This deposit is required of all new students after they have received notification of tentative acceptance and is credited to the tuition of the first semester. The deposit is not refundable if the student does not enroll.

Departmental Fees

School of Education:

Certification/Endorsement	\$15-\$70
Education Practicum:	
Counselor Education	\$250
Special Education	\$200
Teacher Education	\$200
Counseling Internship	\$250
EDSE 696	\$150-180
EDSE 697	\$225
Principal Professional Experience	\$250
Orals Comprehensive Fee	\$100
Psych Appraisal Fee	\$50
Principal Internship	\$250
Program Administrator Internship	\$250
Superintendent Internship	\$250

School of Professional Studies:

Master's Thesis Fee	
(microfilming and binding, UMI)	\$165
Copyright Option	\$55
Doctoral Dissertation Fee	
(microfilming and binding, UMI)	\$165
Copyright Option	\$55
Nursing Program fee, per term	\$15
Nursing-Video	
(Distance format courses fee) per course	\$85
MSN Lab Fee	\$45

Other Fees:

Fitness Center Fee:	
Optional, per semester	\$150
Optional, summer	\$25/\$50
Late Registration Fee	\$50

12 GENERAL INFORMATION

Late Add/drop Fee	\$50
Graduation Application Fee	\$50-75
Mandatory Accident Insurance: (per year)	\$42
Master's Thesis Fee	
(microfilming and binding, UMI)	\$165
Parking	\$25-60
Summer Session Administrative Fee	\$30

Technology Fees:

Full-time Student (per semester)	\$25
Part-time Student (per semester)	\$10
Summer (including off-campus/per registration)	\$10
Transcript Fee, each copy	\$5
<i>The first transcript is furnished free of charge. The fee must be paid to have transcripts released.</i>	
Installment Plan Application Fee	\$65-\$100

Late Penalties

A finance charge of 12% per annum pro rata (365 days) on any amount more than thirty days past due, or a re-billing fee of 1% of the amount due or \$3.00, whichever is greater, will be added to a student's account. A no payment/no arrangement fee of 3% of the amount due will be charged to a student not meeting the established payment deadlines.

Room and Board

For information contact the Student Accounts office.

Reservations

The University reserves the right to change any costs without notice. It further reserves the right to withhold student information, including transcripts of record and diplomas, until said student's account has been paid in full. No student will be allowed to register for an ensuing semester if a balance is owed for a prior semester.

Note: All charges are payable in U.S. funds. VISA, MasterCard, and Discover are accepted.

Financial Aid

For those students who need assistance in meeting the expenses of a Gonzaga graduate education, the University strives to provide as much financial aid as possible on an equitable basis.

Applying for Admission: A student must be fully admitted to a Graduate Program before financial aid can be offered; however, a student may apply for admission and financial aid concurrently in order to expedite the process. Please note that provisional admittance is not sufficient to receive financial aid.

Financial Aid Application: The Free Application for Federal Student Aid (FAFSA) is the application for most financial aid programs. The FAFSA is available at colleges beginning in December of each year. Students are encouraged to file their FAFSA on the World Wide Web at www.fafsa.ed.gov. The completed forms are evaluated by the U.S. Department of Education and are forwarded to the University with the student's expected contribution. The Financial Aid Office then compares the expected contribution to the cost of attendance to determine the amount of need-based financial aid for which the student is eligible.

Application Deadlines: There is no established financial aid deadline for graduate students; however, it is recommended that a student submit the forms to the federal processor between January 1 and March 1 each year for the fol-

lowing fall semester.

Early application ensures that the funds will be available for fall registration. A student must reapply each year.

The Financial Aid Package: Once financial need has been established and the student is unconditionally accepted for admission, the Financial Aid Office makes an award offer to the student. This offer generally includes loans and any scholarships or graduate assistantships of which the Financial Aid Office has been notified. It is important to return a signed copy of the award notice in order to initiate the loan application process.

Loans: (1) **Federal Stafford Subsidized Student Loans:** The Stafford subsidized Loan is a need-based loan funded by a bank or credit union. The interest rate is variable with a cap of 8.25%. The maximum loan is \$8500 per year, but may be a lesser amount depending on total financial need and other financial aid. Repayment of the Stafford Loan begins six months after the student ceases to be enrolled at least half-time. The FAFSA and a separate promissory note are required.

(2) **Federal Unsubsidized Stafford Student Loans:** The unsubsidized Stafford Loan has provisions similar to the subsidized Stafford Loan, except that the student is responsible for all interest payments. The interest may be capitalized by adding it to the principal at the borrower's request. The maximum loan is \$10,000 per year, but may be adjusted due to receiving a subsidized Stafford Loan, other financial aid, or by the student's total cost of attendance. The FAFSA and a separate promissory note are required.

(3) **Alternative Loans:** There are several non-need-based private loan programs for graduate students. These loan programs offer a choice of variable interest rates and repayment plans tailored to meet the student's needs. Please contact the loan counselor in the Financial Aid Office for details and applications. Approval of the private loans by the lender is based upon the creditworthiness of the student.

Off-Campus Employment: The Student Employment Office maintains listings of off-campus jobs and can assist students in finding employment while in school. These are regular job openings available in the community for appropriately qualified students.

Graduate Assistantship Awards: Graduate assistantships are offered in several departments and schools.

Each department or school determines if the assistantship is paid as a scholarship (which reduces tuition charges), or as a work award (that is paid as wages). Students receiving their assistantship as wages may elect to have their salary directly transferred to their student account by arranging this transfer through the Payroll Office. Applications for assistantships should be directed to the school or department in which a student enrolls.

Residence Hall Assistantships are also available to qualified graduate students through the Office of the Vice President of Student Life. Assistantships pay board, room, and in certain cases, a monthly stipend. Please contact the Student Life Office.

Satisfactory Academic Progress

The Higher Education Amendments of 1992, and the Washington State Higher Education Coordinating Board, require that a student receiving federal and/or state assistance must demonstrate satisfactory academic progress (SAP). In general, SAP is defined as "proceeding toward successful completion of degree within a specified period."

The policies and procedures governing SAP and its relationship to financial aid are available from the Financial Aid Office, Administration Building Room 129.

Students with additional questions regarding this policy are invited to inquire at the Financial Aid Office.

University Confidentiality of Records Policy

Gonzaga University's policy concerning the confidentiality of student educational records reflects a reasonable balance between the obligation of the institution for the instruction and welfare of its students and its responsibility to society.

The Family Educational Rights and Privacy Act of 1974 (FERPA), including the Buckley Amendment and regulations thereunder (collectively the "Act"), controls access to student education records. Gonzaga University will make a reasonable effort to extend to eligible students and their parents the rights granted by the federal act. The provisions of this policy are not intended to create contractual rights; enforcement provisions are as provided under the Act.

Copies of the complete Gonzaga University's Confidentiality of Records Policy on a student's right to inspect his or her education records and the University's responsibility to maintain the confidentiality of such records are available at the offices of the University Registrar, Law School Registrar, Corporation Counsel, School/College Dean, and the Academic Vice President.

Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

- (1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the Registrar's Office written requests that identify the record(s) they wish to inspect. The Associate Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, the Associate Registrar shall advise the student of the correct official to whom the request should be addressed.
- (2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decided not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

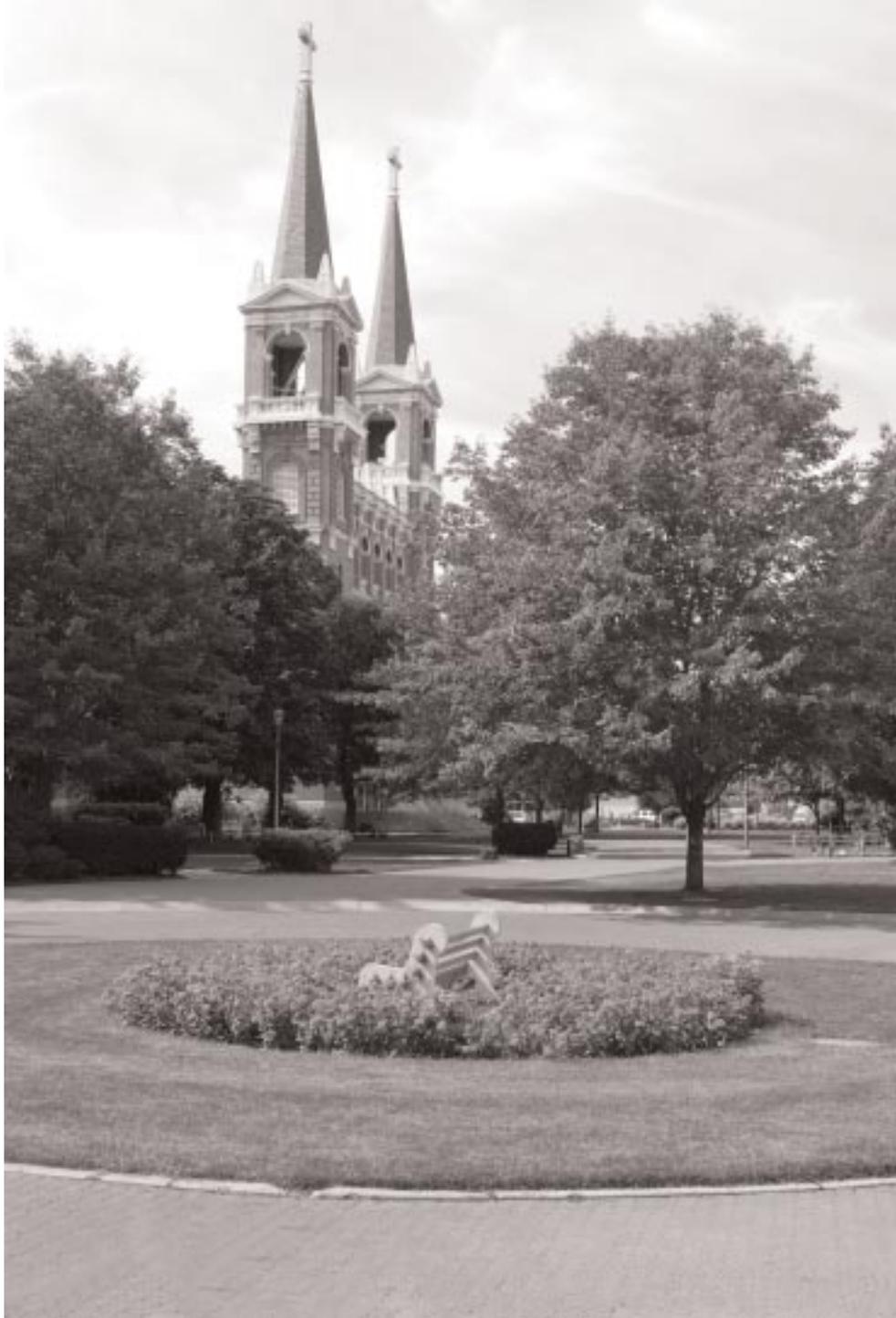
Release of Student Directory Information Policy:

Certain categories of student information are considered "open" or Directory Information. Directory Information may be published in a student directory or event program and released to the media and to the public for enrolled students. Directory information includes the following: Student Name, Local Address & Telephone, Permanent Address & Telephone, Place of Birth, Major Field of Study, Dates of Attendance, Full or Part-Time Enrollment Status, Year in School (Class), Degree(s) Received, Scholastic Honors and Awards Received, Other Educational Institutions Attended, Visual Image (photo, video), Weight, Height of Athletic Team Members.

A student may request that directory information not be released by so indicating at any time in the Registrar's Office. In that case, this information will not be disclosed except with the consent of the student or as otherwise allowed by the Family Educational Rights and Privacy Act of 1974 (FERPA).

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Gonzaga University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605



THE COLLEGE OF ARTS AND SCIENCES

www.gonzaga.edu

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College of Arts and Sciences

Dean: Robert D. Prusch

Associate Deans: Colleen McMahon

Alfred L. Morisette, S.J.

The College of Arts and Sciences offers a number of graduate programs on both a full-time and a part-time basis. The Master of Arts degree is available in Philosophy. The Department of Religious Studies offers the Master of Arts degree in Religious Studies, Spirituality, and Pastoral Ministry; it also offers the degree of Master of Divinity.

PHILOSOPHY

Philosophy

Chairperson: Douglas Kries

Graduate Program Director: Brian Steverson

Professors: M. Alfino, T. Jeannot, W. Pomerleau, T. Rukavina (Emeritus), R. Spitzer, S.J., R.M. Volbrecht,

Associate Professors: D. Calhoun, B. Clayton, D. Kries, Q. Liu, R. McClelland, W. Ryan, S.J., B. Steverson, M. Tkacz, J. Wagner

Assistant Professors: T. Clancy, S.J., P. McReynolds

Degree: Master of Arts in Philosophy

The Master's degree is offered on a full-time or part-time basis during the regular session. While many courses offered in the Gonzaga Master of Art's program are cross-listed with undergraduate courses, a Graduate Seminar restricted to graduate students only is offered each semester. A limited set of graduate-level philosophy courses is also available during summer.

Through course work and required reading the department stresses: (1) an understanding of the main problems of philosophy and their systematic order, (2) a knowledge of the history of philosophy and its major figures, and (3) a grasp of at least one of the major movements of contemporary or applied philosophy.

Admissions

Each applicant must submit the following materials:

- (1) A completed application form (see appendix for an inquiry form) and a non-refundable fee;
- (2) Two official transcripts from each college or university attended (international applicants must submit foreign transcripts in the original language and an English copy);
- (3) The official score from the GRE general aptitude test or MAT (must be less than five years old), a requirement which may be waived if the applicant has an advanced degree;
- (4) Submission of an official TOEFL score of at least 600 by each international applicant who has graduated from a foreign college or university and whose native language is not English; and
- (5) Submission of a financial declaration form and supporting documentation by each international applicant.

Applicants are encouraged (but not required) to submit samples of philosophical writing.

Prerequisite

B.A. with major (or acceptable background) in philosophy from an accredited college or university.

Requirements

Completion of the Master of Arts degree in Philosophy from Gonzaga University requires:

- (1) 30 credit-hours of philosophy: 24 hours of graduate-level course work, 6 hours for the thesis;
- (2) registration in the Graduate Seminar each semester in which the student is taking course work;
- (3) successful completion of a comprehensive examination (including written and oral components); and
- (4) successful completion of a foreign language examination.

Course Descriptions

Courses are contingent on demand and faculty availability unless otherwise specified.

PHIL 501 History of Ancient Philosophy 3 credits
A survey of major figures and developments in ancient Greek and Hellenistic philosophy from Thales to Plotinus, using texts in translation. *Fall.*

PHIL 505 History of Medieval Philosophy 3 credits
A survey of Christian philosophy in the Latin West focusing on such major figures as St. Augustine, St. Thomas Aquinas, and William of Ockham. Consideration will be given to bibliographic and research methods for the history of philosophy. *Spring.*

PHIL 507 St. Thomas Aquinas 3 credits
Life, works, and selected problems and texts.

PHIL 510 History of Modern Philosophy 3 credits
A survey from Descartes through Hegel. *Fall.*

PHIL 516 Marxism 3 credits
The major writings of Marx, Engels and Lenin. The relation between Marxist theory and revolutionary practice. Contemporary problems in Marxism.

PHIL 520 Contemporary Philosophy 3 credits
A survey of major figures from the post-Hegelian period to the present. *Spring.*

PHIL 521 American Philosophy 3 credits
A study of major figures in the American philosophical tradition.

PHIL 523 Process Philosophies 3 credits
Philosophers such as Bergson and Whitehead who regard creative process as the essence of the real.

PHIL 524 Existentialism 3 credits
The movement from Kierkegaard to the present.

PHIL 525 Phenomenology 3 credits
Some proponents of phenomenological philosophy stemming from Husserl.

PHIL 526 Existential Psychology 3 credits
A study of important existentialist philosophers and their influence upon psychology.

PHIL 527 Analytic Philosophy 3 credits
A survey of recent Anglo-American philosophy, beginning around 1900 and continuing through the present.

PHIL 528 Philosophical Hermeneutics 3 credits
Allied with phenomenology, philosophical hermeneutics struggles not only with interpreting patterns of meaning in classical philosophical texts, but also with interpreting patterns of meaning in human existence based on the model of the text.

PHIL 530 Metaphysics 3 credits
A systematic ordering and development of the perennial questions concerning being and existence; unity, diversity, truth, value, causality, and transcendence; and the existence and nature of God.

PHIL 532 Philosophy of Education 3 credits
Representative thought regarding educational agents, aims, and curricula.

PHIL 534 Chinese Philosophy 3 credits
A survey of the history of Chinese Philosophy focusing on the Confucian tradition and taking other traditions such as Taoism and Buddhism into account.

PHIL 540 Theory of Knowledge 3 credits
Problems, positions and synthesis of the modes of human knowledge.

PHIL 541 Symbolic Logic 3 credits
The study of modern symbolic logic (propositional and predicate). Metalogical issues (the syntax and semantics of formal systems) are discussed.

PHIL 543 Philosophy of Science 3 credits
Examination of recent developments in the philosophy of science and its treatment of the nature and methods of the physical, biological, and social sciences.

PHIL 544 Science, Technology, and Social Values 3 credits
Examines the relationship between science and technology, particularly modern technology, and the effect of science and technology on culture and values.

PHIL 545 Evolution and Creation 3 credits
Readings by scientists, theologians and philosophers on issues raised by the theory of evolution. Among the questions to be discussed are: How exactly are evolution and creation related? Are they rival explanations of the same thing? What evidence is there for evolution? How does evolution work? What implications does it have for our understanding of human nature and the place of human beings in nature?

PHIL 546 Philosophical Reflections on Christianity and Science 3 credits
Philosophical inquiry into the historical relationship between Christian religious doctrine and the knowledge imparted by the sciences, with focus on particular episodes such as the Galileo affair and the Darwinian revolution.

PHIL 548 Philosophy of Mind 3 credits
Treatment of the nature and functional capacities of the mind and the philosophical problems raised by analysis of mind, including mind and body, materialistic reductionism, other minds, freedom, and personality.

PHIL 551 Political Philosophy 3 credits
An examination of the nature and norms of political life with attention to major historical themes in the light of contemporary relevance.

PHIL 552 Social Ethics 3 credits
A consideration of the moral implications of communal life, including such topics as individual rights and distributive justice. Issues such as pornography, capital punishment, and affirmative action are treated.

PHIL 553 International Ethics 3 credits
The moral structure of the international community in the context of problems such as war, foreign aid, and transnational migration.

PHIL 554 Metaethics 3 credits
This course is an advanced study of contemporary disputes in ethical theory and metaethics. It will cover issues like the meaning and ontology of moral value and language, the realism-antirealism debate, concerns in moral psychology, and the impact of evolutionary theory on ethics. In addition, the course will also examine a range of competing, twentieth-century ethical theories.

PHIL 555 Leadership and Health Care Ethics 3 credits
This required ethics course (for MSN students) is designed to consider health care issues from both an individual and organizational perspective. *Fall.*

PHIL 556 Feminist Ethics 3 credits
Explores women's experiences of oppression and some of the ways which this has marginalized their concerns and their perceptions of the moral dimension. Feminist contributions to rethinking the concept of moral agency, the traditionally sharp distinction between the public and private domains, the relevance of personal relationships to ethics, and the process of moral development and moral decision making are considered. *Spring, odd years.*

PHIL 557 Business Ethics 3 credits
The philosophic basis of business and its relation to social development, responsibilities of the business community to society and the individual, and the relationship between economic theories and philosophical approaches. *Annually.*

PHIL 558 Environmental Ethics 3 credits
The detailed philosophical study of humanity's understanding of its relationship to the natural environment, concentrating on historically prominent conceptions of that relationship, the philosophical foundation of the contemporary "environmental movement," and attempts to construct a philosophically defensible environmental ethics. *Annually.*

PHIL 559 Governing Nature: Politics, Ethics, and the Environment 3 credits
Examines public policy, political structures, and political movements as they affect the environment and stresses the impacts of politics and ethics in the formation and evolution of environmental policy with particular attention to the rivers and forest regions of the Pacific Northwest.

PHIL 565 Philosophy of Religion 3 credits
Philosophical investigation of the rational justification of religious faith.

PHIL 566 (RELI 591) Philosophy of God/Philosophical Theology 3 credits
A philosophical investigation of God's existence, nature, and actions with particular attention to human knowledge of God.

PHIL 567 Faith and Reason 3 credits
A philosophical investigation of the grounds for integrating traditional Christian theism with a rational and scientific world view. Topics include classical and contemporary proofs for the existence of God, scientific evidence for theism from contemporary cosmology, and the problem of evil and suffering. *Spring.*

PHIL 570 Philosophy of Law 3 credits
The sources, structure, and function of human law and its relation to moral law.

PHIL 571 Philosophy of Literature 3 credits
What is literature and what is it for? This course considers a variety of answers to these questions by both philosophers and writers. The course is sometimes organized historically, covering major developments in Western thought about literature including Platonic, Renaissance, Romantic, and Contemporary. During other semesters the course is organized systematically with a heavy emphasis on theories of interpretation, each of which entails a view of the nature of literary language.

PHIL 572 Philosophy of Art 3 credits
An analysis of beauty, creativity, and taste according to the theories of Plato, Aristotle, Aquinas, and selected contemporary philosophers. Several representative works from all areas of the fine arts are examined in the light of the aesthetic principles of classical philosophy.

PHIL 573 Philosophy of History 3 credits
A study of the philosophical presuppositions of historical method and of the meaning or goal of historical process.

PHIL 576 - 579 Graduate Seminar 3 credits
A seminar will be scheduled for graduate students in philosophy each semester. Topics will vary. Class size is limited to allow for greater student participation and writing.

PHIL 586 - 588 Seminars Variable credit
Topics will vary.

PHIL 690 Directed Study Variable credit
Credits and material to be arranged.

PHIL 696 Foreign Language Requirement 0 credits

PHIL 697 Comprehensive Examination 0 credits

PHIL 698 Research Variable credit
Credits and material to be arranged.

PHIL 699 Thesis 6 credits

RELIGIOUS STUDIES

Religious Studies

Chairperson: Ron Large

Director of Graduate Programs: TBA

Professors: M. Cook, S.J., J. Dallen, H. Doohan, L. Doohan (Emeritus), J. Downey, P. Hartin, P. McCormick, A. Nigro, S.J.(Emeritus), C. Skok (Emeritus), B. Tyrrell, S.J. (Emeritus)

Associate Professors: S. Kuder, S.J., R. Large, J. Milos, C.S.J., J. Mossi, S.J., L. Shearing, C. Siejk

Assistant Professors: R. Egan, S.J., M. Garvin, S.N.J.M., R. Hauck, V. Lane

Degrees: Master of Arts in Pastoral Ministry
Master of Arts (Religious Studies)
Master of Arts (Spirituality)
Master of Divinity

The Department of Religious Studies at Gonzaga University offers four programs at the master's level to meet the needs of persons seeking greater understanding and practical knowledge of biblical, theological, and pastoral studies, prayer and spirituality. The programs are accredited by the Association of Theological Schools. Academic advisors ensure the programs have the flexibility to meet the personal and professional needs and interests of each student.

Admissions

Each applicant must submit the following materials:

- 1) A completed application form and non-refundable fee;
- (2) A written statement of purpose addressing the following two topics on one page:
 - i. Describe your interest in graduate studies and relate this to your area of interest.
 - ii. Assess your current strengths and describe what you would hope to gain from a master's degree program;
- (3) Two recommendations sent directly from the recommenders using the Confidential Recommendation Forms;

- (4) Two official transcripts from each college or university attended (international applicants must submit foreign transcripts in the original language with an English copy);
- (5) The official score from either the Miller Analogies Test or the GRE general aptitude test (less than five years old)—this may be waived if the applicant has an advanced degree;
- (6) Submission of an official TOEFL score of at least 550 by each international applicant who has graduated from a foreign college or university and whose native language is not English;
- (7) Submission of a financial declaration form and supporting documentation by each international applicant.

Prerequisites and Requirements

Applicants must have a bachelor's degree from an accredited college or university with a major in religious studies or introductory courses in Old Testament, New Testament, systematic theology, and applied theology. Applicants who have not taken these introductory courses can take Research Methods, Studies in Old and New Testament, and Studies in Theology. The M.A. in Pastoral Ministry and Master of Divinity programs require these courses; students with the equivalent background may request advanced standing.

The Director of Graduate Programs can give advanced standing or waive required courses when applicants have previously studied the areas in depth. Directed-reading or independent-study courses are generally available for specialized areas of student interest.

Financial Aid

The Department has a limited amount of financial aid in the form of assistantships and scholarships.

M.A. in Pastoral Ministry

This is a graduate professional program designed for those who are or will be involved in professional pastoral ministry. It provides sound theological foundations, develops basic ministerial skills, and acquaints students with resources for ministry and personal spirituality. Students may develop ministerial specializations with appropriate electives and practicum; e.g., Religious Education, Spiritual Direction, Hospital Chaplaincy. Students may also take CPE training for academic credit as part of the degree program, earning up to 16 credits.

Requirements

Forty-eight (48) credits of religious studies, with advanced standing possible for those who have the background otherwise provided by the introductory courses (500, 501, 502) or who have already engaged in appropriate formation:

- (1) Introductory courses (7 credits): Research Methods, Studies in Old and New Testaments, Studies in Theology.
- (2) Theological Foundations (12 credits): Biblical and Theological Foundations, Religion and Culture, Contemporary Ecclesiology, Theology of Ministry.
- (3) Ministerial skills (9 credits): Pastoral Counseling and 6 credits of electives.
- (4) Ministerial Resources (9 credits): 3 elective credits in spirituality, in ministry, and in liturgy.
- (5) Formation Program (8 credits)
- (6) Practicum (3 credits): a field-based experience demonstrating research skills and competence in ministry; it is designed by the student with faculty assistance.

M.A. (Religious Studies)

This program provides graduate theological background for teaching, research, and religious and theological service and leadership in community and Church.

Requirements

Thirty (30) credits of religious studies:

- (1) Specific core courses (12 credits) provide basic tools for claiming the tradition and constructing a reflective Christianity for our times:
 - (a) Fundamental—Biblical and Theological Foundations
 - (b) Systematic—Contemporary Trends in Theology
 - (c) Applied—Theological Ethics
 - (d) Integration Seminar—Religion and Culture
- (2) Electives (18 credits) provide an area of concentration; e.g., biblical, systematic, applied theology. Electives must include one course in Christology or ecclesiology and one course in scripture.
- (3) Research thesis (6 credits) or research paper (3 credits) is required as part of the eighteen credits of electives.

M.A. (Spirituality)

This program is especially designed to prepare people for the many developing areas of spiritual ministry and leadership. In-depth study of Christian spirituality for all walks of life combines with study of various specialized ministerial areas to enrich participants' personal and professional lives. Participants come from, or are preparing for, various professions (e.g., counseling, business, teaching, health care) and ministries of faith-formation (e.g., in parishes, dioceses, retreat centers, chaplaincies, spiritual direction, social justice).

Requirements

Thirty-three (33) credits of religious studies:

- (1) Core courses (21 credits) cover basic areas for anyone working in the vast field of spirituality, regardless of specialization: Biblical and Theological Foundations, Contemporary Christian Spirituality, Christian

Spiritual Traditions, Spirituality and the Adult Life Cycle, Spirituality and Social Justice, Liturgical Spirituality, and Contemporary Issues in Spirituality.

- (2) Electives (12 credits) offer opportunities to specialize in such areas as biblical theology, religious life, lay spirituality, parish ministry, spiritual direction and pastoral counseling.
- (3) Research paper or practicum (3 credits) is required as part of the twelve credits of electives.

Master of Divinity

This is a graduate professional program designed for those who are or will be involved in professional pastoral ministry, particularly in full-time ministry as ordained or lay ministers. It is broader and more extensive than our other programs. It is based upon 4 components: classroom education, field education, spiritual formation, and personal integration. It seeks to form students who understand and can communicate the heritage of faith, who have an appropriate theology and style of ministry, and who are committed to ministerial leadership in the contemporary Church. Students may develop ministerial specializations with appropriate electives and field education; e.g., Religious Education, Spirituality, Hospital Chaplaincy. Students may also take CPE training for academic credit as part of the degree program, earning up to 16 credits.

Though the program operates from within the Catholic theological and ecclesial tradition, it welcomes students of all Christian traditions. Faculty and staff assist students in meeting denominational requirements.

Requirements

Ninety-three (93) credits of religious studies, with advanced standing possible for those who have the background otherwise provided by the introductory courses (500, 501, 502) or who have already engaged in appropriate formation. Minimum area requirements are: scripture (15 credits), ethics (9 credits), liturgical-sacramental (6 credits), church history (3 credits), pastoral (11 credits), spirituality (6 credits), field education and ministerial formation (15 credits). Some areas have specific introductory or core courses.

Ministry Institute and Formation Program

The Ministry Institute at Mater Dei was founded in 1981 to respond to the Church's needs for ministers. It assists women and men in discerning or enhancing roles in ministry and in developing spirituality and ministerial identity while doing graduate studies at Gonzaga University. The Institute provides an opportunity to integrate personal, academic, and pastoral issues in an environment conducive to growth as a faith community.

Formation linking theory and practice is an essential element of theological and pastoral education. The Formation Program helps students integrate academic, spiritual, and ministerial development through a series of discussions, reflections, and seminars. The Department encourages participants in its programs to reside at the Institute and participate in formation. Because of the nature of pastoral ministry, the Department requires students in the M.A. in Pastoral Ministry and Master of Divinity programs to participate in the Formation Program.

Clinical Pastoral Education (CPE)

CPE is experiential theological education designed to provide pastors, seminary/theological students and committed lay people the opportunity to develop and increase their competency and effectiveness in providing pastoral care. It also fosters an opportunity to clarify and enhance pastoral identity. CPE utilizes an experiential learning environment (e.g., hospitals, rehabilitation centers) where, through an action-reflection model of education, students learn about ministry by engaging in ministry. CPE units can be taken for academic credit or for ACPE credit only as part of professional training. Students can integrate CPE training within the M.A. in Pastoral Ministry and Master of Divinity degree programs; e.g., formation, practicum, internship. A minimum of four units of CPE is required for certification in chaplaincy. Gonzaga's CPE program is a satellite of Tri-Cities Chaplaincy, which is an accredited program with ACPE.

Course Descriptions

- RELI 500 Research Methods in Religious Studies** 1 credit
An orientation to techniques and resources for research and writing in religious studies. Taken on a pass-fail basis.
- RELI 501 Studies in Old and New Testament** 3 credits
An introduction to scholarly issues concerning the historical context, history of composition, and pastoral application of the Old and New Testaments.
- RELI 502 Studies in Theology** 3 credits
An survey of the methods, issues, and patterns of questioning typical of theological inquiry.
- RELI 503 Biblical and Theological Foundations** 3 credits
Claiming the biblical and theological tradition in the contemporary world through critical skills in exegesis and hermeneutics.
- RELI 504 Issues in Religion and Culture** 3 credits
This colloquium integrates the diverse topics of our graduate programs by addressing the intersection of the Church and society. Theology as a faithful challenge to the Church and the world.
- RELI 509 Foundational Theology: Special Topics** 3 credits
- RELI 511 Pentateuch** 3 credits
An historical-critical and theological study of the documents which constituted Israel's understanding of covenant with God.
- RELI 512 Prophets of Israel** 3 credits
A survey of prophecy in ancient Israel that focuses on the nature of prophecy, the role and message of the prophets, and the parameters of contemporary prophetic ministry.
- RELI 513A Psalms Literature** 3 credits
An examination of Israel's Psalms that explores their poetic and theological elements, their history of interpretation in Judaism and Christianity, and their use in contemporary worship.
- RELI 513B Wisdom Literature** 3 credits
A study of literary, theological, and historical dimensions of the books of Proverbs, Job, Ecclesiastes, Sirach, and the Wisdom of Solomon and their place in the development in Hebrew thought.
- RELI 514 Hebrew Scriptures: Special Topics** 3 credits
- RELI 515 Synoptic Gospels** 3 credits
Matthew, Mark, and Luke in their interrelationship and their independent development.
- RELI 516 Johannine Literature** 3 credits
The Gospel of John and the Johannine letters.
- RELI 517 Letters of Paul** 3 credits
Paul's life and theology as reflected in his letters.
- RELI 518 Book of Revelation & General Epistles** 3 credits
How to interpret the Book of Revelation and the Epistles of James, Hebrews, Jude, and 1 & 2 Peter.
- RELI 519 New Testament: Special Topics** 3 credits
- RELI 520 Contemporary Trends in Theology** 3 credits
A selective engagement of current themes and authors who are setting the course for theology in the 21st century.
- RELI 520A Contemporary Catholic Thought** 3 credits
A survey of recent modern and postmodern Catholic theologies.
- RELI 521 Trinity, Creation, and Eschatology** 3 credits
The manifestation of God's purposes for human existence and the Christian's relationship with the Triune God.
- RELI 522 Christology** 3 credits
The key movements in Christology today in the light of scriptural and conciliar teachings on Christ.
- RELI 524 Suffering God** 3 credits
Can we really honor the reality of God and the concrete fact of human suffering at the same time? What is the relationship between suffering and God? The course investigates this ambiguous but classic religious experience as articulated in political and liberation theologies.
- RELI 525 Political Theology** 3 credits
The critical relationship of religious and political values as foundational; memory, narrative, and solidarity as theological categories. Special emphasis on the work of Johann Baptist Metz with some attention to J. Moltmann and D. Soelle.
- RELI 529 Systematic Theology: Special Topics** 3 credits
- RELI 530 Theological Ethics** 3 credits
How does theological ethics inform a Christian understanding of our practical moral life? This course will examine the fundamental concepts of Christian theological ethics and study their application to specific ethical issues and problems.
- RELI 531 Christian Sexual Morality** 3 credits
Fundamental Christian moral principles and their application to the expression of human sexuality and issues of gender.
- RELI 535 Church and Social Justice** 3 credits
The issues of justice from a Church perspective as they affect society locally, nationally, and internationally.
- RELI 537A The Ethics of Nonviolence** 3 credits
An examination, through the writings of Martin Luther King, Jr. and Mohandas Gandhi, of the sources, presuppositions, and goals of nonviolence as both a personal ethics and a movement for social change.
- RELI 537B War, Peace, and Christian Ethics** 3 credits
Is there a Christian morality of war and peace? Can war be just? Must Christians be pacifists? Study of the Christian traditions= moral reflection on war and peace.
- RELI 538 Death and Dying** 3 credits
Study of the ethical issues that death and dying raise for human existence. Topics include definitions of death, truth-telling, termination of treatment, God and death, and war and death.
- RELI 539 Ethics: Special Topics** 3 credits
- RELI 540 Contemporary Ecclesiology** 3 credits
Study of the Church's ecumenical self-understanding of its nature and function in the contemporary world as reflected in official documents and theological writings.

- RELI 544 Women in Ministry** 3 credits
Women's participation in the Church's mission as expressed in scripture, history, tradition, and the contemporary life of the Church. Special emphasis on the development of skills which will enable a positive contribution to the issues.
- RELI 545 Church History to the Reformation** 3 credits
The historical origins of the Church and its development to the Reformation.
- RELI 546A The Reformation** 3 credit
The figures, ideas, and events that produced the religious challenge to medieval Christendom in the sixteenth century.
- RELI 547 American Catholicism** 3 credits
The historical development of the Church in North America.
- RELI 548 Church History: Special Topics** 3 credits
- RELI 549 Church: Special Topics** 3 credits
- RELI 550 Theology of Ministry** 3 credits
Theological foundations for ministry in the church including historical roots and contemporary experience. Attention will be given to both the theory and practice of ministry. Skills of theological reflection will provide the method of inquiry and direction for collaborative pastoral response.
- RELI 551 Introduction to Pastoral Counseling** 3 credits
Foundations of theological models, methodology, and practice crucial to pastoral counseling. Special attention to counseling theory and related pastoral issues with emphasis on theological reflection and evaluative methods.
- RELI 552 Introduction to Spiritual Direction** 3 credits
A holistic approach to the history, theological and psychological foundations, and methods of spiritual direction. Personality types and prayer forms are also studied within the context of the director/directee relationship.
- RELI 552A The Practice of Spiritual Direction** 3 credits
Key contemporary models of the practice of spiritual direction are studied and evaluated. Students critically test and practically apply these models to instances both by presenting written examples and through role-playing.
- RELI 554B Sharing Faith** 3 credits
This course proposes foundations for a participatory and empowering approach to religious education and pastoral ministry. The curriculum is focused around five generative themes: the who, what, why, where, and how of Christian religious education.
- RELI 555 Homiletics** 2 credits
The development of preaching skills; the translation of theological language into the language of the hearers, the theological content of homilies, practice homilies, and the theology of preaching.
- RELI 556A-D Formation Program** 2 credits
Integration of academic, spiritual, personal, and ministerial development in a community setting.
- RELI 557 Supervised Ministry** 2 credits
Ministerial experience under supervision and assistance in theological reflection. Prerequisite: permission.
- RELI 558 Practicum/Internship** 3 credits
A field-based experience involving demonstrated competence in ministry. Prerequisite: permission.
- RELI 559 Ministry: Special Topics** 3 credits
- RELI 561 Sacraments** 3 credits
Theological study of the scriptural, doctrinal, and systematic presentation of sacramental life and worship.
- RELI 562 Liturgical & Sacramental Spirituality** 3 credits
The interrelation of liturgical celebration, personal spirituality, and Christian living.
- RELI 563 Sacraments of Initiation** 3 credits
Christians are made, not born. A study of how this has been and is done sacramentally through baptism confirmation and the Eucharist.
- RELI 565 Eucharist** 3 credits
Study of its Jewish origins, New Testament foundations, and Catholic theology, including real presence, sacrifice, and ministry. The Eucharist as prayer and the Eucharist in ecumenical perspectives.
- RELI 569 Liturgy & Sacraments: Special Topics** 3 credits
- RELI 570 Old Testament Spirituality** 3 credits
What experiences of God compelled the writers of Genesis through Malachi to tell the stories, preach the sermons, and sing the songs of the Old Testament and how do those great works of the Jewish and Christian faith shape contemporary theologies?
- RELI 571 New Testament Spirituality** 3 credits
The nature of biblical spirituality and a consideration of the spiritual teachings of the gospel writers.
- RELI 572 Christian Spiritual Traditions** 3 credits
A study of themes, issues, and selected classic texts in the history of Christian spirituality.
- RELI 573 Contemporary Christian Spirituality** 3 credits
A contemporary exploration of human relationships—self, community, world, and God through the lens of Christian spiritual traditions.
- RELI 574 Understanding the Christian Mystics** 3 credits
The lives of Teresa of Avila and John of the Cross, their works and relevance for today.
- RELI 575 Spirituality and Social Justice** 3 credits
The interconnectedness of the Christian experience of God and the commitment to justice in society.
- RELI 576 Prayer and Discernment** 3 credits
Practical spiritual and personal development: contemplative prayer, discernment, spiritual direction, and healing ministry.
- RELI 577 Contemporary Issues in Spirituality** 3 credits
A dialogue on particular issues in contemporary Christian spirituality based on student research.
- RELI 579 Spirituality: Special Topics** 3 credits
- RELI 581 Ignatian Spirituality** 3 credits
The personal spirituality and legacy of St. Ignatius Loyola.
- RELI 582 Spirituality and the Adult Life Cycle** 3 credits
The dynamics of Christian growth in connection with contemporary life-cycle research.
- RELI 585 Feminism and Christianity** 3 credits
Examines the academic discipline of feminist theology and the contributions feminist theologians make to biblical studies, talk about God, relationship to the Church, and concerns about ecology.
- RELI 585A Women and the Spiritual Journey** 3 credits
An exploration of the impact of the women's movement on the understanding and experience of spirituality. Issues include God-imagery, scriptural approaches, expressions of prayer, and ritual.
- RELI 591 (PHIL 566) God and Philosophy** 3 credits
Philosophical views about God and our knowledge of God.

RELI 592 (INST 330) World Religions and Global Religious Perspectives

3 credits

The diverse non-Western religious beliefs and practices and various religious perspectives regarding world brotherhood/sisterhood. Includes an introduction to the religions of the world.

RELI 592A Judaism

3 credits

Introduces Judaism as a living religion and a diverse religio-cultural phenomenon. Includes a short survey of contemporary Jewish religious practices. Examines Judaism's history with a focus on how internal and external forces required Jews to address questions of separation, integration, and self-definition. A major part of the course is devoted to the study of Judaism in the modern period.

RELI 592B Holocaust

3 credits

Beginning with Hitler's war against the Jews, this course surveys the history of Christian anti-Semitism and discusses questions such as the impact of Christianity's supercessionist theology, the role of the language of dehumanization, and the use of Christian language in nationalist and racist rhetoric.

RELI 592C Native American Religions

3 credits

An examination of traditional Native cultures and contributions along with the cultural stereotypes that distort their reality. Includes the role of Christian missions in forming contemporary Native realities and studies the revitalization movements among North American tribes.

RELI 592D Buddhism

3 credits

A study of Buddhism as Asian spirituality and world religion; an examination of the Buddha's teachings, the expansion and development of Buddhism, and the teachings and practices of contemporary Buddhisms.

RELI 593 (SOVI 384) Religion and Sociology

3 credits

Social aspects of religion as viewed by classical contemporary theorists. Religion's role in social change.

RELI 594 (CLAS 375) Judaism in Greco-Roman Culture

3 credits

A survey of the history, literature, and thought of Jews from Alexander to the rise of Rabbinic Judaism.

RELI 596A Biblical Greek

1-7 credits

RELI 596B Biblical Hebrew

1-7 credits

RELI 596C Latin

1-7 credits

RELI 658 A-E CPE Internship I-IV

4 credits

RELI 690 Directed Reading

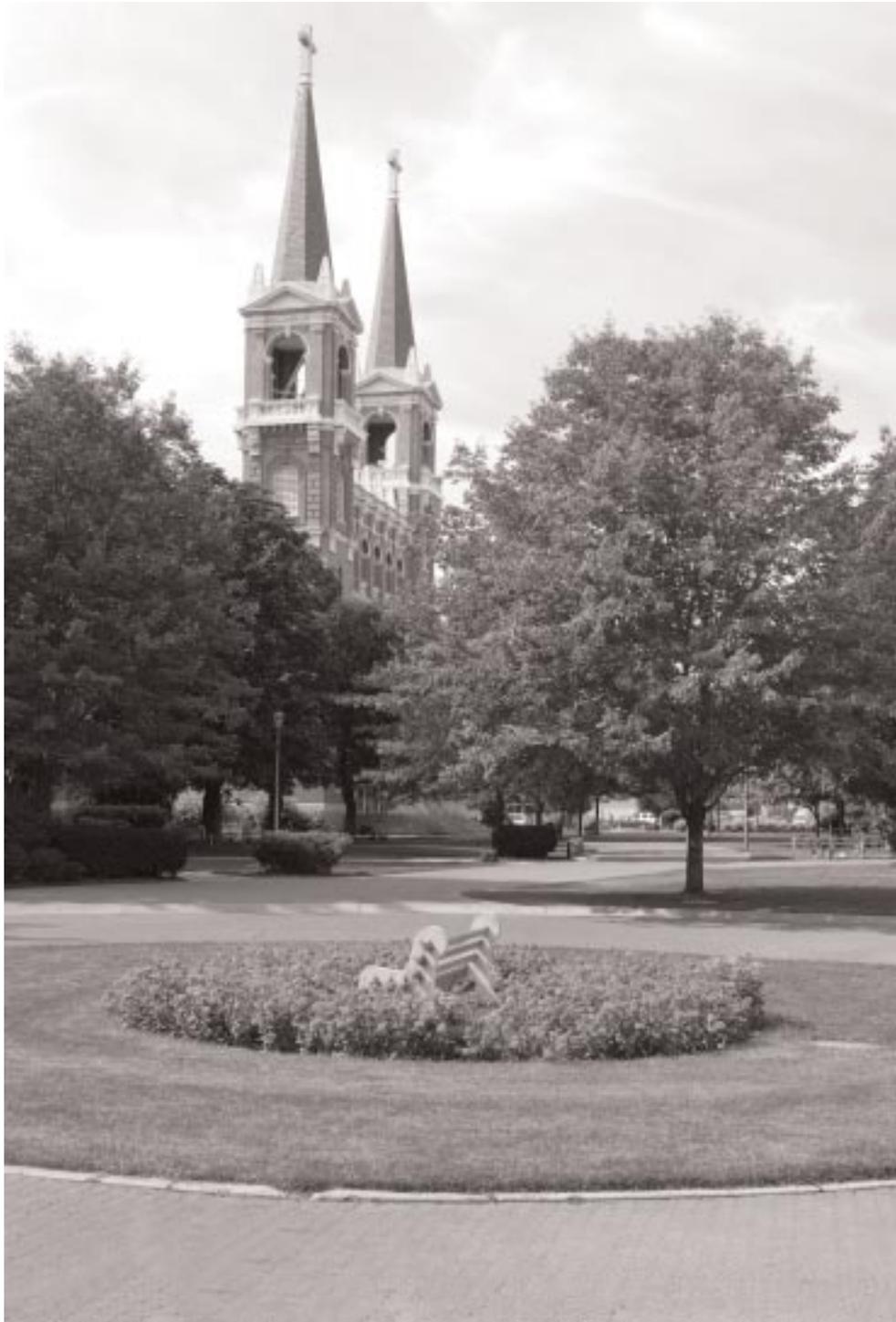
3 credits

RELI 698 Research

3 credits

RELI 699 Thesis

6 credits



THE SCHOOL OF BUSINESS ADMINISTRATION

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School of Business Administration

Dean: Clarence H. Barnes
Assistant Dean: Gary J. Weber

John L. Aram Professor of Business Ethics: L. Weber

Erwin Graue Professor of Economics: C. Wiseman

Kinsey M. Robinson Professor of Business Administration: P. Buller

Professors: K. Anderson, C. Barnes, J. Beck, R. Bennett, E. Birrer, D. Brajcich (Emeritus), P. Buller, K. Carnes, J. Chen, D. Elloy, J. Helgeson, K. Hickman, J. Monks (Emeritus), W. Terpening, L. Weber, C. Wiseman

Associate Professors: S. Bozman, M. Shrader, W. Teets

Assistant Professors: J. Andrus, M. Beqiri, N. Chase, T. Chuang, S. Hedin, T. Korkeamaki, D. Law, P. Loroz, M. Rutherford, G. Weber, Q. Zhang

Degrees Offered

Master of Accountancy (MAcc)

Master of Business Administration (MBA)

Master of Accountancy/Juris Doctor (MAcc/JD)

Master of Business Administration/Juris Doctor (MBA/JD)

MBA/MACC

MBA/BS Engineering

Gonzaga University's School of Business Administration is an exciting place to study and grow. We are committed to developing leaders who possess solid analytical, critical thinking, communication and team building skills, along with a keen sense of social justice. Both the Master of Business Administration (MBA) and the Master of Accountancy (MAcc) programs are characterized by a personal learning environment, quality students from diverse backgrounds, and a faculty committed to excellence in teaching and scholarship. Graduate classes are offered early evenings and early mornings, including summer sessions, to allow students to complete degree requirements on either a part-time or full-time basis.

The Graduate School of Business strives to develop in graduates:

- (1) an ability to use practice and theory to creatively solve problems faced by managers in a dynamic business environment;
- (2) the skills necessary to develop and implement organizational strategies and to effectively manage change;
- (3) an understanding of the ethical implications of management decisions on all stakeholders of an organization;
- (4) oral and written communication skills expected of upper-level managers and business owners;
- (5) the technical skills and knowledge of modern technology required by upper level managers;
- (6) an appreciation for the benefits of diversity within the business environment and an understanding of the impact of the continued globalization of the economy.

Gonzaga's graduate programs are fully accredited by AACSB – the American Assembly of Collegiate Schools of Business, International Association for Management Education.

Admission Requirements

The admissions decision is based on evaluation of the following factors: overall GPA, Graduate Management Admission Test (GMAT) score, recommendations, and relevant work experience. Each applicant must submit the following materials to the Graduate School of Business:

- (1) A completed application form and a non-refundable fee (see appendix for inquiry form);
- (2) Two recommendations sent directly from the recommending persons to the Graduate School of Business using the Confidential Recommendation Forms;
- (3) Two official transcripts from each college or university attended (international students must submit foreign transcripts in the original language and an English copy);
- (4) Official GMAT score;
- (5) Submission of an official TOEFL score of at least 550 (213 computer) by each international applicant who has graduated from a foreign college or university and whose native language is not English;
- (6) Submission of a financial declaration and supporting documentation by each international applicant.

The graduate business programs are open to qualified holders of a baccalaureate degree from an accredited college regardless of undergraduate major field of study. The goal of the admission policy is the selection of those candidates who demonstrate high potential for academic and professional success.

Students may enroll for a maximum of twelve credits as a non-matriculated student in graduate business classes.

Foundation Requirements

Prior to enrolling in graduate coursework required for the degree program, some students may be required to take preparatory courses in specific business areas. Foundation courses may be waived on a course-by-course basis for students who have recently completed equivalent coursework or who have demonstrated competence by passing an examination. Significant work experience in a given business area may also be a basis for waiving a specific foundation course. Foundation course credits are not counted toward the graduate degree program. Applicants should consult the Assistant Dean for more details on foundation course requirements.

Foundation courses required of MBA and MAcc students are:

Economics: Micro and Macro
Principles of Finance
Principles of Management
Principles of Marketing
Statistics
Production/Operations Management
Principles of Accounting (2 semesters)
Legal Environment of Business
Management Information Systems

Master of Accountancy (MAcc)

The Gonzaga Master of Accountancy program curriculum provides a strong framework of courses enabling development and enhancement of the intellectual, technical, and interpersonal skills which are critical in today's business environment. The MAcc program offers three areas of specialization to allow the student to tailor coursework to match career goals and interests. The areas of specialization are: Taxation, Professional Accounting and Management Information Systems.

Current Gonzaga undergraduate accounting majors may apply for the MAcc program during the second semester of their junior year. If accepted into the program, they may take a limited number of graduate-level courses during their senior year with the permission of their graduate advisor. Before applying for admission, students should have completed 75 credit hours (including ACCT 360) with a cumulative GPA of 2.5 and no grade less than 2.0 in any upper-division accounting course. Students must be admitted to the MAcc program before enrolling in any graduate-level class.

Foundation Courses

The foundation courses for the MAcc degree include both business and accounting courses. In addition to the business foundation courses required for the MBA degree, specific accounting foundation courses include the following:

- Intermediate Accounting I & II
- Cost Accounting
- Federal Taxation
- Auditing

Degree Requirements

A total of thirty credits of graduate coursework is required for the Master of Accountancy degree. Students must maintain a 3.0 or better grade point average. There are 14 credits which are common to all areas of specialization within the MAcc degree.

MACC 600 Comm. & Orientation Workshop	0	credits
MACC 661 Professional Practice Seminar	3	credits
MBUS 612 Management Skills Development	3	credits
MACC 664 Professional Ethics	2	credits
MACC 663 Accounting Theory	3	credits
MACC 665 Assurance Services	3	credits

Areas of Specialization

Taxation (16 credits): The required courses for the taxation specialization are:

LAW	Estate and Gift Tax*	2	credits
LAW	Partnership Tax*	2	credits
LAW	Corporation Tax*	2	credits
LAW	Community Property *	2	credits
Electives**		8	credits

Professional Accounting (16 credits): The required courses for the accounting specialization are:

MBUS 624 Finance Theory & Practice	2	credits
MBUS 626 Info. Systems Theory & Practice	2	credits
Electives**	12	credits

Management Information Systems (16 credits): The required courses for the MIS specialization are:

MBUS 626 Info. Systems Theory & Practice	2	credits
MBUS 673 Business Database Systems	3	credits
MBUS 676 E-commerce & Bus. Data Comm.	3	credits
One elective selected from the following two courses		
MBUS 672 Systems Analysis and Design	3	credits
MBUS 674 Busn Appl w. O-O Paradigm	3	credits
Electives**	5	credits

* These courses are offered through the School of Law, and may begin earlier in the semester than the School of Business Administration courses.

** Electives must be approved by the graduate advisor.

Course Descriptions

MACC 600 Communications and Orientation Workshop 0 credits

This zero credit workshop is held on a Friday evening and Saturday one weekend per semester. It should be taken during the student's first semester in either the Master of Accountancy or MBA program. Topics covered include an orientation to the graduate programs, research facilities available to the student, team-building, leadership and case analysis. *Fall and Spring.*

MACC 660 Advanced Accounting 3 credits

This course covers advanced problems in financial accounting, reporting theory and accounting practice. Other topics will include inter-corporate investments, consolidated financial statements, foreign currency operations and transactions, and partnership accounting. *Fall.*

MACC 661 Professional Practice Seminar 3 credits

This course focuses on developing students' research skills across three areas: Financial Accounting (FASB pronouncements, technical releases, etc.), Auditing (GAAS) and Tax. Students will focus on identifying pertinent issues, using research aides to locate relevant authority, and communicating the conclusions of their research to clients and/or documenting them for the client file. Emphasis is on developing critical thinking skills, research skills, and communication skills. Skills from this class can be utilized in all MAcc classes. *Fall*

MACC 663 Accounting Theory 3 credits

A study of the hypothetical, conceptual, and pragmatic principles which form the general frame of reference for financial accounting and reporting. *Spring.*

MACC 664 Professional Ethics 2 credits

This course examines the literature of general and business ethics, specifically as it applies to the challenges faced by accounting professionals. Case studies are used extensively to challenge and sensitize students to the issues they are likely to encounter in practice; various methods of understanding and solving ethical dilemmas are considered. *Fall*

MACC 665 Assurance Services 3 credits

This course examines various theoretical and practical applications of the changing auditing discipline. Authoritative attestation and auditing literature is studied. Case studies are used to consider risk assessment, independence issues, internal control evaluation, and audit processes. *Spring.*

MACC 666 Advanced Federal Taxation 3 credits

A study of corporate, partnership, estate & gift, and international taxation is conducted in this course. Current issues in taxation relating to both business and individual taxation will be discussed, along with an examination of tax procedure and tax practice. *Fall.*

MACC 668 Not-for-Profit Accounting 3 credits

This course investigates accounting principles and procedures as applied to governmental and not-for-profit organizations such as universities, health care agencies, and health and welfare organizations.

MACC 669 Accounting Integration 3 credits

This course encompasses accounting theory and practice, utilizing cases and problem solving in preparation for professional certification. *Spring.*

MAcc 680A/B/C Team Building and Leadership Development I-III 1-3 credits

These highly interactive, intensive programs are designed to increase students' knowledge and understanding of leadership and team development through a combination of information sessions and active participation in cooperative, challenge activities. Students can opt to take 1-3 credits, with each level being the pre-requisite for the next.

Level I

Friday evening – Indoors, Saturday, all-day – Outdoors, off-campus (includes a hike of 3-7 miles or other suitable outdoor activity). Leadership models and styles, work style diversity, and stages of team development are introduced. Highly interactive challenge activities are designed to enhance critical thinking skills, creativity, problem-solving ability, and ability to work effectively as a team. Activities also present opportunities for taking leadership roles, recognizing leadership styles, and identifying what works and what doesn't in given situations. Students are required to provide their own meals.

Level II

The second course in the series focuses on ethical/moral leadership, intellectual/creative leadership, and visionary or principle-centered leadership. Information will be presented via videotape, brief lectures, case studies, handouts, and group discussions. Advanced cooperative, challenge activities are utilized to apply, examine, and discuss course content. Participants develop a personal mission statement (clarifying individual values, roles, and goals) and the course concludes with presentations of these mission statements. Students are required to provide their own meals. Pre-requisite: Level I.

Level III

The final offering in the series begins with a brief review of Level I and II topics and exercises, followed by new team building exercises and discussion. In addition to the class meeting, several on-line assignments involving reflection on experience, self-evaluation relative to leadership and team-building, and a plan for further development, are required to be completed. Guidelines for assignments are provided and explained. Pre-requisite: Level II.

Master of Business Administration (MBA) (The MBA of Choice)

Gonzaga's MBA of Choice offers a comprehensive graduate education for professional management in a dynamic and complex economic environment. The program allows students the opportunity to choose amongst a large array of electives to design a curriculum which will best satisfy their individual career goals. The program prepares graduates for leadership roles in business and other organizations. The curriculum provides students opportunities to apply concepts, techniques, and practice in the functional disciplines of business. Students are intellectually challenged and taught to develop an appreciation of human behavior in organizations and the responsibilities facing entrepreneurs and managerial decision-makers.

Degree Requirements

To complete the MBA degree program, thirty-three credit hours of 600-level graduate business administration courses are required beyond the foundation courses. Students are expected to maintain a minimum grade point average of 3.0. Degree requirements consist of twenty-one (21) credit hours of core courses and twelve (12) hours of graduate-level electives.

Core Courses (21 credits)

MBUS 600 Comm. and Orientation Workshop	0 credits
MBUS 610 Economic Environment of the Firm	2 credits
MBUS 612 Management Skills Development	3 credits
MBUS 613 Quantitative and Statistical Analysis	2 credits
MBUS 614 Business Ethics	2 credits
MBUS 616 Strategic Management	2 credits
MBUS 624 Finance Theory & Practice	2 credits
MBUS 625 Operations Theory & Practice	2 credits
MBUS 626 Information Systems Theory and Practice	2 credits
MBUS 627 Marketing Theory & Practice	2 credits
MBUS 628 Accounting Theory & Practice	2 credits
Electives	12 credits

Total Credits Required – 33 credits

MBA/MIS Concentration

In addition to the MBA of Choice, Gonzaga University's School of Business also offers an MBA with a concentration in Management Information Systems. The core courses are the same for this concentration as they are for the MBA of Choice. Instead of 12 hours of electives, however, this program has the following requirements:

MBUS 673 Business Database Systems	3 credits
MBUS 676 E-Commerce & Business Data Communications	3 credits
<i>One of the following 2 courses:</i>	
MBUS 672 Systems Analysis & Design	3 credits
MBUS 674 Business Applications with Object Oriented Paradigm	3 credits
Electives	3 credits

Course Descriptions (MBA)

MBUS 500 Economic Analysis 3 credits
Key micro and macroeconomic models which are critical to the development of modern economics are explored. Analysis includes theories of supply and demand, theory of the firm, pricing, employment, monetary and fiscal policy, and international trade and finance. *Fall.*

MBUS 535 – Fundamentals of Information Systems 3 credits
This course introduces fundamental concepts of information systems and essential skills and techniques of using information technology (IT). The emphasis is on the roles of information systems in today's organizations, including how IT changes individual work, affects organizational structure and processes, and shapes competition in the business environment. Topics include the system concept, hardware, software, communication tools, database management systems, components of information systems, e-commerce (EC), technologies for developing EC, and systems development approaches. Students learn to use software tools (e.g., MS/Office suite and other advanced tools) to help improve problem solving skills using information technologies. Prerequisites: Graduate Standing

MBUS 560 Accounting Analysis 3 credits
An introduction to accounting and reporting, including international accounting. Emphasis on preparation, analysis, and interpretation of general purpose financial reports and uses of accounting information for decision-making. *Spring.*

MBUS 600 Communications and Orientation Workshop 0 credits
This zero credit workshop is held on a Friday evening and Saturday one weekend per semester. It should be taken during the student's first semester in either the Master of Accountancy or MBA program. Topics covered include an orientation to the graduate programs, research facilities available to the student, team-building, leadership and case analysis. *Fall and Spring.*

MBUS 610 Economic Environment of the Firm 2 credits
This course will deal with the nature and objectives of the firm, including its interface with markets, society, government and the global economy. Topics selected from: competitive markets, market imperfections, the economic model of human behavior, compensation and incentives, social responsibility, government regulation, fiscal and monetary policy, foreign exchange, and trade policy.

MBUS 612 Management Skills Development 3 credits
This course is an experiential, skill-building course designed to enhance students' management and interpersonal skills. The course will present basic concepts and theory underlying effective management practices. Students will be involved in various exercises to improve self-awareness, learn new skills, and practice the application of those skills in management situations. The course will focus on skills such as problem solving, creative thinking, supportive communication, managing conflict, managing cultural diversity, and project management. Prerequisite: foundation course in organizational behavior or management.

MBUS 613 Quantitative and Statistical Analysis 2 credits
This course is designed to expose students to the use of spreadsheet-based models and the scientific research process to support problem solving and decision making in a business environment. Emphasis is on the acquisition, analysis, and interpretation of data to solve business problems. Topics include an overview of statistical thinking and basic statistical analysis, analysis of variance techniques, and regression analysis. Case problems may be used to provide practical experience in data analysis and interpretation. Prerequisite: Foundation courses in statistics and business computing.

MBUS 614 Business Ethics 2 credits
This course examines the literature of business ethics and corporate social responsibility and explores specific cases and issues related to employee and management responsibilities. The course includes contributions from the arts and sciences which deepen the student's understanding of the issues or brings new insights to business ethics inquiry. Specific issues may vary from semester to semester. Topics are likely to include environmental issues, cross-cultural and multicultural issues, and consumer and workplace issues.

MBUS 616 Strategic Management 2 credits
This is a capstone course designed to apply and integrate concepts and analytical tools that students have studied in their MBA or MAcc coursework. This course adopts a general management perspective to analyze complex business situations, identify critical issues, and develop effective solutions. Consideration is given to ethical dimensions of strategic decision making. The emphasis throughout is on developing strategic thinking skills and understanding the fundamentals for achieving competitive advantage in a dynamic global environment. Prerequisites: Completion of the functional core courses; preferably, this course should be taken in the student's final semester.

MBUS 624 Finance Theory and Practice 2 credits
This course is designed to develop students' understanding of financial theory and how it can be applied to financial decisions a business must make. Included are such topics as cost of capital, capital budgeting, capital structure and working capital management.

MBUS 625 Operations Theory and Practice 2 credits
This course examines the current state of the art in theory and practice in the management of the operations function in the organization. The course covers the main principles and concepts pertaining to such issues as the development of a manufacturing strategy, order winners and order qualifiers, process choice, product profiling, supply chain management, and service operations.

MBUS 626 Information Systems Theory and Practice 2 credits
This course explores some issues of Information Systems (IS) theories related to managing and administering the IS functions and resources from a managerial perspective. The course also investigates the overall information needs of an organization and the strategic role of IS in providing for these needs. Case examples which show how companies have put ideas into practice are examined and discussed.

MBUS 627 Marketing Theory and Practice 2 credits
The emphasis in this course is on marketing decision-making based upon an evaluation of the market, the product, promotion effort, price, and channels of distribution. The course provides essential knowledge of marketing needed by the modern executive.

MBUS 628 Accounting Theory and Practice 2 credits
This course examines various theoretical and implementational aspects of both financial and managerial accounting. Emphasis is on the use of accounting information for investing, decision making, planning, performance evaluation and cost control purposes.

MBUS 633 Decision Support Systems 1 credit
This course begins with an overall introduction to the field of decision support systems (DSS) and proceeds to explain how decision support technology supports managerial decision-making. Although characteristics of different types of DSS and enabling technologies are discussed, the focus of the course is placed on data-driven and model-based systems. Multiple-criteria decision-making techniques (e.g., Analytical Hierarchy Process) and tools (e.g., MS/EXCEL) are part of the course. While theoretical aspects of DSS are addressed, the emphasis is on hands-on experiences and on cultivating students' capability of using available technologies to develop personal DSS.

MBUS 640 Global Operations 3 credits
This course examines the current state of the art in theory and practice in the management of the operations function in the organization. The course covers the main principles and concepts pertaining to such issues as the development of a manufacturing strategy, order winners and order qualifiers, process choice, product profiling, supply chain management, and service operations.

MBUS 642 Business Planning 3 credits
This course integrates business principles with business practice. Topics will include: assessing industry attractiveness, environment analysis, market segmentation, demand forecasting, product development, operations, financial analysis, contingency planning, and implementation strategies. The preparation of a commercial quality business plan will also be a course requirement.

MBUS 643 Taxes and Business Decision Making 3 credits
This course is designed to introduce current and prospective business managers to the impact of income taxes on business decisions. It focuses on generic tax issues and vehicles, not the technical tax law. Its ultimate goal is to sensitize managers to the tax implications of business decisions and the tax system's impact on the behavior of a firm's customers, employees, suppliers, and creditors.

MBUS 645 Business Process Management and Improvement 3 credits
One view of a business enterprise is as a set of processes that create value for internal or external customers. This course examines the design and management of key business processes by focusing on the process flow, key performance measures, and the management of levers that lead to process improvement. The student will be introduced to process management tools as part of the course.

MBUS 670 Corporate Financial Reporting 2 or 3 credits
Cases in corporate financial accounting theory and reporting practice are studied, with an emphasis on preparation and use of corporate financial reports for decision-making, including ethical considerations. Accounting and reporting issues associated with investments, inventories, leases, pensions, income taxes, revenue recognition, cash flows, and other topics are addressed.

MBUS 672 Systems Analysis and Design 3 credits
This course examines established and evolving methodologies for the analysis, design, and development of a business information system. Emphasis is placed on business systems, characteristics, managing information systems projects, prototyping, CASE tools, and systems development life cycle phases. Prerequisite: MBUS 626, *Spring*.

MBUS 673 Business Database Systems 3 credits
This course helps students understand, through practice, the concepts of database management. Text reading provides a broader view in aspects of data modeling and system modeling, project life cycle, data structure, data normalization, and data administration. Research projects demand students have in-depth knowledge of databases that are in use. Computer projects are used to give students hands-on experience developing a workable system using Oracle or MS/Access in a PC environment. Prerequisite: MBUS 626, *Fall*

MBUS 674 Business Applications with Object-Oriented Paradigm

3 credits

Information Systems (IS) are essential to the effective project planning, development, and control of projects. This course studies concepts and framework of Object-Oriented (OO) paradigm with business applications. Students learn how to model the business scenarios using Unified Modeling Language (UML). Students also learn to apply the UML with the new thought process in developing business applications based on the software used throughout the class projects development phases. A research paper is required to study the pros and cons between the traditional and the object-oriented approaches. Prerequisite: MBUS 626, *Spring*

MBUS 675 Consumer Behavior

2 credits

Managers wishing to serve customers' needs can build effectively upon a solid grounding in the field of consumer behavior. The focus of this course is on achieving a deeper understanding of the psychological, social, cultural and economic dimensions of consumer judgment and decision-making. Students will use this theoretical foundation as a body of knowledge with which to evaluate marketing strategies. †

MBUS 676 E-Commerce and Business Data Communication

3 credits

The advancement of Internet and telecommunication greatly reduces the transportation cost of information, thus drastically changes the cost structure and the way businesses are conducted today. This course surveys the network infrastructure and the business models that culminate in e-commerce. In addition to readings and discussions, students will be required to design, create, and manage working Web sites for local businesses or organizations. Prerequisite: MBUS 626, *Fall*

MBUS 680A/B/C Team Building and Leadership Development I-III

1-3 credits

These highly interactive, intensive programs are designed to increase students' knowledge and understanding of leadership and team development through a combination of information sessions and active participation in cooperative, challenge activities. Students can opt to take 1-3 credits, with each level being the pre-requisite for the next.

Level I

Friday evening – Indoors, Saturday, all-day – Outdoors, off-campus (includes a hike of 3-7 miles or other suitable outdoor activity). Leadership models and styles, work style diversity, and stages of team development are introduced. Highly interactive challenge activities are designed to enhance critical thinking skills, creativity, problem-solving ability, and ability to work effectively as a team. Activities also present opportunities for taking leadership roles, recognizing leadership styles, and identifying what works and what doesn't in given situations. Students are required to provide their own meals.

Level II

The second course in the series focuses on ethical/moral leadership, intellectual/creative leadership, and visionary or principle-centered leadership. Information will be presented via videotape, brief lectures, case studies, handouts, and group discussions. Advanced cooperative, challenge activities are utilized to apply, examine, and discuss course content. Participants develop a personal mission statement (clarifying individual values, roles, and goals) and the course concludes with presentations of these mission statements. Students are required to provide their own meals. Pre-requisite: Level I.

Level III

The final offering in the series begins with a brief review of Level I and II topics and exercises, followed by new team building exercises and discussion. In addition to the class meeting, several on-line assignments involving reflection on experience, self-evaluation relative to leadership and team-building, and a plan for further development, are required to be completed. Guidelines for assignments are provided and explained. Pre-requisite: Level II.

MBUS 689 Special Topic Seminar

3 credits

Selected topics include small business consulting, data base management, income tax and business decisions, and problems in human resource management, among others. May be repeated for credit with change in subject matter.

MBUS 690 Directed Study

(credit by arrangement)

Guidelines are available in the School of Business office. Requirements must be met before registration. Summer.

MBUS 697 Internship

1-3 credits

Relevant work experience commensurate to student's professional interests. Guidelines and criteria are available from the Assistant Dean.

Master of Business Administration/Master of Accountancy

Upon completion of either the MBA or MAcc degree requirements, a student may apply for entry into the other degree program. Nine (9) credit hours previously earned in either the MBA or MAcc program may be transferred into the other program. The result is that the total credit hours required for both the MBA and MAcc degrees will be reduced by nine (9). Consequently, the total graduate level credit hours required for both degrees would be reduced from 63 (33 plus 30) to 54.

Master of Business Administration/Juris Doctor

The Graduate School of Business, in conjunction with the School of Law, offer programs leading to the combined Master of Accountancy/Juris Doctor and the Master of Business Administration/Juris Doctor degrees. The programs are designed to meet a twofold need. On the one hand, there is need for lawyers who are trained in business and in accounting. A legal education may sufficiently equip a person for general law practice or even for certain legal specializations, but the role of the lawyer in relation to business and other institutional needs demands preparation beyond the scope of a legal education. On the other hand, a successful accountant or business executive, skilled in financial and practical decision-making processes, will benefit from a thorough knowledge of the law.

The applicant for either of these combined programs must meet the admission requirements of both the School of Law and the School of Business Administration. These requirements and the application procedures are contained in the catalogues of each school.

Degree Requirements

Normally the student should complete 1 year of law before beginning business administration or accounting courses. The total combined credits must be 111 for the Master of Accountancy/Juris Doctor program; 114 for the combined Master of Business Administration/Juris Doctor program. In both cases, this represents a reduction of 9 credits from the 120, or 123 which would be required if the student were to take both degrees separately. No more than 6 of these 9 may be omitted from either school. The possible combinations, therefore, are 27 credits in accounting/business administration and 87 in law, or 30 credits in accounting/business administration and 84 in law. With the exception of the reduction in the total number of credits described, all requirements of both schools must be satisfied.

MBA/BS Engineering

Gonzaga University's School of Engineering and School of Business Administration offer a joint program leading to a Master of Business Administration degree and a Bachelor of Science in General Engineering. This joint degree program takes five years of full-time study versus six years if the programs are completed separately. Students will be required to complete the graduate requirements for the MBA of Choice. Foundation courses required for the joint program are: Acct 263, Accounting Analysis; Econ 103, Economic Analysis; Busn 230, Business Statistics; Mktg 310, Principles of Marketing; Bfin 320, Principles of Finance; Oper 340, Operations Management; Mgmt 350, Management and Organization; Busn 283 Business Law. For further information on this program, please consult either the School of Engineering or the School of Business Administration.



THE SCHOOL OF EDUCATION

www.gonzaga.edu

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School of Education

Dean: Shirley J. Williams

Professors: J. Canty, T. F. McLaughlin, J. Nelson, J. Wardian (Emeritus), R. Williams

Associate Professors: R. Bialozor, J. D'Aboy (Emeritus), M. Derby, J. Dixon, P. Hastings, J. Sunderland, D. Tunnell, K. Weber

Assistant Professors: A. Barretto, E. Bennett, J. Brougher, D. Conners, J. Cox, A. Fein, B. Foster, D. Mahoney, S. Koffman, J. Shepard, F. Walsh, A. Wolf

Instructors: C. Lepper, D. Perry

Mission

The mission of the School of Education is to prepare socially conscious and critical practitioners to serve their community and profession by modeling and promoting exemplary leadership, academic scholarship and professional competence.

Accreditation

All degree and certification programs in the School of Education are accredited by the National Council for Accreditation of Teacher Education. The School holds membership in the American Association of Colleges of Teacher Education and is recognized by the Washington State Office of the Superintendent of Public Instruction as having approved programs for the preparation of teachers, counselors, special education teachers, principals, and superintendents. Title II information may be found at the School of Education website: www.gonzaga.edu.

While this catalog provides students with the most current information regarding School of Education graduate programs, students are advised that programmatic changes are a common occurrence in the field of education and are usually the result of directives from the State Office for the Superintendent of Public Instruction and the National Council for the Accreditation of Teacher Education. The School of Education takes seriously its responsibility to communicate all changes to education students. Students must be sure to see their Education advisors regularly to complete a plan of study in compliance with current regulations.

The School is organized into six departments. Following are the graduate degrees offered:

The Department of Administration, Curriculum, and Instruction

- Master of Arts in Administration and Supervision
- Master of Arts in Curriculum and Instruction
- Master of Arts in Teaching
- Master of Anesthesiology Education
- Master of Arts in Educational Administration

The Department of Counselor Education

- Master of Arts in Counseling Psychology
- Master of Arts in Counseling, (Canada only)

The Department of Leadership Formation

- Master of Arts in Educational Administration

The Department of Special Education

- Master of Education in Special Education

The Department of Sport and Physical Education

- Master of Arts in Sport and Athletic Administration

The Department of Teacher Education

- Master of Initial Teaching

Time Requirements for Degrees

All work accepted toward a degree is to be completed within a five-year period from the date of acceptance into the program or from the first semester of graduate-level enrollment, or advanced credit, whichever occurs first.

Advanced Credit

Credit for graduate-level courses completed at Gonzaga prior to admission to a graduate program may be accepted for advancement into the program upon recommendation of the academic advisor. Such recommendation is forwarded to the Dean of the School of Education for final approval. Advance credits are limited to twelve.

Transfer Credit

The School of Education may accept up to one-fifth of the total number of credits required for a degree from another accredited college or university, six credits for most master's programs. Courses must be clearly graduate level as defined by the granting institution. The subject matter of courses transferred must be relevant to the degree in question, which is determined by the academic advisor. The date of each course considered needs to be within 5 years of the beginning semester at Gonzaga. No course for which a grade less than "B" has been awarded may be accepted. Classes graded on a Pass/Fail scale will not be considered unless Pass is equivalent to "B". Transfer credits are used in the calculation of the graduate grade point average but are not entered on the student's transcript until the student has been admitted to candidacy. The School of Education Dean gives final approval for transfer credits. Forms are available from the academic advisor.

The Department of Administration, Curriculum, and Instruction

Chairperson: Janet Z. Brougher

The Department of Administration, Curriculum, and Instruction bases its degree programs on the premise that the education profession must be composed of knowledgeable, skilled, and committed leaders who operate from a strong value base. At the master's level, leadership is defined as the possession of the knowledge, abilities, and commitment necessary to be a potent and courageous force in the systemic improvement of educational settings in which our graduates work.

This Department offers four master's degree programs: The Master of Arts in Administration and Supervision, the Master of Arts in Curriculum and Instruction, the Master of Arts in Teaching, and the Master of Anesthesiology Education.

Master of Arts in Administration and Supervision

Program Coordinator: Bob Bialozor

The Master of Arts in Administration and Supervision (MAAS) is a non-certification degree program that provides administrative graduate student candidates the opportunity to develop and deepen their leadership competencies by focusing on the needed knowledge, skills, and attitudes for the practice of educational leadership. The courses and experiences are specifically designed to deepen and develop leadership competencies for students interested in educational administration and for people serving in educational agencies or programs.

The Master of Arts in Administration and Supervision degree is offered via a site-based, cohort model. Students attend class at the designated site during the academic year and may come to campus during the summer. The program is usually two years in length, during which students take two courses per semester. This program will not prepare students for principal or superintendent certification in the State of Washington. (See Leadership Formation for state certification.)

Admissions

Each applicant must submit the following materials to the School of Education Graduate Admissions office:

- 1) A completed application form (see the School of Education website: www.gonzaga.edu) and non-refundable fee;
- (2) A written statement of purpose addressing the applicant's interest in graduate studies which relates to some area in the field, assessing the applicant's current strengths, and describing what the applicant hopes to gain from a master's degree program;
- (3) Two letters of recommendation (from immediate or past supervisors) sent directly from the recommending persons to the School of Education Graduate Admission office with the confidential recommendation forms attached (see the School of Education website: www.gonzaga.edu);

- (4) Two official transcripts from each college or university attended (international applicants must submit foreign transcripts in the original language and an English copy);
- (5) The official score from the Graduate Records Exam (GRE) general aptitude test or the Miller Analogies Test (must be less than five years old), a requirement which may be waived if the applicant has an advanced degree;
- (6) Submission of an official TOEFL score of at least 550 by each international applicant who has graduated from a foreign college or university and whose native language is not English; and
- (7) Submission of a financial declaration and supporting documentation by each international applicant.

Prerequisite

A bachelor's degree from an accredited college or university is required.

Program Outline (34 credits)

The Master of Arts in Administration and Supervision is divided into three phases, each with specific competencies and performance criteria. The program is sequential and developmental. An academic advisor will help guide the candidates' progress through the phases of the program.

Phase One: 12 credits

This phase includes a leadership assessment, development of a professional growth plan, and the following leadership courses designed to be taken in sequence during the first two semesters:

EDAC 633 Administrative Theory	3 credits
EDAC 653 Curriculum Development	3 credits
EDAC 651 Supervision of Instruction	3 credits
EDAC 540 Ethical Dimensions in Education	3 credits

Phase Two: 15 credits

Cohorts in this phase will, in dialogue with the academic advisor, select from a series of role specific courses that will most appropriately meet their career needs. Academic advisors will, in meeting the academic and professional development needs of individual students and cohorts, continue to draw upon the host of courses listed in the graduate catalogue.

EDAC 638 Personnel Administration	3 credits
EDAC 641 Community Relations	3 credits
EDAC 635 Principalship	3 credits
EDAC 516 Laws and Policies for the School	3 credits
EDAC 548 Program Evaluation	3 credits
EDAC 526 Administrative Computer Application	3 credits
EDAC 583 Theories in Adult Learning	3 credits
EDAC 623 Risk and Protective Factors	3 credits
EDAC 565 Educational Evaluation	3 credits

Students may, with the approval of the advisor, select other courses that are supported by the department.

Phase Three: 7 credits

It is expected that master degree candidates in the MAAS program will identify a relevant leadership topic of their choice to examine throughout the program, develop fully in the research class, and share with colleagues and advisor in this phase of the program.

EDAC 698: Research and Statistics	4 credits
EDAC 689: Professional Seminar	3 credits
EDAC 699: Oral Comprehensive Exam	0 credits

Research and Exit Procedures

1. At the mid-point of the program, the 4-credit EDAC 698 Research and Statistics course will be offered. In this course, students will become knowledgeable about both the quantitative and qualitative research processes, and will be able to read research critically. The emphasis and focus on action research will enable program participants to conduct studies in their schools or organizations and to then use the results of those studies to improve their instructional setting or their professional practice.
2. In the course, EDAC 689: Professional Seminar, the advisor will work closely with all advisees throughout the data collection and data analysis stages of the research project, and throughout the entire writing process, understanding that multiple drafts are typically required to help students create a product that meets graduate standards.
3. For the culmination portion of the program, EDAC 699: Comprehensive Oral Exam, there will be a piece of original scholarly work, such as a completed research project, a completed curriculum project, a personal position paper, or other evidence of original and scholarly work.

Master of Arts in Curriculum and Instruction

Program Coordinator: Dan Mahoney

The Master of Arts in Curriculum and Instruction (MACI) is a non-certification degree program intended for educators and other professionals who want to more deeply understand the teaching and learning process. This program is designed for classroom teachers and provides coursework that stimulates and challenges candidates personally and professionally to qualify them as true master teachers. Each course has been chosen because of its importance to the act of teaching. The program is designed to encourage each student who brings the important dimension of professional experience and competence to apply newly acquired knowledge and skills to the classroom setting. An integral part of the program is the change that occurs as professionals share from their unique perspectives.

The Master of Arts in Curriculum and Instruction degree is offered via a site-based, cohort model. Students attend class at the designated site during the academic year and may come to campus during the summer. The program is usually two years in length, with students taking two courses per semester. The completion of this program will not prepare students for principal or superintendent certification in the State of Washington.

Admissions

Each applicant must submit the following materials to the School of Education Graduate Admissions office:

- (1) A completed application form (see the School of Education website: www.gonzaga.edu) and non-refundable fee;

- (2) A written statement of purpose addressing the applicant's interest in graduate studies which relates to some area in the field, assessing the applicant's current strengths, and describing what the applicant hopes to gain from a master's degree program;
- (3) Two letters of recommendation (from immediate or past supervisors) sent directly from the recommending persons to the School of Education Graduate Admissions office with the confidential recommendation forms attached (see the School of Education website: www.gonzaga.edu);
- (4) Two official transcripts from each college or university attended (international applicants must submit foreign transcripts in the original language and an English copy);
- (5) The official score from the Graduate Records Exam (GRE) general aptitude test or the Miller Analogies Test (must be less than five years old), a requirement which may be waived if the applicant has an advanced degree;
- (6) Submission of an official TOEFL score of at least 550 by each international applicant who has graduated from a foreign college or university and whose native language is not English; and
- (7) Submission of a financial declaration and supporting documentation by each international applicant.

Prerequisite

A bachelor's degree from an accredited college or university is required.

Program Outline (34 credits)

The Master of Arts in Curriculum and Instruction is comprised of program requirements and program electives.

Requirements: 28 credits

EDAC 648 Leadership Development or Teachers	3 credits
EDAC 540 Ethical Dimensions in Education	3 credits
EDAC 525 The Appropriate Use of Technology	3 credits
EDAC 546 Teaching Strategies	3 credits
EDAC 564 Human Development & Learning	3 credits
EDAC 565 Educational Evaluation	3 credits
EDAC 653 Curriculum Development	3 credits
EDAC 698 Research and Statistics	4 credits
EDAC 689 Professional Seminar	3 credits
EDAC 699 Comprehensive Oral Exam	0 credits

Electives: 6 credits

EDAC 501 Professional Development	3 credits
EDAC 553 Teaching Thinking Skills	3 credits
EDAC 554 Cooperative Learning	3 credits
EDAC 566 Effective Student/Teacher Interaction	3 credits
EDAC 567 Multicultural & Global Education	3 credits
EDAC 597a Instructional Practicum	3 credits
EDAC 623 Risk and Protective Factors	3 credits
EDAC 627 Teacher as Counselor	3 credits
EDAC 646 Staff Development	3 credits

Students may, with the approval of the advisor, select other courses that are supported by the department with the approval of the advisor.

Research and Exit Procedures

1. At the mid-point of the program, the 4-credit EDAC 698: Research and Statistics course will be offered. In this course, students will become knowledgeable about both the quantitative and qualitative research processes, and will be able to read research critically. The emphasis of the research course will focus on action research that will enable program participants to conduct studies in their schools or organizations and to then use the results of those studies to improve their instructional setting or their professional practice.
2. In the course, EDAC 689: Professional Seminar, the advisor will work closely with all advisees throughout the data collection and data analysis stages of the research project, and throughout the entire writing process, understanding that multiple drafts are typically required to help students create a product that meets graduate standards.
3. For the culmination portion of the program, EDAC 699: Comprehensive Oral Exam, there will be a piece of original scholarly work, such as a completed research project, a completed curriculum project, a personal position paper, or other evidence of original and scholarly work.

Master of Arts in Teaching

Program Coordinator: Joan Dixon

The Master of Arts in Teaching (M.A.T.) program at Gonzaga University is a personalized graduate program designed for teachers or others who desire advanced study in both professional education and their academic specialties. Upon entry into the program, the candidate designates the department from which the academic specialty will be developed.

The program includes a minimum of 34 semester credits of graduate work with 15 of these credits in the area of concentration. Students should check with the Program Coordinator for possible areas of study.

Admissions

Each applicant must submit the following materials to the School of Education Graduate Admissions office:

- (1) A completed application form (see the School of Education website: www.gonzaga.edu) and non-refundable fee;
- (2) A written statement of purpose addressing the applicant's interest in graduate studies which relates to some area in the field, assessing the applicant's current strengths, and describing what the applicant hopes to gain from a master's degree program;
- (3) Two letters of recommendation sent directly from the recommending persons to the School of Education Graduate Admissions office using the confidential recommendation forms (see the School of Education website: www.gonzaga.edu);
- (4) Two official transcripts from each college or university attended (international applicants must submit foreign transcripts in the original language and an English copy);
- (5) The official score from the Graduate Records Exam (GRE) general aptitude test or the Miller Analogies Test (must be less than five years old), a requirement which may be waived if the applicant has an advanced degree;

- (6) Submission of an official TOEFL score of at least 550 by each international applicant who has graduated from a foreign college or university and whose native language is not English; and
- (7) Submission of a financial declaration and supporting documentation by each international applicant.

Prerequisite

A bachelor's degree from an accredited college or university is required.

Program Outline (34 credits)

Education (19 credits of graduate study in Education)

EDAC 520/EDCP 560 Computers in the School Curriculum	3 credits
EDAC 546 Teaching Strategies	3 credits
EDAC 564 Human Development & Learning	3 credits
EDAC 653 Curriculum Development	3 credits
EDAC 689 Professional Seminar	3 credits
EDAC 698 Educational Research & Statistics	4 credits
EDAC 699 Comprehensive Oral Examination	0 credit

Area of concentration 15 credits

Within the Department of Administration, Curriculum, and Instruction's Master of Arts in Teaching program, there are two areas of concentration: Teaching At-Risk Students and Reading.

Teaching At-Risk Students

Concentration Coordinator: Jerri Shepard

The Master of Arts in Teaching with an emphasis on teaching at-risk students meets the needs of today's teachers and agency personnel who face multi-problematic issues in the classroom. The dynamics in the modern classroom are intensified by individual issues of each child. Family violence and child abuse, attention difficulties, emotional problems, and learning disabilities can greatly interfere with student's academic and interpersonal performance. Teachers struggle with significant challenges for which they often have limited training and few resources. This concentration provides the tools teachers need to reach their students.

Concentration Outline:

EDAC 623 Risk and Protective Factors	3 credits
EDAC 625 Intervention Skills in the Classroom	3 credits
EDAC 626 School, Family & Community: Issues in Multiculturalism	3 credits
EDAC 627 Teacher as Counselor	3 credits
EDAC 628 Managing and Enhancing the Instructional Culture	3 credits

Reading Concentration:

Concentration Coordinator: Ann Wolf
(16 credits minimum to earn the endorsement)

Concentration Outline:

EDTE 518 Reading and Writing Across the Curriculum (secondary)	3 credits
or	
EDTE 540 Foundations of Reading and Language Arts (elementary)	3 credits
EDSE 551 Direct Instruction-Reading	3 credits
EDTE 561 Reading Diagnosis	3 credits
EDTE 562 Child and Adolescent Literature	3 credits
EDTE 563 Reading in the Content Areas	3 credits
EDTE 564 Reading Practicum	4 credits

Master of Anesthesiology Education

Gonzaga University Program Coordinator:
Janet Brougher

Sacred Heart Medical Center Program Director:
Margaret Meyers

This program is designed for registered nurses who wish to assume a leadership role within the profession of nurse anesthesia. In addition to preparing students to be skilled nurse anesthesia practitioners, it is the goal of the program to nurture and develop innovative, creative professional leaders who are prepared to design and teach in preparatory and continuing educational programs.

Admissions

Each applicant must submit the following materials to the School of Education Graduate Admissions office:

- (1) A completed application form (see the School of Education website: www.gonzaga.edu) and non-refundable fee;
- (2) A written statement addressing the applicant's expectations of a career in nurse anesthesia;
- (3) Two letters of recommendation (one from an immediate supervisor, and one from a nurse or M.D. with whom the applicant is working) sent directly from the recommending persons to the School of Education Graduate Admission office using the confidential recommendation forms (see the School of Education website);
- (4) Two official transcripts from each college or university attended (international applicants must submit foreign transcripts in the original language and an English copy);
- (5) The official score from the Graduate Records Exam (GRE) general aptitude test (must be less than five years old), a requirement which may be waived if the applicant has an advanced degree;
- (6) Submission of an official TOEFL score of at least 550 by each international applicant who has graduated from a foreign college or university and whose native language is not English; and
- (7) Submission of a financial declaration and supporting documentation by each international applicant.

Prerequisites:

Applicant must be a registered nurse with a baccalaureate degree in nursing or an equivalent degree as determined by the Program Director at Gonzaga University. Applicants must have a cumulative grade point average of 3.2 on a 4.0 scale, a minimum of two years experience as a registered nurse is required prior to interviewing for the MAE program, and applicants must have one year of critical care experience prior to application with two years preferred. General ICU, adult specialty ICU, coronary care, and some recovery rooms are examples of acceptable critical care experience.

Program Outline (47 credits)

EDAC 500A Basic Principles of Anesthesia 1	3 credits
EDAC 500B Basic Principles of Anesthesia 2	1 credit
EDAC 530 Medical Ethics	3 credits
EDAC 552A Chemistry and Pharmacology	2 credits
EDAC 552B Chemistry and Pharmacology	2 credits
EDCP 570 Integrated Data Base Systems Design	3 credits
EDAC 583 Theories of Adult Learning	3 credits
EDAC 584 Instructional Strategies for Adults	3 credits
EDAC 607 Law and Medicine	2 credits
EDAC 609A Anatomy and Physiology	2 credits
EDAC 609B Anatomy and Physiology	2 credits
EDAC 634 Professional Leadership	3 credits
EDAC 642 Regional and Pediatric Anesthesia	2 credits
EDAC 643 Obstetrics & Neonatal Anesthesia	1 credit
EDAC 644 Cardiovascular/Thoracic/Neuro Anesthesia	1 credit
EDAC 645 Integration of Advanced Principles of Anesthesia	2 credits
EDAC 685 General Practicum	1 credit
EDAC 686 Specialty Practicum	1 credit
EDAC 687 Integrated Practicum	1 credit
EDAC 689A Professional Seminar/Teaching Project	1 credit
EDAC 689B Professional Seminar/Continuing Education	1 credit
EDAC 689C Professional Seminar/Integration	1 credit
EDAC 698 Research and Statistics	4 credits
EDAC 698E Research Seminar	1 credit
EDAC 698F Research Seminar	1 credit
EDAC 699 Comprehensive Oral Examination	0 credit

Course Descriptions

EDAC 500A Basic Principles of Anesthesia 1 3 credits
This course assists the student in learning the methods, techniques, and agents in general anesthesia. Specific types of anesthetic machines are demonstrated. The course includes pre and post-anesthetic assessment of the patient, drugs which augment anesthesia, common complications related to anesthesia, and the importance of initiating and maintaining the patient's anesthesia record. Prerequisite: MAE students.

EDAC 500B Basic Principles of Anesthesia 2 1 credit
Continuation of EDAC 500A. Throughout the course the student has a variety of experiences administering anesthesia under the supervision of a qualified anesthetist.

EDAC 501 Professional Development 1-5 credits
This course provides for continuing certification standards of competencies that are deemed essential for experienced teachers. The course involves both in-class and field-based learning. Alternative course work can satisfy the generic standards.

EDAC 501A Staff Development and Supervision 1 credit
Continuation of EDAC 501.

EDAC 501B Professional Development and Scholarship 1 credit
Continuation of EDAC 501.

EDAC 501C Research and Evaluation 1 credit
Continuation of EDAC 501.

EDAC 501D Referral Agencies 1 credit
Continuation of EDAC 501.

EDAC 501E Knowledge of Alternative Grade Level 1 credit-
Continuation of EDAC 501.

EDTE 518 Reading and Writing Across the Curriculum (Secondary) 3 credits
This course presents theory and practice for developing interdisciplinary literacy including the structure and development of language and its effective expression in specific disciplines.

EDAC 520 Computers in the School Curriculum 3 credits
(See EDCP 560.)

EDAC 525 The Appropriate Use of Technology 3 credits
This hands-on, project-based course consists of some direct instruction in which the professor devotes instructional time to incorporating technology into different curricular areas, and some lab time in which participants will develop technology-rich, subject area enhancement projects in order to incorporate them into their own professional practice.

EDAC 530 Medical Ethics 3 credits
This course examines ethical issues in the medical field. Issues studied include cooperation, abortion, mutilation, sterilization, transplants, and genetic engineering. Prerequisite: MAE student or permission of instructor.

EDAC 540 Ethical Dimensions in Education 3 credits
This course presents a review of ethical concepts, then proceeds to an examination of ethical decision-making that affects the daily life of students, teachers, administrators, staff, and parents involved in K-12 education. This course explores important elements of ethics and the culture of institutions in K-12 education such as: How does the school environment affect the moral development of children? What are ethical ways of handling legitimate conflict with authority and the sources of power in the school system?

EDTE 540 Foundations of Reading and Language (Elementary) 3 credits
Through the examination of theories and practices supporting reading and language arts instruction in K-8 schools, students develop referenced rationale for the development of instructional practices in reading development, writing, grammar, and spelling. Practical approaches to assessment are addressed.

EDAC 546 Teaching Strategies 3 credits
This course focuses on ways to design a program to facilitate the learning process within the regular classroom and attaining skills needed to direct these experiences. Prerequisite: postgraduate standing or permission.

EDSE 551 Direct Instruction-Reading 3 credits
This course covers ways to teach special education and regular education pupils beginning through intermediate reading skills directly. Particular emphasis is placed on instructing teachers to use reading techniques which have had research supporting their effectiveness. Prospective teachers are taught how to teach, monitor, assess, and remediate various reading skills across different content areas.

EDAC 552A Chemistry and Pharmacology 2 credits
This course covers the basic fundamentals of blood, respiratory, and pharmaceutical chemistries and the principles of general anesthesia and antonomic pharmacology including all pharmaceutical agents used for these purposes and their application in diseased state. Prerequisite: MAE students.

EDAC 552B Chemistry and Pharmacology 2 credits
Continuation of EDAC 552A.

EDAC 553 Teaching Thinking Skills 3 credits
This course presents a practical introduction to strategies that develop thinking skills: theory as well as practical applications to use in the classroom. Emphasis is on how to integrate thinking skills development into the existing classroom curriculum. Prerequisite: graduate standing.

EDAC 554 Cooperative Learning 3 credits
This course provides a treatment of collaborative learning strategies. Course topics include recognizing elements of cooperative learning, diagnosing and grouping for a cooperative classroom environment, utilizing eight applied teaching techniques, and promoting responsible evaluation techniques for collaborative learning.

EDTE 561 Reading Diagnosis 3 credits
A wide range of reading assessment tools are examined and applied to identify and diagnose reading strengths and deficiencies of K-12 students. Appropriate instructional strategies for remediation and extension are developed. This class incorporates field experience components. *Spring only.*

EDTE 562 Children and Adolescent Literature 3 credits
Survey of classical and contemporary literary works for children and youth, preschool-early adolescent. Assessment and teaching strategies for the utilization of literature across the K-12 curriculum. *Fall. only*

EDTE 563 Reading in the Content Area 3 credits
The application of reading and writing strategies particularly suitable to content areas in the elementary grades K-8 is presented in this course. Strategies include use of readability assessments, schema theory, motivation techniques for reading, and study skills. *Spring only.*

EDTE 564 Practicum: Reading variable credit
This course creates and applies literacy instruction/assessment strategies in a K-12 classroom setting. School location arranged. 1 credit = 30 contact hours. *Spring. only*

EDAC 564 Human Development and Learning 3 credits
Current research and theories of human development and learning are applied to the development of a personal theory and practice of learning/teaching are provided in this course. Prerequisite: postgraduate standing or permission.

EDAC 565 Educational Evaluation and Measurement 3 credits
This course focuses on the role of evaluation in education and the necessity of validity in measurement. The development of valid tools for measurement in education and assessment of the quality of those tools as well as standardized instruments. are also studied Prerequisite: postgraduate standing or permission.

EDAC 566 Effective Teacher-Student Interaction 3 credits
Various approaches to classroom management and teacher-student interaction: major assumptions, goals, and characteristics of classroom management systems; psychological and philosophical foundations underlying each system. are the foci of this course. Prerequisite: postgraduate standing.

EDAC 567 Multi-Cultural and Global Education 2-3 credits
This course examines issues concerned with recognizing, accepting, and affirming cultural, ethnic, racial, religious, and physical diversity. The cognitive and affective goals are rooted in a search for an understanding of our common humanity within diversity and focus on the development of attitudes and convictions that show respect for all people regardless of background or frame of reference. This content addresses the development of educators who exercise leadership in the design of culturally appropriate curriculum and instruction.

EDCP 570 Integrated Software Systems Design 3 credits
Students examine the relationship between integrated, presentation, and online applications. Course projects focus on practical approaches to educational environments..

EDAC 583 Theories of Adult Learning 3 credits
Students explore current research and theories of adult development and learning. This course is designed for those who work with adults in most educational settings. Serves as a basis for EDAC 584. Prerequisite: MAE program or permission.

EDAC 584 Instructional Strategies for Adults 3 credits
This course focuses on instruction, curriculum development, course planning, instructional strategies, and evaluation models for adult learners.

EDAC 597A Instruction Practicum 3 credits
This is a field-based experience for practicing teachers. The focus is on the development and documentation of growth standards from research on teaching. Teachers use peer coaching, effective schools research, climate expectations, and goal setting strategies. Some application of specific models, social styles, and positive growth strategies may be involved. Prerequisite: postgraduate standing.

EDAC 607 Law and Medicine 2 credits
The critical issues pertaining to liability and legal responsibilities as related to the practice of anesthesia are studied and current cases are reviewed. Prerequisite: MAE student or permission.

EDAC 609A Anatomy and Physiology 2 credits
This course provides an intensive study of the structure, functions, and functional processes of the human body. Topics include the respiratory system, central nervous system, peripheral nervous system, autonomic nervous system, endocrine glands, smooth muscle, skeletal muscle, review of intermediate metabolism, liver and gall bladder. It also includes a review of year's work via "clinical cases" to integrate all systems. It is intended primarily for nurse anesthetists. Prerequisite: MAE student.

EDAC 609B Anatomy and Physiology 2 credits
Continuation of EDAC 609A. Prerequisite: MAE student.

EDAC 623 Risk and Protective Factors 3 credits
This course addresses the interdependency of family, school, and community as they impact the school-aged child. Risk factors are addressed, as well as protective factors that can support family, school, and community in fostering resiliency in children.

EDAC 625 Intervention Skills in the Classroom 3 credits
This course offers teachers the opportunity to learn communication and counseling skills that can be used within the instructional settings. Supportive classroom management techniques that result in logical consequences and assist the child in accepting responsibility for behavior are addressed. This course focuses on a multitude of methods and modalities in order to address various learning styles and reduce non-academic stressors.

EDAC 626 School, Community, & Family: Issues in Multiculturalism 3 credits
This course acquaint teachers with the dynamics of today's family and helps educators gain insight into the significance of community and culture. The course focuses on interactional processes and address the ever-changing structure of the family and the influence of social factors such as diversity, divorce, loss, trauma, abuse, and socio-economics. Teachers learn methods of working within the school and community systems in order to support and enhance the family. The course addresses "culture" from a global perspective.

EDAC 627 Introduction to Teacher as Counselor 3 credits
This introductory course addresses the metacognitive aspects of the teacher as person and counseling skill development for classroom teacher use. Areas of emphasis include self-awareness, awareness of impact on others, recognizing and attending to different learning styles and personality types, maintaining healthy relationships with others, and creating a vision for the future. It also focuses on personal and academic growth.

EDAC 628 Managing and Enhancing the Instructional Culture 3 credits
This course includes methods and strategies teachers can use to match pedagogy to the various learning styles of students. Teachers translate theory into practice through experiences within the classroom as well as collaborate with families and community agencies. The course focuses on practical application of theory by the creation of curricula using methods, strategies, and resources that have been designed to facilitate child resiliency, involve family, and utilize school and community resources.

EDAC 633 Administrative Theory 3 credits
This course is competency-oriented, focusing upon administration issues such as describing management and decision-making theories, understanding social issues, identifying goals and action steps, and promoting a positive climate. Prerequisite: postgraduate standing or permission.

EDAC 634 Professional Leadership 3 credits
A critical analysis of components inherent in professional leadership is provided in this course through an exploration of literature and situational analysis. A modified seminar approach is employed. Prerequisite: MAE student or permission.

EDAC 635 The Principalship 3 credits
This is a competency-oriented course which investigates the role of the principal in professional leadership, community service, shared decision making, personnel development, and the meeting of student needs. Prerequisite: postgraduate standing or permission. (Canada only)

EDAC 638 Personnel Administration 2-3 credits
The basic principles of personnel planning, the steps in recruitment procedures, the identification of personnel needs, and the effective use of existing personnel are studied in this course. Related issues of finance and law are also considered. Prerequisite: postgraduate standing or permission. (Canada only)

EDAC 641 Community Relations 1-3 credits
This course focuses on the skills of promoting effective cooperation between community and school. It also includes discussion of communication strategies, team building, and meeting patron need. Prerequisite: postgraduate standing or permission. (Canada only)

EDAC 642 Regional & Pediatric Anesthesia 2 credits
A study of regional anesthesia theory and clinical practicum begin this semester as well as pediatric anesthesia theory and practicum.

EDAC 643 Obstetrics & Neonatal Anesthesia 1 credit
This course focuses on anesthesia for the obstetric patient for routine and complicated patients, and includes epidural anesthesia theory and practicum. A study of clinical anesthesia for neonatal patients for routine and high risk patients begins in this course.

EDAC 644 Cardiovascular/Thoracic/Neuro Anesthesia 1 credit
This course covers the didactic and clinical practicum of cardiovascular and neuro-surgical anesthesia.

EDAC 645 Integration of Advanced Principles of Anesthesia 2 credits

This course provides a review and synthesis of general and specialty anesthesia content including pharmacology, pathophysiology and drug and technique selection for all types of patients and procedures.

EDAC 646 Staff Development

3 credits

This course provides the professional teacher with an understanding of the concepts of adult learning and development and an awareness of some of the components, processes, and techniques of staff development programs. The focus is on the underlying theme of staff development programs that the professional teacher perceives learning and the acquisition of new competencies as a life-long process. Prerequisite: graduate standing.

EDAC 648 Leadership Development for Teachers

3 credits

This course emphasizes the potential and multiple roles for teachers as educational leaders. The course focuses attention on the professional development of teachers who want to learn leadership skills so they may take proactive roles in identifying, analyzing, and evaluating key educational issues.

EDAC 651 Supervision of Instruction

3 credits

This course focuses on the principles and procedures of supervision of instruction in schools. Also included are: communication skills, facilitating group processes and constructive interaction. It is designed for teachers, supervisors, principals, and those involved in analyzing teacher performance, including peer coaching. Prerequisite: postgraduate standing or permission. (Canada only)

EDAC 653 Curriculum Development

3 credits

The basic approaches to planning and modifying school learning activities are covered in this course. Topics include the diagnosis of needs, selection and organization of learning experiences, and evaluating curricular systems. Prerequisite: postgraduate standing or permission.

EDAC 662 Leadership and Finance

3 credits

This course presents a thorough overview of the economics and financing of education. This course also presents, and prepares participants for using, standard budgeting procedures for managing schools and school systems.

EDAC 685 General Practicum

1 credit

In this practicum students learn the actual administration of anesthesia under the supervision of certified registered nurse anesthetists and physician anesthesiologists. Pre-operative and post-operative assessment of the patient is made by the student. S/he is responsible for selecting the appropriate anesthetic, administering needed pharmaceutical agents, and maintaining homeostasis during general surgical procedures. Monitoring, positioning, and recovery are stressed. Each student will be assigned anesthesia in obstetrics, pediatrics, and VAMC in addition to general practice.

EDAC 686 Specialty Practicum

1 credit

This is a continuation of EDAC 685. Students rotate through obstetrics, pediatrics, vascular surgery, neuro surgery, and evening trauma rotations, in addition to general practice.

EDAC 687 Integrated Practicum

1 credit

This is a continuation of EDAC 685 and 686. Students rotate to the specialties of neurosurgical and cardiovascular services.

EDAC 689 Professional Seminar

3 credits

This course provides a review and integration of all the competencies in the master's program. It is to be taken during the semester in which the student expects to complete the final comprehensive examination. Prerequisite: permission.

EDAC 689A Professional Seminar/Teaching Project

1 credit

This course provides an opportunity to synthesize the knowledge and skills in anesthesia and education within the context of professional leadership. Prerequisite: senior MAE student.

EDAC 689B Professional Seminar/Continuing Education

1 credit

This course focuses on issues in continuing education for nurse anesthetists.

EDAC 689C Professional Seminar/Integration

1 credit

This course focuses on the integrating of education and anesthesia.

EDAC 690 Directed Readings

variable credit

This is an individualized study based on readings approved by professor. Student develops a selected bibliography.

EDAC 692 Independent Study

variable credit

This is an individualized study designed by the student in consultation with the professor. It requires self-directed learning in a selected area of interest; the professor serves as resource.

EDAC 694 Special Project

variable credit

This is an individualized and project-based study which results in a practical application of educational theory. The project or written report of project is submitted to the professor for evaluation.

EDAC 695 Professional Experience

1-3 credits

This is a planned series of field experiences in settings related to education, junior colleges, court services, social agencies, etc. Prerequisite: faculty permission.

EDAC 698 Research and Statistics

4 credits

This course helps the student develop competencies in research and statistics. Students are required to review and abstract research articles and develop a research proposal. Statistical theory and techniques are developed in the areas of distribution, central tendency, variance, inference, tests of hypotheses, regression, and correlation. Prerequisite: postgraduate standing.

EDAC 698A Research Project

3 credits

This is a research project for a master's degree. Prerequisite: an approved research proposal, postgraduate standing, and permission.

EDAC 698B Educational Research

3 credit

The basic concepts of internal and external validity; focus on action/evaluative research designs, and stress on interpretation and application of research findings within the classroom. are presented in this course. Prerequisite: postgraduate standing or permission.

EDAC 698E Research Seminar

1 credit

A seminar designed for MAE students who are completing their research projects. Prerequisite: MAE student.

EDAC 698F Research Seminar

1 credit

A continuation of EDAC 698E.

EDAC 699 Comprehensive Oral Examination

0 credit

Prerequisite: permission from advisor.

NOTES

Department of Counselor Education

Chairperson: Steven D. Koffman

**Degrees: Master of Arts in Counseling
Psychology**

**Master of Arts in Counseling
(Canada Only)**

Admissions

In special circumstances, students applying for admission will be permitted to take graduate courses up to 12 semester credits in a non-matriculated manner while their graduate application materials are completed and considered. No more than 12 graduate credits (less than five years old) are applicable toward the degree before admission. Ask your advisor for transfer credit information. Final acceptance will be based on selected candidates' interviews.

Each applicant must submit the following materials to the School of Education Graduate Admissions office prior to March 1:

- (1) A completed application form (see the School of Education website: www.gonzaga.edu) and non-refundable fee;
- (2) A written statement of purpose addressing the following two (2) topics (one typed page, single spaced):
 - a. a description of interests in graduate studies in counseling and relation to the desire to become a counselor; and
 - b. an assessment of current strengths as a potential counselor and description of benefits in gaining a counseling psychology master's degree program.
- (3) A minimum of two (2) letters of recommendation to be sent directly from the recommending persons (your employer, professor, supervisor, or colleague) to the School of Education Graduate Admissions office using the confidential recommendation forms (see the School of Education website: www.gonzaga.edu);
- (4) Two (2) official transcripts from each college or university attended (international applicants must submit foreign transcripts in the original language and an English copy), final transcripts must bear a posted bachelor's degree from an accredited university;
- (5) Official scores from the Graduate Records Exam (GRE) general aptitude test or the Miller Analogies Test (must be less than five years old), a requirement which may be waived if the applicant has an advanced degree;
- (6) Submission of an official TOEFL score of at least 550 by each international applicant who has graduated from a foreign college or university and whose native language is not English; and
- (7) Submission of a financial declaration form and supporting documentation by each international applicant.

Master of Arts in Counseling Psychology

This program offers preparation for professional counselors within community agencies, schools, and clinics. All counselor candidates attain a core of competencies with individualization taking place through supervised internship settings. Emphasis is placed on translating theory and research from coursework to services for clients. A major focus of the program is the development and operationalization of the student's personal theory of counseling. Certification as a school counselor within the State of Washington can be obtained through this program.

Program Description

The Master of Arts degree in Counseling Psychology is designed to train professional counselors for a variety of employment settings, including family counseling, social service and mental health agencies, elementary and secondary school counseling, and college counseling centers. Qualified candidates are screened, using standard graduate admissions and comprehensive interviews. Candidates are introduced to theoretical and practical academic teachings, which are woven together throughout the program to ensure a rich educational experience. Upon completion of the program, they are reintroduced to the communities as qualified counselors who will enhance their community through service and leadership.

A major focus of the program is developing and operationalizing the student's personal theory of counseling. Emphasis is placed on translating theory and research from course work to services for clients. Counselor training utilizes personal as well as multi-media instruction, carefully balanced to include didactic and experiential teaching. Internships are available in school and agency settings with supervision of approximately 320 hours by both Field Supervisors and University Professors. Core competencies are individualized to each internship setting.

Another major focus of the program is personal growth and development. It is the belief of the faculty that students must possess insight and awareness and must be clear about the boundaries between personal issues and those of the client. To that end, students are presented with a number of opportunities for self-discovery and process, and are referred outside the program for counseling when necessary. Solid mental health is the foundation to provision of professional counseling services.

A primary goal of Gonzaga's counseling program is to identify and select students who present the highest potential for success as counselors. Indicators of counselor success are demonstration of skills and conflict resolution, consistent interpersonal behaviors, recognition of strengths and weaknesses, a clear grasp of goals, and knowledge of one's impact on others.

The following skills are essential for successful counseling:

Counselor-Client Communication

Counselors must be able to demonstrate paraphrasing, reflection of feelings, clarification, silence, attending, minimal verbal response, and identification of affect. The counselor must recognize the congruence of the client's communication as demonstrated by verbal, nonverbal, and extraverbal cues.

Recognition of Impact

Counselors must be aware of how their actions may affect the client. This not only includes communication, but also confidentiality and professional standards. The counselor must take professional responsibility for providing the best possible counseling environment to assist a client's progress.

Personal Growth

Counselors should take responsibility for their own personal growth and must be able to deal with personal issues in healthy ways.

Conflict Resolution

Counselors should be able to use productive methods for resolving conflicts with and between others.

Approach

Client issues may be accessed cognitively, affectively, spiritually, and/or behaviorally. Counselors should be aware of traditional and innovative counseling methods.

Cultural Differences

Counselors should be sensitive to the needs of multi-cultural populations in providing counseling intervention.

Consultation and Referral

Counselors must be able to identify their areas of expertise and know when and how to consult and refer clients to specialized resources.

Program Outline

Community Counseling track (53 credits)

School Counseling track (54 credits)

Core Required Courses

EDCE 550 Multicultural Counseling	3 credits
EDCE 560 Critical Issues in Counseling	3 credits
EDCE 565 Psychological Appraisal	3 credits
EDCE 585 Introduction to School Counseling	2 credits
or	
EDCE 586 Introduction to Community Counseling	2 credits
EDCE 587 Child and Adolescent Counseling	3 credits
or	
EDCE 589 Marriage and Family Counseling	3 credits
EDCE 588 Human Growth and Development	3 credits
EDCE 595 Special Issues in School Counseling	1 credit
EDCE 605 Psychology of Occupational Choice and Career Development	2 credits
EDCE 616 Psychopathology/ Psychopharmacology	4 credits
EDCE 639 Counseling Theories	3 credits
EDCE 650 Group Process	2 credits
EDCE 664 Group Facilitation	2 credits
EDCE 689 Professional Seminar	3 credits
EDCE 693 Comprehensive Orals for School Counselors	0 credit
EDCE 695 Counseling Pre-Practicum	3 credits
EDCE 696 Counseling Practicum	3 credits
EDCE 697A Counseling Internship	5 credits
EDCE 697B Counseling Internship	5 credits
EDCE 698 Research and Statistics	4 credits
EDCE 699 Comprehensive Oral Examination	0 credit

Elective Courses

EDCE 690 Directed Readings	variable credit
EDCE 691 Directed Study	variable credit
EDCE 692 Independent Study	variable credit
EDCE 694 Special Project	variable credit

**Master of Arts in Counseling
(Canada Only)**

This program offers preparation for professional counselors within community agencies, schools, and clinics in Canada. Candidates attain a core of competencies, with individualization taking place through supervised internship settings. Emphasis is placed on translating theory and research from coursework to services for clients. A major focus of the program is the development and operationalization of the student's personal theory of counseling. This degree is a two-year program for students and is provided in a cohort model.

Program Outline (36 credits)

Core Required Courses

EDCE 551 Diversity in Counseling	2 credits
EDCE 560 Critical Issues in Counseling	3 credits
EDCE 565 Psychological Appraisal	3 credits
EDCE 587 Child and Adolescent Counseling	3 credits
EDCE 616 Psychopathology	3 credits
EDCE 639 Counseling Theories	3 credits
EDCE 658 Group Process and Facilitation	3 credits
EDCE 689 Professional Seminar	3 credits
EDCE 695 Counseling Pre-Practicum	4 credits
EDCE 696 Counseling Practicum	5 credits
EDCE 698 Research and Statistics	4 credits
EDCE 699 Comprehensive Oral Examination	0 credit

Elective Courses

EDCE 690 Directed Readings	variable credit
EDCE 691 Directed Study	variable credit
EDCE 692 Independent Study	variable credit
EDCE 694 Special Project	variable credit

Course Descriptions

EDCE 551 Diversity in Counseling (Canada) 2 credits
Students will gain an understanding of behavior and mental health given the cultural context of relationships, issues, and trends within and between multicultural and pluralistic national and international societies. This will be related to such factors as attitudes, beliefs, understandings, and acculturative experiences of culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, and communities. Through the integration of theories of multicultural counseling, theories of identity development, and multicultural competencies, students will understand the advocacy processes needed to address institutional and social barriers which impede access, equity, and success for clients. Spring.

EDCE 560 Critical Issues in Counseling 3 credits
Gonzaga graduates in the counseling profession are expected to be at the forefront as leaders in the profession by role modeling the highest ethical standards. Through discussion, assigned reading and written work, students develop and present their personal understanding of and response to critical issues in the counseling field. Specifically, students will study ethical and legal considerations, social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body. Professional roles, functions, and relationships with other human service providers, public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession will be discussed. In addition, advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients will be explored. Finally, the ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling will be addressed. *Fall.*

EDCE 565 Psychological Appraisal 3 credits
This course is intended to familiarize students with test and non-test methods of appraisal typically used in counseling and psychology. Students will learn historical perspectives concerning the nature and meaning of assessment, basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced, environmental, performance, individual and group assessments via inventory methods, behavioral observations, computer-managed and assisted methods, clinical interview, and others. Statistical concepts underlying assessment such as scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations will be taught in addition to concepts of reliability and validity. Students will explore factors related to assessment of individuals, groups, and specific populations such as age, gender, sexual orientation, ethnicity, language, disability, culture, and spirituality. Summer.

EDCE 585 Introduction to School Counseling 2 credits
This course is intended to train a role model and leader responsive to the needs of schools by addressing the theoretical and practical contemporary issues in school counseling. These issues will be explored in the context of socio-cultural perspective, human growth, development and learning, educational foundations, school law, exceptional populations, professionalism, and knowledge of the K-12 educational system. Foundations of school counseling presented include the following: history, philosophy, and current trends; relationship of school counseling to academic and student services; role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel; strategies of leadership designed to enhance the learning environment; and knowledge of the school setting, environment and pre-K-12 curriculum. In addition, current issues, policies, laws, and legislation; the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues will be addressed. Community, environmental and institutional opportunities that enhance, and barriers that impede student's academic, career, and personal/social success and overall development, as well as, current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices will be explored. Finally, ethical and legal considerations related specifically to the practice of school counseling will be discussed. Students are also taught contextual dimensions of school counseling thus providing an understanding of the coordination of counseling program components as they relate to the total school community, the knowledge and skill requirements of school counseling, and counseling, guidance and consultation strategies. *Fall.*

EDCE 586 Introduction to Community Counseling 2 credits
This course provides an orientation to community counseling of individuals, groups, couples, and families. Students will become familiarized with roles and functions, standards of care, ethical guidelines and legal considerations, racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, equity issues, and an understanding of the historical, philosophical, and social roots of counseling psychology. Additional contextual dimensions (community needs assessment, intervention, consultation, education, outreach, and program implementation) and knowledge and skill base is increased via an exploration and project development regarding the current community base. *Fall.*

EDCE 587 Child and Adolescent Counseling 3 credits
This course is designed to provide students with an in-depth exploration of the mental health issues specific to this population. Special emphasis is placed on "normal" development versus "pathological" development. Students study human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. There is a special sensitivity to the issues of child abuse, multicultural awareness, and at-risk populations. Students are introduced to a variety of counseling procedures and interventions appropriate to both agency and school settings. *Spring.*

EDCE 588 Human Growth and Development 3 credits
Through this course, students review theories of individual and family development and transitions across the life-span; theories of learning and personality development, and human behavior, including an understanding of developmental crisis, disability, addictive behavior, and environmental factors as they affect both normal and abnormal behavior. Students are introduced to strategies for facilitating optimum development over the life span, and are made aware of ethical and legal concerns. *Spring.*

EDCE 589 Marriage and Family Counseling 3 credits
Students examine the major historical perspectives and contemporary theories and approaches in marriage and family counseling. Concepts of family dynamics, family life cycle, and lifestyles in general are presented. Students will explore systems theories and related interventions as well as processes for selecting appropriate modalities for family assessment and counseling. Role and function, ethical and legal considerations, the structure and operations of professional organizations and credentialing bodies, and the implications of professional issues unique to marital, couple, and family counseling are discussed as are pertinent roles of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues. *Spring.*

EDCE 595 Special Issues in School Counseling 1 credit
This course is intended to extend the knowledge and skills introduced in EDCE 585 as students begin the application of this knowledge and skill base in their practicum settings. The course will include strategies of leadership designed to enhance the learning environment. Community, environmental, and institutional and technological opportunities that enhance, and barriers that impede, student academic, career, and personal/social success and overall development to assist all students, families, and educators in promoting academic success.

EDCE 605 Psychology of Occupational Choice and Career Development 2 credits
This course is designed to acquaint students with the theory, practice, and pragmatic aspects of vocational and life planning counseling. This includes the following: career development theories and decision making models; career, avocational, educational, occupational and labor market information resources, visual and print media, and computer/technology-based career information systems, strategies, and applications. In addition, career development and educational program planning, organization, implementation, administration, and evaluation will be explored. Interrelationships among and between work, family and other life roles and factors including the role of diversity and gender in career development will be thoroughly discussed. Finally, assessment instruments and techniques that are relevant to career planning and decision making; and career counseling processes, techniques, and resources including those applicable to special populations will be taught. *Summer.*

EDCE 616 Psychopathology/Psychopharmacology 4 credits
This course is designed to provide an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional stress (using the DSM-4TR multi-axial system and differential diagnostic considerations). Human behavior, including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, biological, situational, and environmental factors that affect both normal and abnormal behavior, will be covered. Basic neuro-anatomy and psychopharmacological issues and interventions are also discussed. *Spring.*

EDCE 639 Counseling Theories 3 credits
Students in this course will have the opportunity to examine historic and current cognitive, affective, spiritual, and behavioral theoretical orientations to counseling psychology and the application of theory to counseling service, case conceptualization, and counseling interventions. From this historical and current exploration, students will begin to develop a personal model of counseling, a general framework for understanding and practicing counseling. Additionally, students will examine the historical development of consultation, explore the stages of consultation and the major models of consultation, and apply the theoretical material to case presentations. Students will also begin to develop a personal model of consultation. *Fall.*

EDCE 650 Group Process 2 credits
This course is an introduction to the theory and practice of group counseling and psychotherapy. Students in this course will study both historical and current literature regarding the theoretical and experiential understandings of group purpose, developmental stages, dynamics such as roles, norms, and therapeutic factors, leadership orientations and styles, process, counseling theories, group counseling methods, and skills. This course serves as a pre-requisite to the experiential component, Group Facilitation (EDCE 664). *Spring.*

EDCE 658 Group Process and Facilitation (Canada) 3 credits
This course is both an introduction to the theory and practice of group counseling and psychotherapy and provides experience in developing and refining group leadership techniques with emphasis on group process and dynamics. Students in this course will study both historical and current literature regarding the theoretical and experiential understandings of group purpose, developmental stages, dynamics such as roles, norms, and therapeutic factors, leadership orientations and styles, process, counseling theories, group counseling methods, and skills. Students will begin integrating the theoretical and experiential understandings of group theory and practice. *Spring.*

EDCE 664 Group Facilitation 2 credits
This course provides experience in developing and refining group leadership techniques with emphasis on group process and dynamics. Students will continue to study and refine their theory and skills, and will begin integrating the theoretical and experiential understandings of group theory and practice. *Fall.*

EDCE 689 Professional Seminar 3 credits
This course prepares students for the final Oral Examination. Students work with their primary professors and with their small groups to revise and refine their Personal Theories of Counseling. They are given the opportunity to "defend" this personal theory in a format similar to that of the actual final Oral. Prerequisite: permission of Program Director. *Summer.*

EDCE 690 Directed Readings variable credit
Individualized study based on readings approved by the professor. Students develop a selected bibliography.

EDCE 691 Directed Study variable credit
Individualized study designed by the professor. Students follow a prescribed course outline.

EDCE 692 Independent Study variable credit
Individualized study designed by the student in consultation with the professor. Self-directed learning in a selected area of interest is the process employed. The professor serves as a resource.

EDCE 693 Comprehensive Orals for School Counselors 0 credit
Prerequisite: permission of the Department Chairperson

EDCE 694 Special Project variable credit
Individualized study that is project based. The study results in a practical application of counseling theory. The project or written report of project is submitted to the professor for evaluation.

EDCE 695 Counseling Pre-Practicum 3 credits
Through this course, students develop skills, techniques, and process critical to counseling. The historical development of counseling theories will be discussed with an exploration of affective, behavioral, and cognitive theories; essential interviewing and counseling skills that assist the student in creating appropriate professionally boundaried therapeutic relationships, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Students will learn and begin to personalize a general framework for understanding and practicing counseling and consultation. This course serves as a pre-requisite to Counseling Practicum (EDCE 696). *Fall.*

EDCE 696 Counseling Practicum 3 credits
This course is designed to serve as the transition between the Pre-practicum phase of the counselor's professional development and the Internship experience by providing for the development of counseling skills on site and under direct supervision. Students gain working knowledge of record keeping, resources, and office protocol. They will regularly observe and receive feedback from the field supervisor and begin to carry a full caseload of clients representing the ethnic and demographic diversity of the community by the middle of the semester. Students must complete supervised practicum experiences that total a minimum of 100 clock hours. The practicum includes all of the following: 40 hours of direct service with clients, including experience in individual counseling and group work, weekly interaction with an average of one hour per week of individual and/or triadic supervision with an onsite supervisor; three hours of class time per week consisting of group supervision, and further instructive experience. Also, an evaluation of the student's performance throughout the practicum, including a formal evaluation at the conclusion of the practicum will be required. This course serves as a pre-requisite to the Internship (EDCE 697). Pre-requisites for this course include Counseling Theories (EDCE 639), Critical Issues in Counseling (EDCE 560), Pre-practicum (EDCE 695), and either Introduction to School Counseling (EDCE 585) or Introduction to Community Counseling (EDCE 586) depending on practicum site. *Spring.*

EDCE 696 Counseling Practicum (Canada) 3 credits
This course is designed to serve as the transition between the Pre-practicum phase of the counselor's professional development and preparation for entry level practice by providing for the development of counseling skills on site and under direct supervision. Students gain working knowledge of record keeping, resources, and office protocol. They will regularly observe and receive feedback from the field supervisor and begin to carry a full caseload of clients representing the ethnic and demographic diversity of the community by the middle of the semester. Students must complete supervised practicum experiences that total a minimum of 100 clock hours. The practicum includes all of the following: 40 hours of direct service with clients, including experience in individual counseling and group work, weekly interaction with an average of one hour per week of individual and/or triadic supervision with an onsite supervisor; three hours of class time per week consisting of group supervision, and further instructive experience. Also, an evaluation of the student's performance throughout the practicum, including a formal evaluation at the conclusion of the practicum will be required. Pre-requisites include Counseling Theories (EDCE 639), Critical Issues in Counseling (EDCE 560), and Pre-practicum (EDCE 695). *Spring.*

EDCE 697A Internship

5 credits

Students begin to integrate technological strategies and applications within counseling and consultation processes functioning under supervision as a full staff member in the school or agency counseling setting demonstrating a variety of professional counseling skills, strategies, and techniques with clients who represent the ethnic and demographic diversity of their community. Students are required to complete a supervised internship of 600 clock hours that is begun after successful completion of the student's practicum. Those hours will be composed of at least 240 hours of direct service with clients appropriate to the program of study, weekly interaction with an average of one hour per week of individual and/or triadic supervision performed by an on-site supervisor throughout the internship, and three hours of class supervision per week performed by a program faculty member. Further supervised opportunities are present for the student to become familiar with a variety of professional activities including record-keeping, supervision, information and referral, inservice and staff meetings, use of assessment instruments, technologies, print and non-print media, professional literature, and research. Students will be required to develop program appropriate audio and videotapes of the student's interactions with clients for use in supervision. Finally, a formal evaluation of the student's performance during the internship will be conducted by a program faculty member in consultation with the site supervisor. Pre-requisites include EDCE 695 and 696. Fall and Spring.

EDCE 697B Internship

5 credits

A second semester continuation of 697 A. Prerequisite: EDCE 697A.

EDCE 698 Research and Statistics

4 credits

This course is designed to acquaint students with the language and tools of research and statistics. Students will learn the major research approach of the Descriptive, Correlative, Experimental, and Qualitative methodologies. There will be a focus on experimental designs, hypothesis building, sampling methodologies and critical analysis of research projects. Ethics with the research process will be taught and emphasized. Statistical techniques will focus on measures of central tendency, variability, relations and inferential statistics. Students will create a research proposal with a review of literature and major components of the students selected research project. Fall and Summer.

EDCE 699 Comprehensive Oral Examination

0 credit

Prerequisite: permission of Department Chairperson.

The Department of Leadership Formation

Chairperson: Dennis Conners

Master of Arts in Educational Administration

Certification: Principal Certification, Program Administrator, and Superintendent Certification

The mission of the Leadership Formation Program is to provide instruction and experience to all selected degree and certification candidates so that they graduate with the knowledge, character and motivation essential to leadership as educational administrators. The purpose of the Leadership Formation Program is to form educational administrators devoted enhancing the learning experiences for all persons within their respective educational organizations. Graduates of the Leadership Formation Program enter administration with a unique combination of experiences — intellectual, ethical, intra as well as interpersonal—designed to produce leaders with a special set of qualities.

Knowledge

- (1) Educational leaders who have the skills provided by a sound, integrated, and rigorous graduate academic curriculum and the ability to formulate problems and devise and implement solutions in diverse and ambiguous situations.
- (2) Educational leaders who have a firm understanding of the role of education in society, the history and traditions of their profession, and an appreciation for the need to nurture intellect.
- (3) Educational leaders who can meet the varied challenges that are the hallmark of the teaching profession, including the ability to communicate and work effectively and compassionately with others.

LEADERSHIP FORMATION

Character

- (1) Educational leaders with high moral standards who recognize the ethical aspects of situations, determine the right thing to do and then do it.
- (2) Educational leaders who have the self-discipline, adaptability, and courage to perform a variety of duties responsibly.
- (3) Educational leaders who subordinate themselves to the service of students, staff, and community.

Motivation

- (1) Educational leaders who inspire pride within their organizations and are predisposed to a life of the mind and spirit
- (2) Educational leaders who are committed to lifelong personal and professional development and growth.

The arena in which today's principals, program administrators, and superintendents work is constantly being reshaped by societal forces and conditions. Static patterns are out; so too, is the notion that solving today's problems automatically prepares candidates for future challenges. Accordingly, Gonzaga University's Leadership Formation Program approaches the preparation of educational administrators from a balanced perspective. It seeks to focus on self knowledge as well as the development of a broadly applicable knowledge and skill base that is timeless and that emphasizes, through classroom format, clinical practice, and field experience, reflective behaviors educational leaders need to address the daily challenges they will face.

The Leadership Formation Program utilizes simulations, scenarios, and case studies, interactive media, practice in safe environments, mentorships, and field experiences to form a professional repertoire for future leaders which include self knowledge, knowledge of how to act as well as knowing about important concepts. Our program is different from most others and requires a variety of challenges which require a higher level of dedication than do other programs. The result is a superior administrative candidate committed to excellence in education and the nurturing of the intellect for all.

Admission standards assure that each candidate selected has the academic, personal qualities and characteristics, and leadership ability to fulfill all the goals of the program and who will thrive in a realistic administrative team setting where the learning environment is challenging and reflects the real world of practice.

Admissions

The Leadership Formation Program accepts applications for the Master of Arts degree in Educational Administration and/or post-master's principal, program administrator, and superintendent certification beginning in January. Decisions concerning admission into the program are made in May of each year. Students admitted to the program become a cohort group and work as an administrative team for the duration of their studies. The overall goal of the admission process is to identify and select students who are most likely to fulfill program goals and who will thrive in a realistic administrative team setting where the learning environment is relatively unstructured. Selection of students for a cohort group is based on the basic qualifications outlined below. In addition, attempts are made to establish cohort groups that are heterogeneous based on variables such as type of school (public or private), size of district, location of district, and level of certification sought (principal or superintendent).

Each applicant must submit the following materials to the School of Education Graduate Admissions office:

- (1) A completed application form (see the School of Education website: www.gonzaga.edu) and non-refundable fee;
- (2) An autobiographical letter of application that addresses: formal education and professional teaching experience; academic achievements and honors; other professional experience; and personal characteristics and abilities specified in the program application.
- (3) Two letters of recommendation sent directly from the recommending persons to the School of Education Graduate Admissions office using the confidential recommendation forms (see the School of Education website: www.gonzaga.edu);
- (4) Nomination letter from a school principal or district superintendent that addresses the applicant's potential for educational administration
- (5) Two official transcripts from each college or university attended (international applicants must submit foreign transcripts in the original language and an English copy);
- (6) The official score from the Graduate Records Exam (GRE) general aptitude test or the Miller Analogies Test (must be less than five years old), a requirement which may be waived if the applicant has an advanced degree;
- (7) Submission of an official TOEFL score of at least 550 by each international applicant who has graduated from a foreign college or university and whose native language is not English; and
- (8) Submission of a financial declaration and supporting documentation by each international applicant.

Prerequisite

A bachelor's degree from an accredited college or university is required.

Admission Decision Criteria

Students must meet the eligibility requirements as set forth by the Gonzaga University Graduate Catalogue. A three-member admissions team reviews and recommends candidates for the program. Information reviewed by the faculty team in making a decision about an application include:

- (1) Undergraduate and graduate degree status;
- (2) Previous professional experience;
- (3) G.R.E. or M.A.T. scores that imply applicant's ability to succeed in the program;
- (4) Nomination letter from a school principal or district superintendent that addresses the applicant's potential for educational administration;
- (5) Two letters of recommendation selected from among colleagues who have worked with the applicant during the last three years; and
- (6) An autobiographical letter of application that addresses: formal education, professional teaching experience, academic achievements and honors, other professional experience, and personal characteristics and abilities specified in the program application.

Based on a review of application files, applicants are selected to participate in two interviews with the admissions team. The first interview focuses on the personal and professional characteristics of the applicant. The second interview involves a simulated administrative team meeting centered around an educational problem. Applicants are assessed for group skills and contributions to group problem-solving. All interviews are reviewed by the admissions team for final decision of acceptance. The applicant is notified in writing by the Program Coordinator regarding the final decision.

Master of Arts in Educational Administration (30 credits) With Principal Certification (36 Credits)

Program Course of Study

Phase One

Integrative Administrative Core (17 credits)

EDAD 602 Understanding Self: A Personal Vision for Principal Leadership	3 credits
EDAD 604 Understanding People: Professional Development and Educational Leadership	3 credits
EDAD 606 Understanding Environments: Social, Political, Economic and Legal Influences in Educational Organizations	3 credits
EDAD 608 Shaping Organizations: Leadership in Schools	3 credits
EDAD 610 Programmatic Leadership: Instruction and the Learning Environment	3 credits
EDAD 612 Principal Role Seminar	2 credit

Phase Two

Research and Exit Requirement (7 credits)

EDAD 650 Methods of Educational Research	4 credits
EDAD 680 Issue Analysis Research	3 credits
EDAD 699 Professional Seminar and Final Oral Examination	0 credit

Phase Three

Role Specific Elective Courses (6 credits)

Based upon the educational plan, and with approval of the advisor, 6 credits of electives must be chosen from among any graduate level courses which fit into the student's program of studies.

Phase Four

Internship (6 credits)

EDAD 620/625 Principal Internship	6 credits
Post-Master's Principal Certification Program Outline	(23 Credits)

Phase One

Integrative Administrative Core (17 credits)

EDAD 602 Understanding Self: A Personal Vision for Principal Leadership	3 credits
EDAD 604 Understanding People: Professional Development and Educational Leadership	3 credits
EDAD 606 Understanding Environments: Social, Political, Economic and Legal Influences in Educational Organizations	3 credits
EDAD 608 Shaping Organizations: Leadership in Schools	3 credits
EDAD 610 Programmatic Leadership: Instruction and the Learning Environment	3 credits
EDAD 612 Principal Role Seminar	2 credit

Phase Two

Internship (6 credits)

EDAD 620/625 Principal Internship	6 credits
Program Administrator Certification Program Outline	(23 Credits)
Integrative Administrative Core	(17 credits)
EDAD 502 Understanding Self: A Personal Vision for Program Administration	3 credits
EDAD 604 Understanding People: Professional Development and Educational Leadership	3 credits
EDAD 706 Political and Community Leadership	3 credits
EDAD 608 Shaping Organizations: Leadership in Schools	3 credits
EDAD 710 Instructional Leadership	3 credits
EDAD 512 Program Administrator Role Seminar	2 credits

Internship (6 credits)

EDAD 520/525 Program Administrator Internship	6 credits
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Superintendent Certification

Program Outline (23 Credits)

Integrative Administrative Core (17 credits)

EDAD 702 Understanding Self: A Personal Vision for Superintendent Leadership	3 credits
EDAD 704 Strategic Leadership	3 credits
EDAD 706 Political and Community Leadership	3 credits
EDAD 708 Organizational Leadership	3 credits
EDAD 710 Instructional Leadership	3 credits
EDAD 712 Superintendent Role Seminar	2 credit

Internship (6 credits)

EDAD 720/725 Superintendent Internship	6 credits
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Course Descriptions

EDAD 502 Shared Vision: Program Administrator 3 credits
This initial course is designed to assist program administrator formation students in gaining a deeper understanding of their own beliefs and an understanding of leadership issues through concentrated study as an administrative team members within a cohort group.

EDAD 512 Program Administrator Role Seminar 2 credits
This final course in the Integrative Core will be a three day, retreat-like experience with program administration formation students immersed in individual and collaborative study and reflection on their calling to the educational leadership as an administrator. The seminar will employ a variety of planned readings and experiences to include the administrative performance portfolio and personal journal.

EDAD 520/525 Program Administrator Internship 6 credits
This internship is planned for students after they have completed the Integrative Core Series of courses. The purpose of the internship is to provide experiences capable of bringing insight to professional educators contemplating a calling to central office administration. This two semester field experience places the student-administrator in a first-hand work experience in which academic knowledge can be applied in the educational setting. The minimum requirements for academic credit include: completing planned program administrator administrative duties; completing a district-wide improvement project; completing a school board analysis; detailing involvement in a community organization; and attendance at Saturday Seminars.

EDAD 602 Shared Vision: The Principalship 3 credits
This initial course is designed to assist students in gaining a deeper understanding of their own beliefs and of principal leadership issues. Students begin to formulate a personal vision for principal leadership.

EDAD 604 Understanding People 3 credits
Theories on personal empowerment, staff development, team building, and adult development as they apply to the role of school principal are the focus of this course. Students analyze how principals might effectively work with faculty and staff members in the school setting.

EDAD 606 Understanding Environments 3 credits
Social, political, economic, and legal influences on educational organizations are discussed. Also analyzed are school and community power bases and how they can positively and negatively impact school effectiveness.

EDAD 608 Shaping Organizations 3 credits
Principal behavior and compliant patterns found in the practices of school administration and how these behaviors and patterns shape the school as an organization are the focus of this course. Also investigated are relationships between various organizational structures that typically exist in schools and how these structures help or hinder educational reform.

EDAD 610 Instruction and the Learning Environment 3 credits
This course centers on the role of school principal in establishing a positive learning environment for students. Emphasis is placed on situational leadership, school improvement and issues of quality, local implementation of state learning goals, program evaluation, and technology to assist learning.

EDAD 612 Principal Role Seminar 2 credits
The role seminar is a one week, retreat-like experience with principal formation students. The seminar provides opportunities for students to reflect on their calling to educational leadership as principal. The seminar incorporates a variety of planned readings and experiences to include in the student's Leadership Portfolio.

EDAD 620/625 Principal Internship 6 credits
The internship is planned for students after they have completed courses numbered EDAD 602 through EDAD 612. This two-semester field experience places the student-administrator in a first-hand experience in which academic knowledge can be applied to the educational setting.

EDAD 630 Independent Study in School Administration variable credit
Individualized study designed by the student in consultation with an instructional team member. Self-directed learning in a selected area of interest related to a problem of practice is the process employed. The instructional team member serves as a resource. An Issue Analysis Paper is the product produced from such a study.

EDAD 640 Directed Readings in School Administration variable credit
Individualized study based on readings approved by the faculty advisor. Candidate discusses the selected readings on a tutorial bases with the advisor and prepares an annotated bibliography or bibliographic essay.

EDAD 650 Methods of Educational Research 4 credits
A comprehensive perspective on reading and understanding quantitative and qualitative education research is provided. Emphasis is placed on utilizing library resources to review, interpret, and abstract research appropriate for the professional seminar paper. Students plan, conduct, write, and present an in-depth review of literature on an administrative problem approved by the Program Director.

EDAD 680 Issue Analysis Research 3 credits
A candidate for certification participates in a required set of core experiences that investigates the student's readiness and commitment for the educational leadership role of principal. A formal assessment instrument is used to assist the candidate in identifying areas of strength and areas of development that will guide the performance portfolio

EDAD 690 Professional Seminar and Oral Examination 0 credit
This capstone experience has two components. The first is the Professional Seminar in which degree students are responsible for presenting results of a research project begun during the research course. The second component is the Oral Examination in which degree students present their Leadership Portfolio to the faculty team.

EDAD 702 Shared Vision: The Superintendency 3 credits
This initial course is designed to assist students in gaining a deeper understanding of their own beliefs and of superintendent leadership issues. Students begin to formulate a personal vision for superintendent leadership.

EDAD 704 Strategic Leadership 3 credits
The importance of establishing a shared vision and strategic plan for a district is the focus of this course. In addition, the course discusses conditions that can enhance motivation of teachers, staff, students, and parents in the community to achieve the vision. Emphasis is placed on decision making based on reasoned understanding of major historical, philosophical, ethical, social, and economic influences on education.

EDAD 706 Political and Community Leadership 3 credits
The core experiences of this course reflect the world of ideas and forces within which the school district operates. Knowledge and skills concerning public relations, education law, public policy, and political systems are integral to this course.

EDAD 708 Organizational Leadership 3 credits
Understanding districts as an organization and as a system is a primary focus of this course. In addition, discussions of how organizations can be developed for a better future are inherent to the course.

EDAD 710 Instructional Leadership 3 credits
Curriculum design models, needs analyses, instructional planning, and program evaluation are presented. In addition superintendent formation students discuss how to mobilize the participation of appropriate people or groups to develop programs and establish a positive learning environment.

EDAD 712 Superintendent Role Seminar 2 credits
The role seminar is a one week, retreat-like experience with superintendent formation students. The seminar provides opportunities for students to reflect on their calling to educational leadership as superintendent. The seminar incorporates a variety of planned readings and experiences to include in the student's Leadership Portfolio.

EDAD 720/725 Superintendent Internship 6 credits
The internship is planned for students after they have completed courses EDAD 702-EDAD 712. This two-semester field experience places the student-administrator in a first-hand experience in which academic knowledge can be applied to the educational setting.

SPECIAL EDUCATION

Department of Special Education

Chairperson: Randy Williams

Master of Education in Special Education

Program Director: K. Mark Derby

The Department of Special Education offers preparation for special educators within schools and other agencies. Students gain core competencies and then specialize in areas of interest. Individual field experiences are available to meet special needs. Three tracks of study are offered including a track in functional analysis, a track for students with no prior special education background, and a track in early childhood special education. The Department offers a primary teaching endorsement in special education and a primary teaching endorsement in early childhood special education.

Candidacy Requirements: application for candidacy after completion of nine (9) credits, 3.00 GPA or higher in each course, advisor recommendation, and faculty review.

Admissions

Each applicant must submit the following materials to the School of Education Graduate Admissions office:

- (1) A completed application form (see the School of Education website: www.gonzaga.edu) and non-refundable fee;
- (2) A written statement of purpose addressing the applicant's interest in graduate studies which relates to some area in the field, assessing the applicant's current strengths, and describing what the applicant hopes to gain from a master's degree program;
- (3) Two letters of recommendation sent directly from the recommending persons to the School of Education Graduate Admissions office using the confidential recommendation form (see the School of Education website: www.gonzaga.edu);
- (4) Two official transcripts from each college or university attended (international applicants must submit foreign transcripts in the original language and an English copy);
- (5) The official score from the Graduate Records Exam (GRE) general aptitude test or the Miller Analogies Test (must be less than five years old), a requirement which may be waived if the applicant has an advanced degree or graduated from the undergraduate Special Education program from Gonzaga University.

- (6) Submission of an official TOEFL score of at least 550 by each international applicant who graduated from a foreign college or university and whose native language is not English; and
- (7) Submission of a financial declaration form and supporting documentation by each international applicant.

Prerequisite

A bachelor's degree from an accredited college or university is required.

Program Outline (32 credits)

- I. All students must complete the CORE: 20 credits
 - EDSE 520 Behavior Analysis 3 credits
 - or
 - EDSE 675 Advanced Applied Behavior Analysis 3 credits
 - EDSE 545 Mainstreaming* 3 credits
 - EDSE 604 Assessment in Special Education* 3 credits
 - EDSE 689 Professional Seminar 3 credits
 - EDSE 698 Research in Special Education 5 credits
 - EDSE 699 Oral Comprehensive Examination 0 credits
 - Elective course in technology* 3 credits
- * Students who took this course(s) or the equivalent at the undergraduate level may substitute an EDSE graduate elective course.
- II. Students must take one of the three following tracks:
 - Track One: 15 Credits (Functional Analysis Emphasis)
 - EDSE 575 Advanced Classroom Management 3 credits
 - EDSE 670 Advanced Seminar in Functional Analysis 3 credits
 - EDSE 671 Behavior Treatment in Clinical Settings 2 credits
 - EDSE 671L Lab in Behavior Treatment 1 credit
 - EDSE 672 Behavior Intervention in Natural Settings 2 credits
 - EDSE 672L Lab in Behavior Intervention 1 credit
 - EDSE 673 Supervision and Consultation 3 credits
 - Track Two: 12 Credits (Early Childhood Special Education Emphasis)
 - EDSE 560 Early Childhood Special Education 3 credits
 - EDSE 561 Physical Development 3 credits
 - EDSE 562 Language and Communication 3 credits
 - EDSE 565 Early Development and Psychology of the Exceptional Child 3 credits
 - Track Three 12 Credits (General Special Education Emphasis)
 - EDSE 501 Psychology of the Exceptional Child 3 credits
 - EDSE 522 Precision Teaching 3 credits
 - EDSE 551 Direct Instruction: Reading 3 credits
 - EDSE 575 Advanced Seminar in Classroom Management 3 credits
 - Electives:**
 - EDSE 522 Precision Teaching 3 credits
 - EDSE 527 Methods for the Mentally Retarded 3 credits
 - EDSE 535 Autism 3 credits
 - EDSE 552 Direct Instruction: Mathematics 3 credits
 - EDSE 577 Advanced Examination of Hyperactive and Socially/Emotionally Disturbed Youth 3 credits
 - EDSE 580 Seminar and Procedures of Treating the Learning Disabled 3 credits

**Any course listed above, but not in the student's "Track", may be taken as an elective.

- III. Students wishing to be endorsed in special education must take or have taken these additional courses:
 - EDSE 150 Psychology of the Exceptional Child 3 credits
 - or
 - EDSE 501 Psychology of the Exceptional Child 3 credits
(or other introduction to special education course)
 - EDSE 306 Special Education In-School Experience - Elementary 1 credit
 - EDSE 406 Special Education In-School Experience - Secondary 1 credit
 - EDSE 696 Student Teaching in Special Education 6 credits
 - EDSE 551 Direct Instruction Reading 3 credits
 - EDSE 552 Direct Instruction Math 3 credits

Certification requirements for the state of Washington sometimes change. It is the applicant's responsibility to contact the Certification Officer, in the School of Education, for the most current information regarding state certification.

Course Descriptions

- EDSE 501 Psychology of the Exceptional Child 3 credits**
The purpose of this course is to provide students with an overview of special education. Etiology, characteristics, and treatment of major disabling conditions are covered. Philosophical, political, and pedagogical implications of past, current, and future services are analyzed.
- EDSE 520 Behavior Analysis 3 credits**
This course is an advanced introduction to the basic principles of learning and effective and practical procedures based upon those principles. Students read seminal articles in the field of Behavior Analysis and conduct and write up their own applied research study, implementing some of the procedures to remediate socially significant problems of children.
- EDSE 522 Precision Teaching 3 credits**
This course covers basic procedures of Precision Teaching (e.g., movement cycles, pinpointing behaviors, setting aims, charting, planning curricula development for Precision Teaching, and methods of remediating learning disabilities). Prerequisite: postgraduate standing or permission.
- EDSE 523 Theory of Instruction 3 credits**
This course covers a detailed analysis of direct instruction principles and their application to curriculum development. Requires an in-depth knowledge of and experience with Direct Instruction curriculum materials. Prerequisite: postgraduate standing or permission.
- EDSE 527 Methods for Teaching the Mentally Retarded 3 credits**
This course provides students with an understanding of the state-of-the-science practices in serving individuals who are mentally handicapped. Focus is on development of intervention within community, school, vocational, domestic, and social settings for both school-age students and adults.
- EDSE 535 Autism 3 credits**
This course overviews the major characteristics of persons with autism, with focus on effective treatment, functional goals and curricula, objective assessment, teacher/parent training, classroom integration, and generalization and maintenance of treatment gains. Particular emphasis is placed on developing effective applied skills through course work, practicum, and an applied research study and write-up.
- EDSE 545 Mainstreaming 3 credits**
This course covers issues involved in providing I.E.P. provisions including goals, strategies, and legal and ethical implications. Prerequisite: postgraduate standing or permission.

EDSE 551 Direct Instruction: Reading 3 credits
This course focuses on the teaching of reading directly to students with special needs. Emphasis is placed on procedures with a strong database of support. Prerequisite: postgraduate standing or permission.

EDSE 552 Direct Instruction: Mathematics 3 credits
This course focuses on the teaching of mathematics directly to students with special needs. Emphasis is placed on procedures with a strong database of support. Prerequisite: postgraduate standing or permission.

EDSE 560 Early Childhood Special Education 3 credits
This course overviews the principles and practical procedures involved in infant and preschool services integrating children with disabilities. Applied experience is provided in an integrated preschool setting.

EDSE 561 Physical Development 3 credits
This course examines normal physical and neuromotor development with an emphasis on methods for identifying and treating delayed and dysfunctional development. Treatment approaches address designing interventions and adapting the environment. Applied experience is provided in an integrated preschool setting.

EDSE 562 Language and Communication 3 credits
This course examines the principles of normal language development, as well as educational guidance for facilitating functional language development in infants, toddlers, and preschoolers. The focus is on intervention programs designed for enhancing generalization of functional language usage. Applied experience is provided in an integrated preschool setting.

EDSE 565 Early Development and Psychology of the Exceptional Child 3 credits
This course emphasizes normal child development and etiology of exceptionalities from infancy through age six. History and philosophy of early childhood special education, as well as relevant legislation, are studied. Applied experience is provided in an integrated preschool setting.

EDSE 575 Advanced Seminar in Classroom Management 3 credits
This course examines strategies of Applied Behavior Analysis for controlling various inappropriate behaviors that interfere with the learning process. The emphasis is on practical procedures that can be implemented by a single teacher in a special education or regular classroom setting. Prerequisite: postgraduate standing or permission.

EDSE 576 Consultation in the Classroom 3 credits
This course covers advanced information and skills required to consult effectively with educators and parents regarding the development and implementation of educational programs within the least restrictive environment.

EDSE 577 Advanced Examination of and Socially/Emotionally Disturbed Youth 3 credits
This course overviews practical strategies to deal with children's behavioral and emotional disturbances in the classroom. Etiology of behavior disorders and emotional problems in children and youth are discussed. Prerequisite: postgraduate standing or permission of instructor.

EDSE 580 Seminar and Procedures of Treating the Learning Disabled 3 credits
This course examines various techniques and approaches to remediate learning disabilities in school settings. Emphasis is placed on successful treatment and diagnostic procedures. Prerequisite: postgraduate standing or permission.

EDSE 604 Assessment in Special Education 3 credits
This course covers various methods of assessing student progress and social behaviors, as well as actual classroom observations and assessment. Data gathered in assessment are used to develop an individualized program for special students. Prerequisite: postgraduate standing or permission.

EDSE 670 Advanced Seminar in Functional Analysis 3 credits
This course reviews functional analysis methodologies as developed by Iwata et. al (1982) for systematically identifying environmental variables that serve to maintain aberrant behavior. This course includes a detailed overview of functional analysis procedures and treatment packages that can be implemented based on the results of functional analysis. Particular emphasis is placed on reinforcement-based interventions and dimensions of reinforcement. Prerequisites: EDSE 520, EDSE 545, EDSE 575, EDSE 604, postgraduate standing or permission.

EDSE 671/671L Behavioral Treatment in Clinical Settings 3 credits
This course is experimental in nature and requires students to apply the functional analysis methodologies studied in EDSE 670 in a "hands on" manner. Under direct supervision of faculty, students conduct weekly assessments to determine the environmental variables maintaining children's inappropriate behavior (EDSE 671L=1 credit). Students also collect and graph data, write reports that summarize their findings, and meet regularly with faculty and classmates to discuss their findings and their relationship to the literature. Prerequisites: EDSE 520, EDSE 545, EDSE 575, EDSE 604, EDSE 670, post graduate standing or permission.

EDSE 672/672L Behavioral Intervention in Natural Settings 3 credits
This course is experimental in nature and should be taken in the semester immediately following EDSE 671. Students in this course implement behavioral interventions designed in the clinical setting in school and home settings. Under supervision of faculty, students conduct log-term follow-up evaluations of children originally evaluated in the clinic and train parents and teachers in the implementation of such interventions (EDSE 672L=1 credits). Students collect and graph data, write reports that summarize their findings, and meet with faculty and classmates to discuss their findings and their relationship to the literature. Prerequisites: EDSE 520, EDSE 545, EDSE 575, EDSE 604, EDSE 670, EDSE 671, postgraduate standing or permission.

EDSE 673 Supervision and Consultation 3 credits
This course is experimental in nature. Students in this course provide supervision of functional analysis procedures to others wishing to learn about functional analysis procedures. Students consult with classroom teachers and others as they provide instruction on assessment methodologies and procedures, data collection, graphing, report writing, and intervention recommendations. Students meet regularly with faculty to discuss teaching, supervision, and consultation techniques and issues. Prerequisites: EDSE 520, EDSE 545, EDSE 575, EDSE 604, EDSE 670, EDSE 671, EDSE 672, postgraduate standing or permission.

EDSE 675 Advanced Applied Behavior Analysis 3 credits
The most recently developed and refined principles and data-based effective procedures developed within the field of Applied Behavior Analysis are discussed. This course promotes graduate students' analytic and practical skills in teaching and management procedures in a variety of settings. The course focuses on state-of-art advancements through recently published applied research studies and reviews.

EDSE 680 Best Practices 3 credits
This course provides students with the rationales and strategies for implementing intervention technologies for research-based educational best practices. Best practices include precision teaching, cooperative learning, direct instruction, self-management, class wide peer tutoring, and opportunities-to-respond.

EDSE 689 Professional Seminar 3 credits
A culminating course where the student develops and conducts, and writes an applied research study or completes and writes a comprehensive review of the literature. The formal write-up must be in APA style and format and ready for submission to a journal outlet. Prerequisite: postgraduate standing.

EDSE 690 Directed Readings 1-3 credits
This course is an individualized study based on readings approved by the professor. Each student develops a selected bibliography.

EDSE 691 Directed Study 1-3 credits
This course is an individualized study that is designed by the professor. Students follow a prescribed course outline.

EDSE 692 Independent Study 1-3 credits
This course is an individualized study that is designed by the student in consultation with the professor. Self-directed learning in a selected area of interest is the process employed. Professor serves as resource.

EDSE 694 Special Project 1-6 credits
This course is an individualized study that is project based. The study results in a practical application of educational theory. The project or written report of project is submitted to the professor for evaluation.

EDSE 696 Advanced Special Education Student Teaching 6 credits
This is an intensive field experience which is at least 8 weeks in duration. The graduate student will systematically take over the responsibilities of the special education teacher for at least three weeks under the direction of the University supervisor and the cooperating Special Education teacher. Prerequisites: EDSE 410 or 522, 451 or 551, 452 or 552, 465 or 575, 3.0 grade point average in the Special Education courses, 3.0 grade point average in Teacher Education preparation courses, a bachelor's degree, Washington State Teacher Certification, and formal application approval by the Department of Special Education.

EDSE 697 Extended Advanced Special Education Student Teaching 9 credits
This is an intensive field experience which is at least 12 weeks in duration. The graduate student will systematically take over the all the responsibilities of the special education teacher for at least five weeks under the direction of the University supervisor and the cooperating Special Education teacher. Prerequisites: EDSE 410 or 522, 451 or 551, 452 or 552, 465 or 575, 3.0 grade point average in the Special Education courses, 3.0 grade point average in Teacher Education preparation course required for Washington State Teacher Certification, a bachelor's degree, and a formal application approval by the Department of Special Education.

EDSE 698 Research in Special Education 5 credits
This course presents the various procedures for carrying out classroom research by the teacher in order to evaluate the effectiveness of various classroom intervention strategies. The course teaches students ways to collect data, examine data for functional relationships, graph, and write up a research report in APA style. Prerequisite: postgraduate standing or permission.

EDSE 699 Comprehensive Oral Examination 0 credit
This course requires the student to present orally and in a professional manner a summary of the major research project. Prerequisite: permission from Chairperson or Director.

SPORT & PHYSICAL EDUCATION

Department of Sport and Physical Education

Chairperson: Jon D. Sunderland

Master of Arts in Sport and Athletic Administration

Program Director: Jon D. Sunderland

This 34 credit graduate program prepares individuals for administrative/management careers in athletic and sport industry environments. The emphasis of this program is on training candidates to administrate athletic, and sport programs in accordance with best practices. An integral part of the program is the field-based experiences (practicums) in which the candidate acquires skills and experience under the supervision of an advisor and a field administrator.

Admissions

Each applicant must submit the following materials to the School of Education Graduate Admissions Office.

(1) A completed application form (see the School of Education website: www.gonzaga.edu) and non-refundable fee;

- (2) A written statement of purpose addressing the applicant's interest in graduate studies which relates to some area in the field, assessing the applicant's current strengths, and describing what the applicant hopes to gain from a master's degree program;
- (3) Two letters of recommendation sent directly from the recommending persons to the Program Director using the confidential recommendation form (see the School of Education website: www.gonzaga.edu);
- (4) Two official transcripts from each college or university attended (international applicants must submit foreign transcripts in the original language and an English copy);
- (5) The official score from the Graduate Records Exam (GRE) general aptitude test or the Miller Analogies Test (MAT) (either test must be less than five years old), a requirement which may be waived if the applicant has an advanced degree;
- (6) Submission of an official TOEFL score of at least 550 by each international applicant who graduated from a foreign college or university and whose native language is not English; and
- (7) Submission of a financial declaration form and supporting documentation by each international applicant.

Prerequisite

A bachelor's degree from an accredited college or university is required.

Program Outline (34 credits)

EDPE 500 Sport and Athletic Promotions	3 credits
EDPE 514 Trends and Issues in Physical Education, Athletics and Sports Administration	3 credits
EDPE 525 Sport and Athletics in the Social Context	3 credits
EDPE 565 Measurement, Evaluation, and Research in Physical Education, Athletics & Sports	4 credits
EDPE 613 Administration of Physical Education, Athletics and Sports	3 credits
EDPE 689 Research Project	3 credits
EDPE 696 I-III Practicum in Physical Education, Athletics and Sports Administration	9 credits
EDPE 699 Comprehensive Oral Examination	0 credit
ORGL 570 Finance	3 credits
ORGL/EDPE Elective	3 credits

Course Descriptions

EDPE 500 Sport and Athletic Promotions 3 credits
Study of policies and practices in managing relations with external and internal publics associated with the sport and athletic industry. Media relations, publicity for both print and broadcast press, marketing strategies, advertising and campaign development, sponsorships and marketing ethics are some of the main topics to be covered. Special emphasis on computer-aided software packages for financial management and business marketing will be given.

EDPE 514 Trends and Issues in Physical Education, Athletics and Sports 3 credits
The study of current trends and issues within the sports industries with special emphasis on the legal and ethical aspects is the focus of this course. Topics such as contract law, tort liability, negligence, discrimination, dispute resolution, and ethical practices within the work place are covered.

EDPE 525 Sport and Athletics in the Social Context 3 credits
An analysis of significant sport and athletic events in American history with emphasis given to the social factors influencing the outcomes of those events (i.e., gender equity) will be investigated to determine their social and economical impact.

EDPE 565 Measurement, Evaluation, and Research in Physical Education, Athletics and Sports 4 credits
Research methodology and evaluative techniques as they are applied specifically to physical education, athletics, and the sport industries are covered. The construction and evaluation of socially, culturally, and sexually unbiased measurement tools related to physical activity are covered. Prerequisite: graduate standing or permission of instructor.

EDPE 590 Directed Readings 1-3 credits
Individualized study based on readings approved by professor. Student will develop a selected bibliography.

EDPE 591 Directed Study 1-3 credits
Individualized study that is designed by the professor. Students will follow a prescribed course outline.

EDPE 592 Independent Study 1-3 credits
Individualized study that is designed by the student in consultation with the professor for self-directed learning in a selected area of interest.

EDPE 594 Special Project 1-3 credits
Individualized study that is project based. The study will result in a practical application of educational theory. The project or a written report of the project will be submitted to the professor for evaluation.

EDPE 613 Administration of Physical Education, Athletics and Sports 3 credits
Investigation of the theories, practices and functions of personnel involved in the administration of physical education, athletic and sport programs.

EDPE 621 Facilities in Physical Education, Athletics and Sports 3 credits
Functional planning, construction, maintaining, and expanding indoor and outdoor facilities relative to equitable programs in the elementary and secondary schools as well as those facilities for sport and recreation in the private sector.

EDPE 689 Master's Research Project 1-3 credits
This course involves the identification and in-depth exploration of a topic or issue in physical education, athletics, or sports administration. The project must be completed and submitted in a written form according to Departmental guidelines as well as presented orally to the department faculty and students.

EDPE 696 I-III Practicum in Physical Education, Athletics and Sports Administration 1-3 credits
Field-based experiences in the administration of sport, physical education and athletic programs. The practicum is developed by the individual under the direction of an on-site coordinator and the graduate advisor.

EDPE 699 Exit Comprehensive Exam: 0 credits
This is the student's final exit experience demonstrating competency in the content areas of the degree. Students will schedule the exam after completion of all required course work, and permission from advisor.

Department of Teacher Education

Chairperson: to be determined

Master of Initial Teaching (MIT)

Program Coordinator: Foster Walsh

The MIT program is designed for students seeking a Master's Degree and initial teacher certification. Gonzaga University's MIT program emphasizes effective instructional models, scholarly insight into the teaching act, integrated field experiences and a semester-long teaching internship.

This 22-month course of study utilizes a cohort group structure where entering students proceed through a prescribed sequence of classes together. Course offerings are generally scheduled once a week during evening hours to accommodate the working adult.

State Certification and Endorsement Requirements

Washington State teacher certification is comprised of two routes: Elementary Education and Secondary Education. Those seeking Elementary Education Certification (endorsement) are allowed to teach grades K-8 as generalists in a self-contained classroom. This endorsement may require additional coursework beyond the MIT certification program.

Those applicants seeking Secondary Education Certification will need to choose a specific content area (endorsement) to teach. This will be your primary endorsement. The academic area must be selected from disciplines commonly taught at the secondary level, e.g., History, Mathematics, English/Language Arts, Biology, etc. Additional endorsements may be added to a teaching certificate based on completed coursework that satisfies state certification requirements.

Admission Requirements

All MIT candidates must satisfy the following admission requirements before full MIT acceptance can be granted:

- (1) A completed application form (see the School of Education website: www.gonzaga.edu) and non-refundable fee;
- (2) Two official transcripts from each college or university attended (international applicants must submit foreign transcripts in the original language and an English copy);
- (3) A statement of purpose that specifically addresses: a) commitment to becoming a K-12 educator, b) past and present academic experiences, c) interest in learning, and d) ability to work with children or youth;
- (4) Two letters of recommendation from recent individuals who have knowledge of the applicant's capabilities. An optional letter of recommendation may be submitted to add additional reference support. Individuals recommending applicant should be selected with care and be able to attest to the qualities listed on the confidential recommendation forms (see the School of Education website: www.gonzaga.edu);
- (5) A personal interview with the MIT admissions committee;
- (6) Successful passage of the "Washington Educator Skills Test—Basic" or WEST—B Test (internet registration

available at www.west.nesinc.com). Offered six times a year, applicants will satisfy initial admission requirements by registering for the WEST—B. Full acceptance will not be granted until all three sections (reading, writing, and mathematics) of the test have been successfully passed.

- (7) Submission of a financial declaration and supporting documentation by each international applicant.
- (8) An undergraduate GPA of 3.0 or above during the last two years of undergraduate work is a minimum expectation. A 2.75 GPA or above may be acceptable if other qualifying criteria, i.e., letters of recommendation, letter of purpose and/or interview support admission. On rare occasions, students are admitted with a 2.5 GPA and above, given additional sources of information that overwhelmingly support admission. Students who fall below a 2.5 GPA may seek permission to apply by fulfilling the following three requirements: a) submission of a letter of academic intent, attesting to specific attitudinal and/or developmental changes toward academic work; b) an interview with MIT advisory board to discuss applicant's future academic and professional goals; and, c) retaking one or more undergraduate courses to demonstrate academic capability and a renewed interest in pursuing academic studies.

Prerequisite

A bachelor's degree from an accredited college or university is required.

Elementary Education Certification: 45 credits

Fall I

EDTE 500	Cultural Foundations	3
EDTE 505	Field Experience I	1
EDTE 510	Learning and Human Development	3

Spring I

EDTE 506	Field Experience 2	1
EDTE 630	Educational Research Methods	3
EDTE 615	Strategies, Assessments and Technology for Instruction	4

Summer I

EDSE 501	Psychology of the Exceptional Child	3
EDPE 515/516	PE & Health Methods	2
EDTE 509	Math & Science Methods	3

Fall II

EDTE 507	Field Experience 3	1
EDTE 540	Foundations of Reading and Language	3
EDTE 550	Social Studies Methods	3
EDTE 501/503	Music & Art Methods	2

Spring II

EDTE 560	Effective Classroom Management	3
EDTE 696	Student Teaching	6

Summer II

EDTE 689	Professional Seminar A	4
EDPE 517	Abuse Prevention	1

Secondary Education Certification: 41 credits

Fall I

EDTE 500	Cultural Foundations	3
EDTE 505	Field Experience I	1
EDTE 510	Learning and Human Development	3

Spring I

EDTE 506	Field Experience 2	1
EDTE 630	Educational Research Methods	3
EDTE 615	Strategies, Assessments and Technology for Instruction	4

Summer I

EDSE 501	Psychology of the Exceptional Child	3
EDTE 620	Instructional Design	3

Fall II

EDTE 507	Field Experience 3	1
EDTE 554	Discipline Specific Methods	3
EDTE 518	Reading and Writing Across the Curriculum	3

Spring II

EDTE 560	Effective Classroom Management	3
EDTE 696	Student Teaching	6

Summer II

EDTE 689	Professional Seminar B	4
EDPE 517	Abuse Prevention	1

**Available Endorsement Areas
for Teacher Certification**

Courses for endorsement are offered at the undergraduate and graduate levels. Courses are consistent with the Washington State requirements for endorsements in the specific area. Endorsements available at Gonzaga University are: Elementary Education, Biology, Chemistry, Physics, English/Language Arts, History, Mathematics, Science, Social Studies, Drama, General Music, Choral Music, Instrumental Music, Visual Arts, Designated World Languages, ESL, Health/Fitness, Reading, Special Education, and Early Childhood Special Education.

The Certification Office will verify program completion to the Office of Superintendent of Public Instruction when a student has successfully completed all eligibility requirements for the teacher certificate and approved endorsement credits (in at least one teaching area). The certification officer and the student will review the appropriate required credits. For example, students seeking secondary subject area endorsements may need additional course work in their discipline. Candidates seeking Elementary certification may be required to take additional Arts & Sciences course work in compliance with Washington State program requirements. For specific certification regulations contact the Certification Office in the School of Education.

Special Offerings:**Available to All Certification Students**

EDTE 569	The Five Themes of Geography	3 credits
EDTE 580	Economics for the High School Teacher	3 credits
EDTE 590	Directed Readings	variable credit
EDTE 591	Directed Study	variable credit
EDTE 592	Independent Study	variable credit
EDTE 594	Special Project	variable credit
Reading Endorsement K-12 See Certification Office for Reading Endorsement requirements		

Course Descriptions

EDTE 500 Cultural Foundations 3 credits
This course examines the underlying values that have shaped American Education and provides a broad overview of the historical and philosophical roots of American Education through the writings of western and non-western thinkers. The course also addresses contemporary issues and needs of schools from both ethical and legal perspectives with an emphasis on service and leadership in the profession.

EDSE 501 Psychology of the Exceptional Child 3 credits
The purpose of this course is to provide students with an overview of special education. Etiology, characteristics, and treatment of major disabling conditions will be covered. Philosophical, political, and pedagogical implications of past, current, and future services are analyzed.

EDTE 501 Music Methods 1 credit
This course presents theories and technique appropriate to teaching Music in the elementary school.

EDTE 503 Art Methods 1 credit
Theories and techniques appropriate to teaching Art in the elementary school.

EDTE 505 Field Experience I 1 credit
Graduate students engage in 30 hours of classroom observation and application associated with the foundations courses. This experience exposes students to contemporary educational methods and assists in identifying issues and methods for research.

EDTE 506 Field Experience II 1 credit
Graduate students engage in a second semester of 30 hours of classroom observation and application associated with the courses taken concurrently. This experience exposes students to contemporary educational methods and assists in identifying issues and methods for research. Prerequisite: EDTE 505.

EDTE 507 Field Experience III 1 credit
Graduate students engage in a third semester of 30 hours of observation and application associated with the courses taken concurrently. This experience exposes students to contemporary educational methods and assists in identifying issues and methods for research. Prerequisite: EDTE 505 & 506.

**EDTE 509 Math and Science
Methods (Elementary)** 3 credits
This course is designed to engage student teacher candidates in the process of building integrated science and mathematics units of study for students in grades K-8. It takes into consideration knowledge of child development, learning theories and methods of instruction as well as relevant concepts and skills pertaining to mathematics and science.

EDTE 510 Learning and Human Development 3 credits
This course is designed to introduce students to a critical analysis of theories of learning and human development. Various theories are examined with an emphasis on the unique methodological and educational contributions of behaviorist, constructivist, humanistic, and cognitive approaches to learning and development.

EDPE 515 Physical Education Methods 1 credit
Introduction to a variety of teaching styles and strategies, curriculum planning and evaluation methods appropriate for teaching elementary physical education.

EDPE 516 Health Education Methods 1 credit
Introduction to a variety of teaching styles and strategies, curriculum planning and implementation and evaluation methods appropriate for teaching health education at the elementary level.

EDPE 517 Abuse Prevention 1 credit
Students become familiar with the characteristics of abused children, the legal rights for these children and their families, and teaching strategies and educational services appropriate for them. Students will recognize their legal responsibilities in terms of reporting abuse and educational responsibilities to prevent abuse.

**EDTE 518 Reading and Writing
Across the Curriculum (Secondary)** 3 credits
This course presents the theory and practice of developing interdisciplinary literacy including the structure and development of language and its effective expression in specific disciplines.

EDTE 531: Instructional Methods: Reading/Writing/Communicating II 3 credits
 The purpose of this course is twofold: one, to prepare teacher candidates to create appropriate methods for teaching literacy which provide opportunities for children to become involved with literacy in a purposeful and meaningful manner and, second, to become aware of available literary resources, including technology for thematic teaching. An emphasis of this course will be the compatibility of methods of instruction and assessment with regard to the Essential Academic Learning Requirements for Washington State. Prerequisite:

EDTE 540 Foundations of Reading and Language (Elementary) 3 credits
 Through the examination of theories and practices supporting reading and language arts instruction in K-8 schools, student candidates develop referenced rationale for the development of instructional practices in reading development, writing, grammar, and spelling. Practical approaches to assessment are addressed.

EDTE 550 Social Studies Methods (Elementary) 3 credits
 Theories and techniques for developmentally appropriate units of study in the K-8 social sciences are researched and evaluated. Teaching strategies addressing the broad range of social science concepts such as unit planning, map making, interviewing, historical research, and global education are developed. A process approach for developing critical thinking skills and problem solving is emphasized.

EDTE 554 A-T Discipline Specific Methods (Secondary) 3 credits
 This course covers methods used in specific disciplines, such as science, mathematics, english, history, and foreign language. These disciplines are typically included as endorsement areas in secondary education. Subject area specialists focus on theoretical and practical approaches for each discipline. Students analyze cognitive development and strategic instruction from a theoretical perspective and also from field experiences specific to that content area. Students will design appropriate content instruction based on the best practices in their areas of concentration.

EDTE 554A Art Methods 3 credits
 EDTE 554E English Methods 3 credits
 EDTE 554F Social Studies Methods 3 credits
 EDTE 554M Math Methods 3 credits
 EDTE 554S Science/Biology Methods 3 credits
 EDTE 554T World Languages 3 credits

EDTE 560 Effective Classroom Management 3 credits
 This is a clinical course taken concurrently with EDTE 696, Student Teaching. The contributions of foundational theories and application models are critically analyzed with a view toward the development of a personal, comprehensive system of classroom leadership, including preventive classroom management, instructional approaches, corrective measures and communication with other professionals and parents. The teacher as leader is the primary metaphor and requires students to investigate the role of power and communication in teaching.

EDTE 561 Reading Diagnosis 3 credits
 This course presents a wide range of reading assessment tools, which are examined and applied to identify and diagnose reading strengths and deficiencies of K-12 students. Appropriate instructional strategies for remediation and extension are developed. This class incorporates field experience components. *Spring*

EDTE 562 Children and Adolescent Literature 3 credits
 This course provides a survey of classical and contemporary literary works for children and youth. Assessment and teaching strategies for the utilization of literature across the K-12 curriculum. are presented. *Fall*

EDTE 564 Practicum: Reading 1-4 credits
 This course creates and applies literacy instruction/assessment strategies in a K-12 classroom setting. A school location is arranged. 1 credit = 30 contact hours. *Spring*

EDTE 569 Five Themes of Geography 3 credits
 This course is designed to provide post-baccalaureate and graduate students with an in-depth knowledge of the Five Themes of Geography as suggested by the National Geographic Alliance. In addition, students will be provided with information regarding global education across the curriculum. *Spring semester only*

EDTE 590 Directed Readings variable credit
 Individualized study based on readings approved by the professor. Student develops a selected bibliography.

EDTE 591 Directed Study variable credit
 Individualized study that is designed by the professor. Students follow a prescribed course outline.

EDTE 592 Independent Study variable credit
 Individualized study that is designed by the student in consultation with the professor. Self-directed learning in a selected area of interest is the process employed. Professor serves as resource.

EDTE 594 Special Project variable credit
 Individualized study that is project-based. The study results in a practical application of educational theory. The project or a written report of the project is submitted to the professor for evaluation.

EDTE 615 Strategies, Assessment, and Technology for Instruction 4 credits
 This course prepares pre-service teachers to apply theory to the planning, implementation, and evaluation of instruction in K-12 classrooms. Unit/lesson plans and assessment instruments are developed and implemented in microteaching assignments in local classrooms. Technology and its use in K-12 classrooms are integrated into the curriculum.

EDTE 620 Instructional Design 3 credits
 This course is configured to introduce and apply the concept of backward design, understanding performances and assessment rubrics. Students should exit the course with an initial understanding of the complex decision making that pertains to the designing of sequential classroom activities

EDTE 630 Educational Research Methods 3 credits
 This course is designed to provide graduate students with basic knowledge and skills in quantitative and qualitative educational research. Students are required to review and abstract research articles and develop a research proposal leading to the completion of a thesis. The focus is on Teacher as Researcher and on reflection as an integral part of teaching and research. Competencies in the gathering and analysis of classroom observations, interviews, and documentary data as well as the skills of scholarly writing are developed.

EDTE 689 Professional Seminar 4 credits
 This course follows a seminar format and focuses on the completion of the thesis. It provides the opportunity for critical analysis by peers and professors culminating in the thesis presentation.

EDTE 696 Student Teaching 6 credits
 This is an intensive field-supervised teaching experience in which the student teacher assumes full responsibility for elementary or secondary classroom teaching under the direction of a University supervisor and a master teacher. Graduate students demonstrate competency in instructional planning, implementation of teaching strategies, content delivery, student evaluation, parent communication, and day-to-day management.



THE SCHOOL OF PROFESSIONAL STUDIES

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School of Professional Studies

Dean: Mary McFarland

The School of Professional Studies provides creative and innovative academic programs for traditional and non-traditional students. These programs, which include the Doctoral Program in Leadership Studies, Exercise Science, Nursing, and Organizational Leadership offer diverse opportunities for career advancement ranging from bachelor, masters to doctoral degrees and certificates. In a multi-cultural world presenting complex problems, our goal is to educate leaders who are visionary; who see possibilities rather than obstacles and limitations. We seek to recruit and educate individuals able to deal with problems in a complex and dynamic environment.

Programs offered by the School of Professional Studies are a contemporary embodiment of the Jesuit tradition which for centuries has provided a comprehensive humanistic and Catholic education. At the heart of the Jesuit vision is a development of leaders for various areas of life through love for diverse people wherever they are. This vision and tradition is embodied within the students, the faculty and staff, the advisors and the programs of Gonzaga's School of Professional Studies.

NURSING

Master of Science in Nursing

Chairperson : Susan L. Norwood

Professors: M. McFarland, S. Norwood

Associate Professor: G. Ray, G. Reimer

*Assistant Professors: D. Abendroth,
M. Gorski, G. Hodge, D. Smith*

Instructors: M. Cockey, C. Fitzgerald, P. Hahn, D. Mercy

The Master of Science in Nursing (MSN) degree program integrates theory and research in nursing and related fields to provide a broad base for advanced practice in nursing. The program stresses critical inquiry and analysis in the academic environment and application of theory and research in diverse practice settings. Both role development and clinical preparation are emphasized. A research project, thesis, or presentation, relevant to the practice focus is required. The program is accredited by the Commission on Collegiate Nursing Education (CCNE).

The aim of the MSN program is to prepare professional nurses with the knowledge, skills, and values essential for advanced nursing practice and leadership in the current and future health care systems and to meet the health care needs of consumers, especially the underserved, in a wide variety of settings. The program provides educational experiences to develop essential knowledge, skills, and values; opportunities for learners to realize their potentials as persons and professionals; preparation in the Jesuit tradition for leadership and service to others; and the foundation for future graduate study in nursing.

The nursing faculty believe accessible and flexible nursing education programs are necessary to a) improve individual, family, community, and societal health and b) increase quality and accessibility of health and nursing care services. Special attention is given to structuring the program and program delivery methods to address the needs of underserved populations: registered nurses with unmet educational needs and consumers/communities with unmet health care needs.

The MSN program uses a nontraditional design to prepare individuals as family nurse practitioners or clinical nurse specialists, managers/administrators, educators, consultants, and/or evaluators/researchers in a variety of

specialties and settings. The degree consists of 43-50 semester credits organized into two key components. The Nursing Leadership Core provides the theoretical foundation for role development and concepts common to all areas of practice. The Nursing Practice Core provides the theoretical foundation for a clinical specialty and application of both the clinical specialty and role concepts. In some instances, depending upon the student's background and practice core or course selection, additional credits may be encouraged or required. In other instances, depending on the student's background and goals, some undergraduate or foundational graduate coursework may be required prior to enrolling in selected graduate courses. Such requirements may be fulfilled while completing other graduate courses.

All students complete the same Nursing Leadership Core. The Nursing Practice Core consists of the following options: family nurse practitioners, individualized option, physiological nursing, psychiatric-mental health nursing, nursing administration and nursing education.

Graduates of the FNP and Psychiatric-Mental health options are qualified to take the national certification examinations for family or psychiatric nurse practitioners offered by the American Nurses' Credentialing Center and the American Academy of Nurse Practitioners. National certification is a credential required by many states for advanced practice licensure.

In an effort to meet the needs of working registered nurses, the program is delivered through on-campus and distance learning formats. A cornerstone of the on-campus format is nontraditional scheduling of nursing classes to accommodate the needs of working adults. The unique distance learning format provides an opportunity for registered nurses living in rural areas and other sites without access to university programs to further their education in nursing and utilizes a blend of distant and on-campus study and experiences. It combines videotapes of actual current campus classes and clinical experiences in geographic locations within reasonable commuting distance to students' home communities with participation on campus at scheduled intervals each semester. In some instances, students may complete the program through a combination of the two formats. Both formats allow students to proceed at their own pace, full-time or part-time.

The Master of Science in Nursing degree program offers these distinctive features: dual emphasis on advanced role preparation and advanced clinical preparation; pursuit of humanistic and ethical alternatives to solve contemporary nursing and health care problems; critical reasoning vital to professional judgment and ethical decision making; study of health care ethics from both individual

and organizational perspectives; emphasis on Jesuit-inspired values of knowledge, sensitivity, integrity, excellence, and justice; active involvement of students in designing individual program and learning experiences; on-campus and distance learning formats; course load and degree timeline adjusted to personal circumstances; elective courses available in most Gonzaga graduate departments in addition to those in nursing; and maximization of career mobility. The curriculum is dynamic and changes may occur on a yearly basis.

Admissions

Application forms may be obtained from the Department of Nursing or the Department's web page. In special circumstances students applying for admission will be permitted to take graduate courses for one semester while graduate admission materials are completed and considered. Admission decisions are based upon the applicant's total profile and space availability. Application deadlines are April 1 for summer or fall semester and November 1 for spring semester.

Each applicant must submit a complete packet containing the following materials to the Admissions committee of the Department of Nursing:

- (1) Completed application form (see appendix for inquiry form) and non-refundable fee;
- (2) Typewritten statement (maximum 500 words) which describes the applicant's:
 - a. interest in the MSN program and what he/she hopes to gain from the graduate degree;
 - b. professional goals;
 - c. personal and professional strengths; and
 - d. professional experiences;
- (3) Two letters of recommendation from individuals who can evaluate the applicant's leadership, interpersonal skills, professional practice, critical thinking and judgment, and potential for graduate study (e.g., employer, professional colleague, professor);
- (4) Copy of current RN license;
- (5) Current professional vita (format included in application packet);
- (6) Two official transcripts from each college or university attended (international applicants must submit foreign transcripts in the original language and English copy);
- (7) Official score from the Miller Analogy Test (MAT) taken within the last 5 years;
- (8) Submission of an official TOEFL score of at least 550 by each international applicant who has graduated from a foreign college or university and whose native language is not English; and
- (9) Submission of a financial declaration and supporting documentation by each international applicant.

Prerequisites

A bachelor's degree from an accredited college or university is required. In some instances, depending on the applicant's background and goals, some undergraduate or foundational graduate coursework may be required prior to enrolling in selected graduate courses. Such requirements may be fulfilled while completing other graduate courses.

Program Outline (43-49 credits)

Leadership Core

NURS 511 Contemp. Health Care Delivery	2 credits
NURS 512 Role Concepts for Adv. Practice	3 credits
NURS 513 Foundations for Adv. Practice	3 credits
NURS 514 Population-Based Health Care	2 credits
NURS 515 Research Strategies in Nursing	3 credits
PHIL 555 Health Care Ethics	3 credits
NURS 675-677 Thesis	3 credits

Nursing Administration

This option prepares nurses to assume administrative positions in inpatient, outpatient, community-based, and academic settings. Students gain knowledge and competency in financial and human capital management, as well as strategies for responding to the ethical and legal issues encountered in administrative roles.

Nursing Administration Core

NURS 571 Leadership & Health Care Finance	2 credits
NURS 578 Ethics and Law in Administration	2 credits
NURS 579 Information Systems in Admin.	2 credits

Advanced Practice Core

NURS 621A Org. Structure & Processes	3 credits
NURS 622A Ad. Dimensions of Clinical Care	2 credits
NURS 623A Human Capital Management	3 credits
NURS 624A Financial Management	2 credits
NURS 601A Nursing Admin. Practicum I	2 credits
NURS 602A Nursing Admin. Practicum II	2 credits
NURS 603A Nursing Admin. Practicum III	3 credits
NURS 604A Nursing Admin. Practicum IV	3 credits
Electives	2 credits

Total = 47 credits (600 Clinical hours)

Family Nurse Practitioner

Family nurse practitioners provide a holistic approach to primary care for individuals and families of all ages and are able to manage a wide variety of both acute and chronic health problems. They particularly emphasize health promotion and patient involvement in management of health care problems. Family nurse practitioners work in independent as well as collaborative practice settings.

Advanced Practice Core

NURS 523 Advanced Pathophysiology	3 credits
NURS 524 Advanced Pharmacology	3 credits
NURS 600 Advanced Health Assessment	4 credits
NURS 601P Advanced Practice Nursing I	2 credits
NURS 602P Advanced Practice Nursing II	2 credits
NURS 603P Advanced Practice Nursing III	2-3 credits
NURS 604P Advanced Practice Nursing IV	2-4 credits
NURS 614 P Advanced Nursing Practice*	2 credits
*(completed if 603P & 604P taken for 4 credits)	
NURS 621P Primary Care Concepts I	2 credits
NURS 622P Primary Care Concepts II	2 credits
NURS 623P Primary Care Concepts III	2 credits
NURS 624P Primary Care Concepts IV	2 credits
Electives	2 credits

Total = 49 credits (600 Clinical hours)

Physiological Nursing

This practice core option prepares nurses to work as clinical nurse specialists in a medical-surgical specialty area (e.g., oncology, neurology, cardiac care, trauma, perinatal care). Clinical nurse specialists integrate direct care, education, consultation, and research competencies into their practice. They are playing an increasingly important role in managed health care and work in inpatient as well as out-patient settings.

Advanced Practice Core

NURS 523 Advanced Pathophysiology	3 credits
NURS 524 Advanced Pharmacology	3 credits
NURS 600 Advanced Health Assessment	4 credits
NURS 621PC Clinical Competency	2 credits
NURS 622PC Nurse-Managed Care	2 credits
NURS 623PC Practice Models for CNS	2 credits
NURS 624PC Issues and Trends for CNS	2 credits
NURS 601PC Physiological Nsg Practicum I	2 credits
NURS 602PC Physiological Nsg Practicum II	2 credits
NURS 603PC Physiological Nsg Practicum III	3 credits
NURS 604 PC Physiological Nsg Practicum IV	3 credits
Electives	2 credits

Total = 49 credits (600 Clinical hours)

Psychiatric Mental-Health

This option prepares students to work as psychiatric-mental health nurse practitioners or clinical nurse specialist. Students gain competency in both psychotherapeutic and psychobiologic interventions. Graduates are able to provide primary mental health care to individuals with acute as well as chronic mental health problems.

Advanced Practice Core

NURS 523 Advanced Pathophysiology	3 credits
NURS 524 Advanced Pharmacology	3 credits
NURS 600 Health Assessment	4 credits
NURS 621PS Dynamic Care Formulation	3 credits
NURS 622PS Psychotherapy Interventions	2 credits
NURS 623PS Psychobiological Interventions	2 credits
NURS 624PS Psych-Mental Health Nursing In Healthcare Systems	2 credits
NURS 601PS Psych-Mental Health Pract. I	1 credit
NURS 602PS Psych-Mental Health Pract. II	2-3 credits
NURS 603PS Psych-Mental Health Pract. III	2-3 credits
NURS 604PS Psych-Mental Health Pract. IV	2-3 credits
NURS 614P Psych-Mental Health Pract.*	2-3 credits
*(taken if 602PS, 603PS, and/or 604PS taken for 2 credits)	
Electives	2 credits

Total = 50 credits (600 Clinical hours)

Nurse Educator

This option prepares nurses to work as educators in academic, hospital, and community-based settings. Students develop an area of clinical specialization as well as skills in curriculum development, teaching-learning strategies, and evaluation. Particular emphasis is placed on tailoring content and presentation to learners' needs. Practicum experiences take place in a variety of educational settings.

Advanced Practice Core

NURS 621E Curr. Dev. & Course Planning	2 credits
NURS 622E Teaching & Learning Strategies	2 credits
NURS 623E Evaluation Strat. for Educators	2 credits
NURS 624E Current Issues in Nursing Ed.	2 credits
NURS 601E Nurse Educator Practicum I	2 credits
NURS 602E Nurse Educator Practicum II	2 credits
NURS 603E Nurse Educator Practicum III	3 credits
NURS 604E Nurse Educator Practicum IV	4 credits
Electives	2 credits

Total = 43 credits (450 Clinical hours)

Individualized Option

In this option, students work with a faculty advisor to design their own program of study and develop expertise in both a clinical specialty area and a functional role. Didactic and clinical practicum experiences are directed by individualized learning contracts. This option is intended for students whose advanced nursing goals would not be met by one of the other practice core options.

Advanced Practice Core

NURS 601I Advanced Nursing Practicum I	4 credits
NURS 602I Advanced Nursing Practicum II	4 credits
NURS 603I Advanced Nursing Practicum III	5 credits
NURS 604I Advanced Nursing Practicum IV	6 credits
Electives	2 credits

Total = 43 credits (450 Clinical hours)

Post – Master’s Certificate Programs

The Post-Master’s Certificate (PMC) programs are designed for the registered nurse who already possesses a master’s degree with a major in nursing but desires additional preparation in a different functional area. The PMC Programs are structured to meet the needs and schedules of working registered nurses through the same on-campus and distance learning formats used in the master’s degree program.

The PMC programs consist of 22-32 semester credits and provide both theoretical and clinical application components. In some instances, depending on the learner’s background, additional credits may be encouraged or required. Graduates of the FNP and psychiatric mental-health options are qualified to take the American Nurses Credentialing Center’s and the American Academy of Nurse Practitioners’ certification examinations for FNPs. National certification is a credential needed in many states to obtain advanced practice licensure.

Distinctive features of the Post-Master’s Certificate programs are graduate level academic credits; integration of MSN and PMC learners in all courses; emphasis on Jesuit-inspired values of knowledge, sensitivity, integrity, excellence, and justice; pursuit of humanistic and ethical alternatives to solve contemporary nursing and health care problems; critical reasoning vital to professional judgement and ethical decision making; study of health care ethics from the perspectives of both an individual and an organization; on-campus and distance learning formats; course load and timeline adjusted to personal circumstances; and maximization of career mobility. The curricula are dynamic and changes may occur on a yearly basis.

Admission

Application packets may be obtained from the Department of Nursing or the Department's web page. In special circumstances, individuals applying for admission may be permitted to take courses for one semester while the admission process is completed. The designated fee must accompany the application form. Admission decisions are based upon the applicant's total profile and space available. Application deadlines are April 1 for summer or fall semester and November 15 for spring semester.

Each applicant must submit the following materials to the Department of Nursing:

- (1) A completed application form (see appendix for inquiry form) and non-refundable fee;
- (2) Typewritten statement (maximum 500 words) which describes the applicant's:
 - (a) interest in the Post-Master's Certificate program and what he/she hopes to gain from the certificate;
 - (b) professional goals;
 - (c) personal and professional strengths; and
 - (d) professional experiences;
- (3) Two letters of recommendation from individuals who can evaluate the applicant's leadership, interpersonal skills, critical thinking and judgment, and professional practice (e.g., employer, professional colleague, professor);
- (4) Current professional vita (format provided in application packet);
- (5) Copy of current RN license; and
- (6) Two official transcripts from each college or university attended for graduate study, including documentation of an earned master's degree with a major in nursing.

Prerequisites

A master's degree with a major in nursing from an accredited college or university is required.

PMC Program Options (22-32 credits)**Family Nurse Practitioner:****Prerequisite: Master's degree in Nursing****Required Courses:**

PHIL 555 Health Care Ethics	3 credits
NURS 523 Advanced Pathophysiology	3 credits
NURS 524 Advanced Pharmacology	3 credits
NURS 600 Health Assessment	4 credits
NURS 601P Advanced Practice Nursing I	4 credits
NURS 602P Advanced Practice Nursing II	4 credits
NURS 603P Advanced Practice Nursing III	4-5 credits
NURS 604P Advanced Practice Nursing IV	4-6 credits
NURS 614P Advanced Nursing Practice*	2 credits
Total = 31 credits (600 Clinical hours)	

Nurse Educator:

Prerequisite: Master's degree in Nursing

Required Courses:

PHIL 555 Health Care Ethics	3 credits
NURS 621E Curriculum Dev. & Course Planning	2 credits
NURS 622E Teaching and Learning Strategies	2 credits
NURS 623E Evaluation Strategies for Educators	2 credits

NURS 624E Current Issues in Nursing Education	2 credits
NURS 601E Nurse Educator Practicum I	2 credits
NURS 602E Nurse Educator Practicum II	2 credits
NURS 603E Nurse Educator Practicum III	3 credits
NURS 604E Nurse Educator Practicum IV	4 credits
Total = 22 credits (450 Clinical hours)	

Nursing Administration:

Prerequisite: Master's degree in Nursing

Required Courses:

PHIL 555 Health Care Ethics	3 credits
NURS 571 Leadership & Health Care Finance	2 credits
NURS 578 Ethics and Law in Administration	2 credits
NURS 579 Information Systems in Administration	2 credits
NURS 621A Organizational Structure and Processes	3 credits
NURS 622A Admin. Dimensions of Clinical Care	2 credits
NURS 623A Human Capital Management	3 credits
NURS 624A Financial Management	2 credits
NURS 601A Nursing Administration Practicum I	2 credits
NURS 602A Nursing Administration Practicum II	2 credits
NURS 603A Nursing Administration Practicum III	3 credits
NURS 604A Nursing Administration Practicum IV	3 credits
Total = 29 credits (600 Clinical hours)	

Physiological Nursing:

Prerequisite: Master's degree in Nursing

Required Courses

PHIL 555 Health Care Ethics	3 credits
NURS 523 Advanced Pathophysiology	3 credits
NURS 524 Advanced Pharmacology	3 credits
NURS 600 Health Assessment	4 credits
NURS 621PC Clinical Knowledge Competency	2 credits
NURS 622PC Nurse-Managed Care	2 credits
NURS 623PC Practice Models for CNS	2 credits
NURS 624PC Issues and Trends for CNS	2 credits
NURS 601PC Physiological Nursing Practicum I	2 credits
NURS 602PC Physiological Nursing Practicum II	2 credits
NURS 603PC Physiological Nursing Practicum III	3 credits
NURS 604PC Physiological Nursing Practicum IV	3 credits
Total = 31 credits (600 Clinical hours)	

Psychiatric Mental-Health:

Prerequisite: Master's degree in Nursing

Required Courses

PHIL 555 Health Care Ethics	3 credits
NURS 523 Advanced Pathophysiology	3 credits
NURS 524 Advanced Pharmacology	3 credits
NURS 600 Health Assessment	4 credits
NURS 621PS Dynamic Care Formulation	3 credits
NURS 622PS Psychotherapy Interventions	2 credits
NURS 623PS Psychobiological Interventions	2 credits
NURS 624PS Psychiatric-Mental Health Nursing In Healthcare Systems	2 credits
NURS 601PS Psych-Mental Health Practicum I	1 credit
NURS 602PS Psych-Mental Health Practicum II	3 credits
NURS 603PS Psych-Mental Health Practicum III	3 credits
NURS 604PS Psych-Mental Health Practicum IV	3 credits
Total = 32 credits (600 Clinical hours)	

MSN/PMC Course Descriptions

NURS 511 The Contemporary Health Care Delivery System

2 credits

Overview of the contemporary health care delivery system and current issues related to advanced nursing practice. Examination of the organization of health care delivery, health care policy, health care financing, and the regulation of advanced nursing practice (certification, licensure). Consideration of implications of the contemporary health care delivery system for diverse advanced nursing role. Prerequisite: Admission to MSN program. *Alternating semesters.*

NURS 512 The Role Concepts for Advanced Nursing Practice

3 credits

Examination of the five interrelated roles (clinician, manager, educator, consultant, and researcher/evaluator) that are incorporated into advanced nursing practice. Analysis of education, management, and consultation theories, as well as principles of evaluation. Consideration of the role of oppression in shaping nursing practice through power and politics. Application of concepts to personal advanced nursing roles. Prerequisite: Admission to MSN program. *Alternating semesters.*

NURS 513 Theoretical Foundations of Advanced Nursing Practice

3 credits

Consideration of the nature and scope of nursing practice, including nursing's phenomenon of interest, levels of nursing practice, and the nomenclature of contemporary nursing practice. Examination of selected theories that undergird advanced nursing practice: systems theory, leadership theory, nursing theory and the principles of business, marketing, and resource management. Emphasis on using theory to guide practice, as well as personal assessment and career planning. Prerequisite: Admission to MSN program. *Alternating semesters.*

NURS 514 Population-Based Health Care

2 credits

Examination of principles and theories of health promotion and disease prevention, population-based health care delivery, and community-based practice. Consideration of human diversity and social issues and the needs of special/vulnerable populations. Emphasis on evidence-based practice and the need for community assessment, program planning and quality management. Application of concepts to personal advanced nursing role. Prerequisite: Admission to MSN program. *Alternating semesters.*

NURS 515 Research Strategies for Nurses

3 credits

Study of the research process emphasizing designs, methodologies, principles of measurement, and strategies for data analysis appropriate in the investigation of nursing problems. Prerequisite: Foundational research course, statistics. *Spring.*

NURS 523 Advanced Physiology And Pathophysiology

3 credits

In-depth analysis of selected pathophysiological problems with emphasis on current research. Stresses application of knowledge to nursing problems. Prerequisite: Admission to MSN program. *Summer and Fall.*

NURS 524 Advanced Pharmacology

3 credits

Examination of pharmacokinetic and pharmacotherapeutic principles. Analysis of the use of pharmacologic agents in the prevention of illness, restoration and maintenance of health. Consideration of federal and state regulations in regards to prescription writing and medication dispensing, patient safety and education issues, polypharmacy, cost/economics of pharmacotherapy, current resources, and ethical/professional issues. Prerequisite: NURS 523 or concurrent. *Fall and Spring.*

NURS 578 Ethics and Law in Administration

2 credits

Examination of scope of practice and role of nurse executives in current and future health care system. Analysis of ethical and legal frameworks for administration including examination of selected laws, strategies for managing legal risks, and ethical implications of laws and issues in health care and academia. Emphasis given to incorporating spirit and soul in organizations and leadership. Prerequisite: PHIL 555.

NURS 579 Information Systems in Administration

2 credits

Analysis of issues surrounding technology and information management in health care environment. Examination of technologies to improve clinical care and business management, health care classification and coding systems with emphasis on nursing. Consideration given to design and implementation of health care information and decision systems with emphasis on needs in nursing/clinical care. Utilization of data for decisions is stressed.

NURS 600 Health Assessment for Advanced Nursing Practice

4 credits

Emphasizes integrated history/physical examination as basis for patient/client management. Stresses physiology/pathophysiology, other diagnostic tests, implications of laboratory and other findings, and diagnostic reasoning. Includes laboratory application and summary competency examination. Includes 60 hours of supervised clinical practice; students in the Physiological, Forensic, and Psychiatric-Mental Health Nursing Options will complete half of these hours with patients from their clinical specialty area and half with primary care patients. Prerequisite: NURS 523. *Summer and Fall.*

NURS 675 Research Proposal Seminar

1 credit

Development of study proposal. Credit is granted at completion of successful defense of proposal. Prerequisite: NURS 515. *Fall, Spring, Summer.*

NURS 676 Thesis

1 credit

Individual guidance in conduct of study and preparation of report. Credit is granted at completion and acceptance of final report of thesis. Prerequisite: NURS 675. *Fall, Spring, Summer.*

NURS 677 Thesis

1 credit

Individual guidance in conduct of study and preparation of report. Credit is granted at completion and acceptance of final report of thesis. Prerequisite: NURS 675. *Fall, Spring, Summer.*

Family Nurse Practitioner

NURS 601P Advanced Nursing Practice I

4 credits

Analysis of selected assessment and management strategies for common and acute health problems encountered in primary care settings. Emphasizes physiological processes of selected common and acute health problems across life span. Stresses laboratory and advanced physical assessment techniques as well as pharmacological and nonpharmacological intervention strategies. Application of concepts in primary care clinical practice (120 contact hours). Prerequisite: NURS 511-515, NURS 523-524, PHIL 555, and NURS 600. *Fall, Spring.*

NURS 602P Advanced Nursing Practice II 4 credits
Analysis of health promotion assessment and management strategies for individuals and families throughout the life span. Analysis of theories salient to health promotion and health protection incorporating a developmental perspective. Assessment and intervention strategies for pharmacological and nonpharmacological management of well child, well adult, well older person, and pregnant and post partal woman in the context of family. Application of concepts in primary care clinical practice (120 contact hours). Prerequisite: NURS 601P. *Spring, Summer.*

NURS 603P Advanced Nursing Practice III 4-5 credits
Analysis of selected assessment and management strategies including pharmacological and nonpharmacological interventions for conditions affecting human structure, mobility, and perception. Application of concepts in primary care clinical practice (120 - 180 contact hours). Prerequisite: NURS 602P. *Fall.*

NURS 604P Advanced Nursing Practice IV 4-6 credits
Analysis of selected assessment and management strategies including pharmacological and nonpharmacological interventions for clients with chronic and complex disease. Examination of primary care practice management in various settings. Application of concepts in primary care clinical practice (120 - 240 contact hours). Prerequisite: NURS 603P. *Spring.*

NURS 614P Advanced Nursing Practice 2 credits
Application of primary care concepts in clinical practice in primary care (120 contact hours). Prerequisite: NURS 603P. *Fall, Spring, Summer.* (Taken if NURS 603P and NURS 604P taken for 4 credits each).

NURS 621P Primary Concepts I 2 credits
First in the series of didactic courses for MSN students in the FNP option. Emphasis is on selected acute and common health problems encountered in primary health care. Stresses assessment, diagnostic reasoning, and pharmacologic and nonpharmacologic management of these disorders throughout the lifespan. Incorporates content on health promotion, family health, and practice management. Prerequisite: NURS 523, NURS 524, NURS 600. *Fall, Spring.*

NURS 622P Primary Care Concepts II 2 credits
Second in the series of didactic courses for MSN students in the FNP option. Continued emphasis on selected acute common problems encountered in primary health care. Stresses assessment, diagnostic reasoning, and pharmacologic and nonpharmacologic management of these disorders throughout the lifespan. Incorporates content on health promotion, family concepts, and practice management. Prerequisite: NURS 621P. *Spring, Summer.*

NURS 623P Primary Care Concepts III 2 credits
Third in the series of didactic courses for students in the FNP option. Emphasis is on chronic and complex health problems encountered in primary care. Stresses assessment, diagnostic reasoning, pharmacologic and nonpharmacologic management of these disorders throughout the lifespan. Incorporates on health promotion, family health, and practice management. Prerequisite: NURS 622P. *Fall.*

NURS 624P Primary Care Concepts IV 2 credits
Final didactic course in FNP option. Emphasizes chronic and complex problems encountered in primary care. Stresses assessment, diagnostic reasoning, and pharmacologic and nonpharmacologic management of these problems throughout the lifespan. Incorporates on health promotion, family health, and practice management. Prerequisite: NURS 623P. *Spring.*

Nurse Educator

NURS 601E Nursing Education Practicum I 2 credits
Beginning application of clinical specialty and educational concepts in setting of choice. 45 contact hours of practicum experience included in course. Prerequisite: NURS 511-515. Concurrent: NURS 621E, 622E, 623E, or 624E. *Fall, Spring, Summer.*

NURS 602E Nursing Education Practicum II 2 credits
Continuation of NURS 601E with incorporation of functional role development. Application of concepts in educational setting of choice. (90 contact hours) Prerequisite: NURS 601E, PHIL 555. Concurrent: NURS 621E, 622E, 623E, or 624E. *Fall, Spring, Summer.*

NURS 603E Nursing Education Practicum III 3 credit
Continuation of NURS 602E with refinement and extension of functional role development. Application of concepts in educational setting of choice. (135 contact hours) Prerequisite: NURS 602E. Concurrent: NURS 621E, 622E, 623E, or 624E. *Fall, Spring, Summer.*

NURS 604E Nursing Education Practicum IV 4 credit
Synthesis and application of clinical specialty and functional role knowledge and skills in select area of practice. Application of concepts in nursing education practice. (180 contact hours) Prerequisite: NURS 603E. Concurrent: NURS 621E, 622E, 623E, or 624E. *Fall, Spring, Summer.*

NURS 621E Curriculum Development 2 credits
Emphasizes the necessity of congruence between course content, institutional and program mission, philosophy, and goals; professional standards; and needs and expectations of a program's communities of interest. Considers current educational paradigms and their implications for curricula and individual courses. Students will use their clinical specialty area as context for their course assignments. Prerequisite: NURS 511-515. *Fall, Spring, Summer.*

NURS 622E Teaching-Learning Strategies 2 credits
Considers strategies for clinical teaching, classroom teaching, and teaching in community settings. Address altering content and strategies for different audiences-students, patient, professional colleagues. Includes content on technological options available to nurse educators. Students will use their clinical specialty area as context for course assignments. Prerequisite: NURS 511-515. *Fall, Spring, Summer.*

NURS 623E Evaluation Strategies 2 credits
Addresses evaluation strategies for patients, students, peers, and programs. Includes content on test development and evaluation. Considers strategies for evaluation of clinical skills as well as didactic learning. Students will use their clinical specialty area as context for course assignments. Prerequisite: NURS 511-515. *Fall, Spring, Summer.*

NURS 624E Current Issues in Nursing Education 2 credits
Specific content determined by trends and interests of students. Representative topics include accreditation issues and policies, academic policies, legal issues in nursing education, dealing with problematic student situations, learning disabilities and students, with special needs, cultural considerations in nursing education, and educational technology. Students will particularly focus on issues related to their clinical specialty area. Prerequisite: NURS 511-515. *Fall, Spring, Summer.*

Nursing Administration

NURS 601A Nursing Administration Practicum I 2 credits
Clinical application of concepts of NURS 621A and prerequisite courses in area and setting of interest to meet advanced practice goals. (120 contact hours). Concurrent: NURS 621A.

NURS 602A Nursing Administration Practicum II 2 credits
Clinical application of concepts of NURS 622A with integration, refinement, and extension of advanced specialty development in chosen area of practice. (120 contact hours). Prerequisite: NURS 621A, NURS 601A. Concurrent: NURS 622A.

NURS 603A Nursing Administration Practicum III 3 credits
Clinical application of concepts of NURS 623A with continued integration, refinement, and extension of advanced specialty development in chosen area of practice. (180 contact hours). Prerequisite: NURS 621A, NURS 601A. Concurrent: NURS 623A.

NURS 604A Nursing Administration Practicum IV 3 credits
Clinical application of concepts of NURS 624A with continued integration, refinement, and extension of advanced specialty development in chosen area of practice. During semester, a period of intense practice arranged to facilitate synthesis of role development in specialty. (180 contact hours). Prerequisite: NURS 622A, 623A, 602A, 603A. Concurrent: NURS 624A.

NURS 621A Organization Structure and Processes 3 credits
Examination of organization structure and theories with implications for leadership strategies, organizational dynamics and politics in health care and academic organizations, and strategies for system analysis using multiple frames of reference. Exploration of hierarchy, chaos theory, role complexity, transdisciplinary roles and relationships, futures thinking, and creativity and their implications. Analysis of strategic management process including organizational and policy development, relationship building, and communication systems and strategies for complex systems. Need for theory and evidence based administration stressed. Prerequisite: NURS 511-515, 571, 578, 579; PHIL 555. Concurrent: NURS 601A.

NURS 622A Administrative Dimensions of Effective Clinical Care 2 credits
Analysis of transdisciplinary standards of care and practice, models of care delivery and their implications for staffing and other support, acuity systems, outcomes and accountability. Need for theory and evidenced based care strategies and ability to interpret clinical needs and issues in financial terms emphasized. Prerequisite: NURS 621A. Concurrent: NURS 602A. Note: Students interested in educational administration may substitute NURS 621E or NURS 624E.

NURS 623A Human Capital Management 3 credits
Examination of work design and implications for staffing, scheduling, standards of performance, differentiated practice, and performance management. Exploration of empowerment strategies, culture building, boundaries, needs of knowledge workers, managing across departments/disciplines, and transdisciplinary issues in various types of organizations. Analysis of dynamics of collective bargaining and contract management. Prerequisite: NURS 621A. Concurrent: NURS 603A.

NURS 624A Financial Management 2 credits
Cost/quality accountability and creative management of resources emphasized. Examination of budget preparation and management strategies including forecasting and planning; costing of services and staffing models; cost estimation; cost-benefit, cost-effectiveness, break even, and variance analysis and interpretation as basis for decisions. Analysis of internal and external forces affecting organizational finance and cost management mechanisms. Prerequisite: NURS 622A, 623A. Concurrent: NURS 604A.

Psychiatric-Mental Health

NURS 601PS Psychiatric-Mental Health Practicum I 1 credit
Clinical application of concepts emphasizing development of assessment and diagnostic skills. (60 contact hours) Concurrent: NURS 621PS.

NURS 602PS Psychiatric-Mental Health Practicum II 3 credits
Clinical application of concepts emphasizing development of skills in individual, group, and family psychotherapies. (180 contact hours) Concurrent: NURS 622PS.

NURS 603PS Psychiatric-Mental Health Practicum III 3 credits
Clinical application of concepts emphasizing psychopharmacologic management and development of skills in psychobiological interventions. (180 contact hours) Concurrent: NURS 623PS.

NURS 604PS Psychiatric-Mental Health Practicum IV 3 credits
Clinical application of concepts emphasizing synthesis of prior learning for refinement and extension of practice with selected population of interest and integration of role components, relationships, and practice management skills. (180 contact hours). Concurrent: NURS 624PS.

NURS 621PS Dynamic Care Formulation 3 credits
Examination of scope of practice/advanced practice role in P-MH Nursing. Analysis of selected theories of psychosocial development and adaptation across lifespan for individuals, families, small groups, selected aggregates, and as basis for psychiatric disabilities. Analysis of biological processes influencing psychosocial behavior in response to internal and external stimuli. Examination of concepts, principles, and clinical approaches to assessment and diagnostic decision-making using ICD, DSM, and nursing systems. Prerequisite: NURS 511-515; PHIL 555; NURS 523, 524, 600. Concurrent: NURS 601PS.

NURS 622PS Psychotherapy Interventions 2 credits
Analysis of research on therapeutic relationships and interpersonal processes with exploration of therapeutic use of self. Examinations of models and principles of individual therapies, group therapies, and family therapies. Exploration of indications for and selection of appropriate models for presenting issues. Prerequisite: NURS 621PS, 601PS. Concurrent: NURS 602PS.

NURS 623PS Psychobiological Interventions 2 credit
Analysis of models and principles of Psychobiological interventions, including, psychopharmacologic management and selected alternative therapies. Exploration of indications for and selection of appropriate models for presenting issues. Prerequisite: 621PS, 601PS. Concurrent: NURS 603PS.

NURS 624PS Psychiatric-Mental Health Nursing in Dynamic Health Care System 2 credits
Analysis of current driving and restraining forces for advanced practice in psychiatric-mental health nursing including similarities and differences across geographic regions. Examination of interdisciplinary and intradisciplinary relationship settings for practice, practice management consideration and legal and ethical concerns. Exploration of health care issues and interface with P-MH nursing practice including health policy, regulation, reimbursement, prescriptive authority, professional/organizational dynamics. Integration of clinical and role concepts for personal practice model. Prerequisite: 622PS, 623PS, 602PS, 603PS. Concurrent: NURS 604PS.

Physiological Nursing

NURS 601 PC Physiological Nursing Practicum I 2 credits
Provides experiential basis for practice of advanced nursing in clinical specialty of choice. Emphasis on advanced health assessment skills and advanced physiological and pharmacological concepts. 120 clinical practicum hours. Prerequisite: NURS 511-515, 523, 524, 600; PHIL 555. Concurrent: NURS 621PC.

NURS 602PC Physiological Nursing Practicum II 2 credits
Continuation of NURS 601 PC with incorporation of CNS role development. Application of content in clinical practice (120 hours). Prerequisite: NURS 621PC, NURS 601PC. Concurrent: NURS 622PC, NURS 623PC, or NURS 624PC.

NURS 603PC Physiological Nursing Practicum III 3 credit
Continuation of NURS 602PC with refinement and extension of CNS role development; 180 clinical practicum hours. Prerequisite: NURS 602PC. Concurrent: NURS 622PC, NURS 623PC, or NURS 624PC.

NURS 604PC Physiological Nursing Practicum IV 3 credits
Synthesis and application of clinical specialty and CNS role knowledge and skills in select area of practice. 180 clinical practicum hours. Prerequisite: NURS 603PC. Concurrent: NURS 622PC, NURS 623PC, or NURS 624PC.

NURS 621PC Clinical Knowledge Competency 2 credits
Advanced assessment, pathophysiology, and pharmacology concepts within area of specialty. Content from direct practice core courses will be used to advance the learner's knowledge within their clinical specialty area. Prerequisites: NURS 511-515, PHIL 555, NURS 523, 524, 600. Concurrent: NURS 601PC.

NURS 622PC Nurse-Managed Care 2 credits
Medical and nursing management of patients with complex health problems. Emphasis on nursing management of pain, gastrointestinal dysfunction, skin integrity disruption, sleep dysfunction, etc. Prerequisite: NURS 621PC, 601PC. Concurrent: NURS 602PC, NURS 603PC, or NURS 604PC.

NURS 623PC Practice Models for Clinical Nurse Specialists 2 credits
This course examines the CNS role across a wide variety of clinical practice settings and practice models. Exploration of innovative practice models for CNSs, including staff education departments, private practice, collaborative practice, nurse-managed clinics, consultation, community-based clinics, outpatient clinics, acute care facilities, and long-term care facilities. Prerequisites: NURS 621PC, 601PC. Concurrent: NURS 602PC, NURS 603PC, or NURS 604PC.

NURS 624PC Issues and Trends for Clinical Nurse Specialists 2 credits
Consideration of the current driving and restraining forces in CNSs practice and the differences that exist across geographical regions. Examination of issues in health care as they relate specifically to the CNS role: education, collaboration, health policy, peer support and review, organizational policy, and combined practice roles. Focus on the interface of CNSs with nursing and health care administration, including the justification and structure of the CNS role within and organization and strategies to enhance CNS role contributions in a clinical setting. Prerequisites: NURS 621PC, 601PC. Concurrent: NURS 602PC, NURS 603PC, or NURS 604PC.

Individualized Option

NURS 601I Advanced Nursing Practice I 4 credits
Provides theoretical and experiential basis for practice of nursing in clinical specialty of choice. Application of concepts in clinical practice (45 contact hours). Prerequisite: NURS 511-515, PHIL 555.. *Fall, Spring, Summer.*

NURS 602I Advanced Nursing Practice I 4 credits
Continuation of NURS 601I with incorporation of functional role development. Application of concepts in clinical practice (90 contact hours). Prerequisite: NURS 601I. *Fall, Spring, Summer.*

NURS 603I Advanced Nursing Practice III 5 credits
Continuation of NURS 602I with refinement and extension of functional role development. Application of concepts in clinical practice (135 contact hours). Prerequisite: NURS 602I. *Fall, Spring, Summer.*

NURS 604I Advanced Nursing Practice IV 6 credits
Synthesis and application of clinical specialty and functional role knowledge and skills in select area of practice. Application of concepts in clinical practice (180 contact hours). Prerequisite: NURS 603I. *Fall, Spring, Summer.*

Nursing Electives

NURS 525 Nutrition in Health and Disease 2-3 credits
Examines basis for rational decision-making and recommendations about the role of nutrition in health and disease. Reviews biochemical properties and physiological function of nutrients. Analyzes specific claims for nutrients and food supplements. Explores basis for nutritional prescriptions as part of a therapeutic modality.

NURS 530/430 Dying with Dignity 2-3 credits
Emphasizes psychological, spiritual, and socio-cultural aspects of death and dying in various situations encountered by nurses. Considers variations across the age span and perspectives in caring for individuals, families, and groups. Stresses identification of own values, attitudes, and feelings regarding death and dying to prepare self to assist others.

NURS 533 Cellular Pathophysiology and Pharmacology 3 credits
Examination of advanced physiological, pathophysiological, and pharmacological concepts, emphasizing cellular and biochemical processes. Stresses utilization of advanced concepts to understand pathophysiology of disease and rationale for pharmacological treatment and as basis for critical thinking and decision making. (Required in PO options). *Fall, Spring.*

NURS 537 Exercise in Health and Disease 2-3 credits
Analyzes impact of physical activity and inactivity on health and disease. Examines physiologic changes occurring in response to cardiovascular conditioning, utilization of metabolic measures in assessment of exercise response, physiological limitations to exercise, benefits and risks of various types of exercise for selected patient populations. Stresses strategies for devising exercise programs for selected patient groups.

NURS 540 Alternative Health Modalities 2-3 credits
Explores alternative modalities including ancient trans-cultural practices common in Chinese medicine as well as new modalities and a blending of the two. Include limited practical experience in selected modalities. Emphasizes alternative health practices that have been integrated into western health care as well as those not widely sanctioned or utilized.

NURS 543 Crisis Intervention 2-3 credits
Explores crisis theory and applies intervention strategies to a variety of clinical settings. Examines universal human reactions and how the disequilibrium accompanying crises may lead to productive, individual, and aggregate outcomes.

NURS 545 Violence in the Work Place 2-3 credits
Explores the issue of violence from theoretical and historical perspectives. Examines factors that contribute to interpersonal violence and identifies populations and settings of potentially high risk. Emphasizes recognition of the violence continuum, prevention, intervention, and resolution.

NURS 547 Violence as a Health Issue 2-3 credits
Examines from an historical and clinical perspective the ethical and legal responsibilities of health care providers and agencies. Identifies populations at risk for becoming perpetrators and victims of interpersonal violence. Emphasized assessment, diagnosis, interventions, and prevention of violence.

NURS 548 Cultural Competency in Nursing 2-3 credit
Examines ethnicity, culture, cultural sensitivity, health and illness, and issues surrounding delivery and acceptance of health care. Stresses culturally appropriate nursing interventions that can be incorporated into care delivery.

NURS 550 Politics/Political Action 2-3 credits
Examines need and strategies for influencing systems and policies, both formally and informally. Emphasizes forums for involvement, lobbying and testifying, using the media, building and orchestrating coalitions, monitoring and influencing legislation, handling opposition.

NURS 552 Health Care Policy/Health Care Reform 2-3 credits
Analyzes impact of current health care policy and projected health care reform efforts on health care delivery. Both consumer and provider perspectives examined. Frameworks for analyzing health care policy stressed.

NURS 560 Women's Health 2-3 credits
Explores contemporary women's health issues - reproductive and nonreproductive health care concerns and experiences through the life span. Emphasizes development of personal framework for delivery of health care to women of all ages. Issues in gender bias in health care examined.

NURS 562 Men's Health 2-3 credits
Analyzes health promotion and prevention of illness and disease common to men, including implications of social context. Explores growing "men's movement" with implications for health and specific strategies for health care providers to maximize the health of adult males.

NURS 563 Aging and Change in US Society 2-3 credits
Focuses on the physiological and psychological changes associated with aging with particular attention to problems arising in the context of US society. Includes discussion on role changes, health illness, caregiving, and changes in life meanings related to the process of aging.

NURS 565/465 Foray into Forensics 2-3 credits
Examines interfaces of health care and legal systems in providing care to victims and perpetrators of crime. Explores emerging roles in forensic nursing practice and issues unique to such practice.

NURS 567 Rural Nursing 2-3 credits
Analyzes rural health care issues and specific needs associated with rural practice and rural populations. Emphasizes special considerations and needed adaptations when practicing in an advanced nursing role in a rural setting.

NURS 570 Leadership and Finance in Health Care Institutions 2-3 credits
Designed to provide a working knowledge of theory and analytical techniques of financial decision making in a hospital setting. Emphasizes methods of hospital reimbursement, cost behavior and analysis, price setting and rate analysis, expense and capital budgeting, capital financing, strategic financial planning. Explores implications of health care reform.

NURS 571 Leadership and Finance 2-3 credits
Designed to provide a working knowledge of theory and analytical techniques of financial decision making for organizations. Emphasizes cost behavior and analysis, price setting, expense and capital budgeting, and strategic financial planning.

NURS 572 Leadership and Finance in Small Health Care Businesses 2-3 credits
Designed to provide a working knowledge of theory and analytical techniques of financial decision making in solo or collaborative arrangements. Emphasizes business design and startup or termination, business arrangements, risk analysis, business plan, strategic financial planning and management, legal and insurance considerations, marketing. Explores implications of health care reform.

NURS 574 Practice Management 2-3 credits
Examines issues and strategies related to practice in an advanced nursing practice role. emphasizes types of practice arrangements, contracting, quality management, inter- and intra-professional relationships including peer review and mentoring, economics, and legal considerations.

NURS 575 Leadership in Non-Profit Organizations 2-3 credits
Examines leadership theories and behaviors applicable for leaders/managers and governing board members of non-profit organizations.

NURS 580/480 Writing for Publication 2-3 credits
Examines the process of writing and marketing articles for professional publication. Considers each step from conception through publication. Includes preparation of manuscript for submission.

NURS 582 Grant Writing/Project Management 2-3 credits
Examines beneficial strategies for focusing proposal efforts including organizing time invested in grant seeking. Stresses developing proposal ideas, determining priorities, documenting needs, organizing materials into a proposal, identifying potential funding sources, and managing funded project.

NURS 590/490 Clinical Internship: Primary Area of Choice 3 credits
Assists nurses in period of transition from nursing student to registered nurse or from one practice setting to another. Adaptation to role transition fostered through preceptorship with expert clinical RN and through interaction with faculty. Opportunities to both practice and master current knowledge/skills and acquire new ones. Prerequisite: Permission. *Fall, Spring, Summer.*

NURS 605P Advanced Nursing Practice V 4-5 credits
An opportunity for FNP students to pursue additional theory and practice (120 minimum contact hours) in a selected nurse practitioner specialty area. Prerequisite NURS 604P or concurrent. Spring, Summer. On sufficient demand.

NURS 615A Nursing Administration Practicum 1-4 credits
Application of administration concepts in the setting of one's choice; 1 credit = 60 practicum hours. Students enrolled in the Nursing Administration Area of Concentration must complete 4 credits. May be taken as elective credit by other MSN students. Prerequisite or concurrent: NURS 621A, NURS 622A, NURS 623A, or NURS 624A.

NURS 615E Nursing Education Practicum 1-4 credits
Application of nursing education theoretical concepts and clinical specialty knowledge in the educational setting of one's choice; 1 credit = 45 practicum hours. Students enrolled in the Nursing Education Area of Concentration must complete 4 credits. May be taken as elective credits by other MSN students. Prerequisite or concurrent: NURS 621E, 622E, 623E, or 624E.

NURS 615P Advanced Nursing Practice 1-3 credits
Application of primary care concepts in clinical practice in primary care. The clinical site must be developed by student with either the FNP Option Clinical Coordinator or FNP Option Coordinator to ensure appropriateness of site for course requirements. Prerequisite: Permission. *Fall, Spring, Summer.*

NURS 615PC Physiological Nursing Practicum 1-4 credits
Application of clinical specialty and CNS role concepts in clinical setting of one's choice; 1 credit = 60 practicum hours. Students enrolled in the Physiological Area of Concentration must complete 4 credits. May be taken by other MSN students for elective credit. Prerequisite: NURS 523, 524, 600. Prerequisite or concurrent: NURS 621PC, 622PC, 623PC, or 624PC.

NURS 615PS Psychiatric-Mental Health Nursing Practicum 1-4 credits
Application of clinical specialty and advanced role concepts in clinical setting of one's choice; 1 credit = 60 practicum hours. Students enrolled in the Psychiatric-Mental Health Area of Concentration must complete 4 credits. May be taken by other MSN students for elective credit. Prerequisite: NURS 523, 524, 600. Prerequisite or concurrent: NURS 621PS, 622PS, 623PS, or 624PS.

NURS 690/499 Special Topics 1-3 credits
Seminars designed to address special topics in nursing based on student and faculty interests. *Fall, Spring, Summer. On sufficient when demand.*

NURS 692/492 Independent Study 1-3 credits
An opportunity to pursue a nursing project or topic under the guidance of a faculty member. Prerequisite: Permission. *Fall, Spring, Summer.*

NURS 696/496 Independent Practicum 1-3 credits
An opportunity to increase depth in clinical specialty. Prerequisite: Permission. *Fall, Spring, Summer.*

Master of Arts in Organizational Leadership

Chairperson: Joseph F. Albert

Professor: M. McFarland

Associate Professor: L. Brown, M. Carey

Assistant Professor: J. Albert

The M.A. degree in Organizational Leadership is an interdisciplinary program which integrates knowledge and research from the social sciences, communication arts, and the humanities. The central objective of the degree program is to provide an advanced degree which synthesizes knowledge from diverse fields into a focused yet flexible plan of study that is useful to leaders in all forms of social organization. The program is designed for the student whose professional goal is a generalist leadership position in a corporate, government, non-profit, or community organization.

The Organizational Leadership master's degree is intended to meet the needs and schedules of working adults. Required courses in the degree program are offered exclusively on an evening or weekend basis. The program consists of 33 semester credits. A required sequence of 21 credits is supplemented by electives totaling 12 credits, which are chosen by each student from a list of selected graduate courses. Students are permitted to take up to 6 credits of individualized readings, research projects or an internship as part of the elective component. The curriculum is dynamic and changes may occur on a yearly basis.

Graduates of the M.A. in Organizational Leadership program are able to: understand the relationship of liberal arts study to leadership; develop effective strategies to be social change agents; develop and enact a leadership approach that acknowledges values and incorporates differences; create and utilize an integrated vision as a leader; understand and analyze organizations from multiple frameworks and to become an agent for productive change; be knowledgeable consumer and effective practitioner or organizational research; and, understand how to form and apply ethical systems within organizational settings.

Admissions

Each applicant must submit a complete packet containing the following materials to the Department of Organizational Leadership:

- (1) A completed application form (see appendix for inquiry form) and a non-refundable fee;
- (2) A written statement from the applicant which:
 - (a) describes the applicant's own interest in the Organizational Leadership degree;
 - (b) assesses the applicant's strengths as a leader and describes what the applicant hopes to gain from a graduate degree; and
 - (c) provides a resume of professional experience;
- (3) Two letters of recommendation from an employer, professional colleague, or major professor which evaluate the applicant's leadership ability and capacity to complete a graduate degree;
- (4) Two official transcripts from each college and university attended (international applicants must submit foreign transcripts in the original language and an English copy);
- (5) The official score from the GRE general aptitude test or the Miller Analogies Test (must be less than five years old), a requirement which be waived if the applicant has an advanced degree;
- (6) Submission of an official TOEFL score of at least 550 by each international applicant who has graduated from a foreign college or university and whose native language is not English; and
- (7) Submission of a financial declaration and supporting documentation by each international applicant.

Prerequisite

A bachelor's degree from an accredited college or university is required.

Program Outline (33 credits)

Required Courses (21 credits)

ORGL 500 Organizational Leadership	3 credits
ORGL 501 Methods of Organizational Research	3 credits
ORGL 502 Leadership and Imagination	3 credits
ORGL 503 Organizational Ethics	3 credits
ORGL 505 Organizational Theory	3 credits
ORGL 506 Leadership & Diversity	3 credits
ORGL 680 Leadership Seminar	3 credits

Electives (12 credits)

Graduate electives complete the Organizational Leadership degree program. Students may choose graduate-level courses from a list of electives provided in this catalog offered by the Department of Organizational Leadership or by other graduate divisions of Gonzaga University. Up to 6 credits may be selected within the elective component from the independent professional study options (ORGL 650-ORGL 671).

Course Descriptions

ORGL 500 Organizational Leadership 3 credits
Drawing on material from various social science disciplines, this integrative course focuses on research and models of leadership relevant to defining and achieving collective goals in a variety of organizational settings.

ORGL 501 Methods of Organizational Research 3 credits
Study of the inquiry process, emphasizing research design and methodologies appropriate to investigation of organizational dynamics and human behavior; both qualitative and quantitative methods are explored.

ORGL 502 Leadership and Imagination 3 credits
An examination of creativity through analysis of leadership themes in literature, drama, biography, and the arts; emphasizes the role of imagination in forming cultural images and perceptions of leaders and their functions.

ORGL 503 Organizational Ethics 3 credits
Inquiry into the philosophic foundations of interpersonal relations and values in organizational contexts with emphasis on applications of ethical systems to the responsibilities of people in organizations toward society and individuals.

ORGL 504 Organizational Communication 3 credits
Study of research findings, theories, and models of communication in organizations and examination of the impact of organizational culture and structure on the communication process, including factors maximizing effective communication and overcoming communication barriers.

ORGL 505 Organizational Theory

3 credits

This course will serve as an introduction to the study of organizations. Students will be exposed to a synthesis and integration of major traditions in organizational theory. Emphasis will be placed on a grounding in theoretical concepts and their practical applications so students can learn to understand the chaotic and constantly changing world of organizations.

ORGL 506 Leadership and Diversity

3 credits

Course provides students with an opportunity for reflection on experience, examination of theory and practical application of organizational leadership in the context of diversity. Diversity will be studied within the framework of race, culture, gender, orientation and disability awareness. The goal of the class is to assist students in developing their own understanding and skills in becoming more effective leaders in organizations that acknowledge, value, and incorporate differences.

ORGL 517 Organizational Change and Transformation

3 credits

Students will be exposed to the concepts of organizational change, health, and transformation. After developing a profile of a healthy organization, students will use this as a guide, practicing methods of organizational diagnosis and intervention.

ORGL 518 Transforming Leadership

3 credit

A comparison of transactional and transforming leadership by examining past leaders and events. Emphasis is given to determining how contemporary leaders can go beyond the social exchange theory to convert followers into leaders and leaders into moral agents.

ORGL 519 Leadership in Non-Profit Organizations

3 credits

Designed for students preparing to assume the role and duties of a leader, supervisor, or governing board member of a non-profit organization. This course will review theory and investigate specific methods of behaviors of non-profit organization leaders.

ORGL 520 Negotiation and Conflict Resolution

3 credits

Theory, structure, and practice of collaborative negotiation and mediated negotiations. Application of the skills used to prevent and resolve conflict is emphasized. This approach to conflict resolution is generic and therefore appropriate for all professions whether formally or informally involved in resolving conflict.

ORGL 522 Leadership and Community: Empowerment, Collaboration, and Dialogue

3 credits

An appreciation for and an understanding of the leadership processes of empowerment, collaboration, and dialogue in the context of creating and transforming community. Emphasis is given to understanding individual and group development, structures of collaboration and dialogue, and leadership which is oriented toward process rather than product.

ORGL 523 Psychology of Leadership

3 credits

Review of psychological theories and how they influence the leader-follower relationship. Emphasis will be placed on the psychological/emotional capacities inherent in each individual, how each capacity appears developed and impaired, and the importance of the development of those capacities for effective leadership.

ORGL 524 Leadership in Human Resources

3 credits

In this survey course students will explore the changing role of the human resource leader in organizations. The growing emergence of the human resource leader as an organizational change agent will be examined as well as the skills necessary for success. A unique aspect of the course will involve a visiting panel format in which students will focus on and discuss current special topics in human resource leadership with practitioners.

ORGL 525 Legal and Ethical Issues in HR

3 credits

This course, team-taught by an attorney and practitioner, will provide students with an in-depth analysis of the many legal issues facing human resource leaders. Students will be challenged to integrate the legal knowledge attained in the course with an organization's particular culture and ethical framework.

ORGL 526 Employee Development

3 credits

This course focuses on employees as an organization's most valuable resource. Through such issues and tasks as: evaluation, job design, organizational development, team building, training, supervision and feedback systems, students will explore current trends and then develop their own approach to creating and empowering and motivating work environment.

ORGL 530 Servant Leadership

3 credits

An examination of the background, principles, and practice of servant leadership.

ORGL 545 (NURS 545) Violence in the Work Place

3 credits

Explores the issue of violence from theoretical and historical perspectives. Examines factors that contribute to interpersonal violence and identifies populations and settings of potentially high risk. Emphasized recognition of the violence continuum, prevention, intervention, and resolution.

ORGL 550 (NURS 550) Politics/Political Action

3 credits

Examines need and strategies for influencing systems and policies, both formally and informally. Emphasizes forums for involvement, lobbying and testifying, using the media, building and orchestrating coalitions, monitoring and influencing legislation, and handling opposition.

ORGL 570 (NURS 570) Leadership and Finance in Health Care Institutions

3 credits

Designed to provide a working knowledge of theory and analytical techniques of financial decision making in a hospital setting. Emphasizes methods of hospital reimbursement, cost behavior and analysis, price setting and rate analysis, expense and capital budgeting, capital financing, and strategic financial planning. Explores implications of health care reform.

ORGL 572 (NURS 572) Leadership and Finance in Small Health Care Businesses

3 credits

Designed to provide a working knowledge of theory and analytical techniques of financial decision making in solo or collaborative arrangements. Emphasizes business design and startup or termination, business arrangements, risk analysis, business planning, strategic financial planning and management, legal and insurance considerations, and marketing. Explores implications of health care reform.

ORGL 582 (NURS 582) Grant Writing/Project Management

3 credits

Examines beneficial strategies for focusing proposal efforts including organizing time invested in grant seeking. Stresses developing proposal ideas, determining priorities, documenting needs, organizing materials into a proposal, identifying potential funding sources, and managing a funded project.

ORGL 650 Internship in Organizational Leadership

3 credits

On-site leadership experience for students under supervision of site supervisor and professor.

ORGL 660 Readings in Social Systems

3 credits

Individualized study based on readings in a specific topic designed in consultation with the instructor; student discusses the selected readings on a tutorial basis with the instructor and prepares an annotated bibliography or bibliographical essay.

ORGL 661 Readings in Human Behavior

3 credits

Individualized study investigating scholarly research findings in an aspect of the behavioral sciences defined by the student and instructor; student prepares a written report of findings on the research problem selected.

ORGL 670 Projects in Organizational Leadership

3 credits

A formal research project investigating a problem in applied organizational or social research conducted under the tutelage of the instructor.

ORGL 671 Projects in Group Behavior

3 credits

A formal project of original research in a topic of group behavior that proceeds from a research design approved and monitored by the instructor.

ORGL 680 Leadership Seminar

3 credits

There are two basic components of this capstone experience: first, peer evaluation and discussion of readings, research projects, and internships under the direction of the seminar leader; second, a class community service project which requires application of organizational leadership skills.

LEADERSHIP STUDIES**Doctor of Philosophy
in Leadership Studies***Chairperson:* Shann Ferch

Professors: J. Abi-Nader (Emeritus), J. Beebe, P. Ford
S.J. (Emeritus), S. Freedman, M.
McFarland, R. Spitzer, S.J.

Associate Professors: S. Ferch, N. Isaacson, S. Wilson

The Doctor of Philosophy in Leadership Studies is based on the Jesuit tradition of educating the whole person. The program is designed for working professionals across an entire range of professions, including K-12 education, higher education, health care, social services, theology, engineering, government, law enforcement, and business. The program is interdisciplinary and designed to develop scholarship and professional competencies while encouraging self-reflection and strengthening a commitment of service to others. A specific program focus is leadership during times of rapid change.

The program can be completed in as few as 2-1/2 years by students who can attend full time and year-round, or in four to seven years by students who can attend part-time or during summers. Courses are conducted at convenient times (evenings, weekends, and summers). The program contains three components—the theory and practice of leadership (9-12 credit hours), liberal arts related to leadership (15-30 credit hours), and research design and the dissertation (18-22 credit hours), resulting in a total of 60 credit hours for degree completion. Program policies have been developed in line with the mission, purposes, and philosophy of Gonzaga University. In doing so the program acknowledges there may be exceptions to some policies. In such cases, students are to consult their advisor and submit a written petition to the doctoral faculty.

Based on a recent in-depth self-study process conducted by the Doctoral Program, the program will maintain the basic configuration of its mission, conceptual framework, and focus. Programmatic and curricular changes in line with the findings of the self-study will be implemented incrementally in the coming years. For information regarding such changes please consult the doctoral website.

Because the use of computers is integrated into many courses, students need to have access to email and have a general familiarity with navigating the Web. For the most current information, as well as the Conceptual Framework, detailing the theoretical foundation of the program please consult the Doctoral Program website (<http://www.gonzaga.edu/doctoral>).

Mission of the Doctoral Program

The Doctoral Program in Leadership at Gonzaga University is premised on the belief that leadership is based on a deep understanding of the self and of the core values that drive one's actions. Thus effective leadership requires the development of a compelling personal vision

that engages others by offering meaning, dignity, and purpose. The ultimate aim of leadership is the building of more humane relationships, organizations, and societies. Effective leaders need to develop the critical imagination required to embrace individual, organizational, and global change from a stance of hope and courage.

In the Jesuit tradition, the Doctoral Program attempts to provide a learning community in which students can develop the personal qualities of self-knowledge, self-acceptance, a restless curiosity, a desire for truth, a mature concern for others, respect for human individuality, and a thirst for justice. The Program promotes academic excellence and facilitates the strengthening of conceptual, scholarly, and professional competencies for use in leadership roles that serve others.

Goals of the Doctoral Program

As part of the Doctoral Program learning community, students will:

1. Use multiple theoretical frameworks to better understand themselves and to facilitate their personal development. Self-knowledge is the first requirement of leadership;
2. Become fluent in several mental models or theoretical frameworks and know how each enriches their understanding of social systems;
3. Understand the change process at the individual, organizational, and global levels;
4. Understand and prize the need for increasing diversity and for global approaches to issues, with special attention to the implications of this diversity for individuals, organizations, and societies;
5. Become continually more reflective as ethical human beings and ethical leaders;
6. Become increasingly committed to social justice, and through their participation in community activities, refine the skills relevant to bringing about more humane social institutions;
7. Develop research competencies that are founded on practices of rigorous scholarship and based on the "habit of truth;" and
8. Inspire, create, and lead through a system based on respect for and accountability to others, their organizations, and the planet.

For a complete description of the conceptual framework and the program's theoretical foundation please consult the doctoral website (<http://www.gonzaga.edu/doctoral>).

Admissions

Prior to filing an application to the program, it is advisable to secure an appointment for an interview with the program chairperson. (This interview can be conducted by phone for individuals who reside outside the geographic area). During this interview, potential applicants will be counseled on factors they need to carefully consider before applying to the program. Issues to be considered include the relationship between their career goals and the

Gonzaga Doctoral Program, application and graduation requirements.

Requirements for admission: Applicants must 1) have completed a master's degree (or its equivalent) with a minimum 3.5 GPA; 2) have a minimum of two years professional experience; 3) achieve a score of 50th percentile (or higher) on either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT); and 4) be supported by letters of recommendation from sources knowledgeable about the applicant's skills. Admission is based on a review of a total profile with careful attention to the fit between the needs of the applicant and the mission of the program. Additional factors taken into consideration include motivation, character, commitment to social justice, and writing ability.

Applicants can download the application materials from the Doctoral website (<http://www.gonzaga.edu/doctoral>) or obtain an application packet from the Doctoral program administrative assistant. Each applicant must submit a completed application packet with the following materials to the Doctoral Program:

- (1) A completed application form (see Doctoral website or Doctoral program administrative assistant) and non-refundable fee.
- (2) A written statement of purpose that includes the reasons why the applicant is seeking a doctorate in leadership studies as well as a description of critical issues of concern to the applicant. The statement must be typed and is limited to 500 words.
- (3) A minimum of three recommendations using the confidential recommendation form (see Website or Doctoral program administrative assistant). References must be selected from among supervisors, instructors, and colleagues who have worked with the applicant during the past five years. Two recommendations should come from the area of work experience and at least one from the applicant's academic experience.
- (4) A resume that includes: formal education, professional experience, academic achievements and honors, scholarly activity, and relevant non-professional experience.
- (5) Two official transcripts from each college or university attended (international applicants must submit foreign transcripts in the original language and an English copy).
- (6) Official score from either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) taken within five years of the date of application.
- (7) Submission of an official TOEFL score of at least 550 by each international applicant who graduated from a foreign college or university and whose native language is not English.
- (8) A financial declaration and supporting documentation by each international applicant.

Applications are reviewed by the doctoral faculty throughout the year. Applicants are notified of decisions within 45 days of the submission of a completed application file.

Provisional Admission

If a careful review of an applicant's portfolio suggests a strong possibility of success in the program despite weaknesses in one or more areas, the Doctoral faculty may grant provisional admission to the program. Students admitted provisionally are not eligible for financial assistance. A letter offering provisional admission will state the conditions that must be satisfied before the admission status will be changed to regular admission (at which

time the student may apply for financial assistance). Students who are admitted provisionally will not be allowed to enroll in courses beyond one semester unless their admission status has been changed to regular admission. The decision to convert a provisional admission to regular admission is made by the Doctoral Program faculty.

General Academic Information

Time Requirements for the Degree:

Students are to complete the doctoral degree within seven years of the first day of the semester in which a student first enrolls in a Doctoral Program class. To assure this timeline is met, students are advised to gain candidacy status as early as possible. In the event of extraordinary circumstances, a student may petition for additional time to complete the degree. The doctoral faculty will consider this petition, make its recommendation to the Dean of the School of Professional Studies who will make the final decision.

Advancement to Candidacy:

Advancement to candidacy is a critical part of the program and is designed to provide an opportunity to reaffirm the appropriateness of the program relative to the needs and abilities of the students. Upon successful completion of the core courses (DPLS 700, 701, 703, and 720), each student should see his or her pre-candidacy advisor to review the policies and procedures regarding candidacy. In order to protect the interests of students who may not be advanced to candidacy, students are not allowed to enroll in more than 21 credits until they have met this requirement. Advancement to candidacy is not automatic. Students should obtain a copy of departmental policies governing the candidacy process from their pre-candidacy advisors.

The method of achieving candidacy is the written response to a specified question or topic (to be determined in conjunction with the pre-candidacy advisor), resulting in a scholarly paper, prepared within a specified four-month time period. Upon completion of this paper, the decision to award candidacy is made by the doctoral faculty and is based on 1) the student's demonstration of competence in conceptualizing significant and complex theoretical subject matter as presented in the program's core courses, and 2) the student's abilities to write with coherence, relevance, appropriate mechanics, scholarly tone, and veracity.

If a candidacy paper is found to be unacceptable, the student will be asked to rewrite the paper and resubmit it according to departmental policies. Failure to pass a third attempt at writing this paper will result in the student's termination from the program. The student will receive a written notice of advancement or non-advancement to candidacy. Students are referred to the Fair Process Manual for information on the appeal process for decisions to terminate a student from the program.

Transfer Credit:

Although it is presumed that all work for the doctorate will be completed at Gonzaga University, the Doctoral Program may accept up to 12 credit hours from another college or university for coursework in which a grade of "B" or higher was awarded. The acceptance of transfer credits requires the recommendation of the Doctoral Program chairperson. No course for which a grade less than "B" has been awarded may be accepted in transfer, and transfer credits are not entered onto a student's transcript until the student is advanced to doctoral candidacy.

The limitations on transfer credit for the Doctoral Program are as follows: 1) work to be transferred must clear-

ly be doctoral-level coursework as defined by the granting institution, 2) coursework must have been completed while the individual was accepted in a doctoral program accredited by a regional accrediting agency, 3) coursework must have been completed within five years prior to the date of acceptance into the Doctoral Program at Gonzaga University, 4) courses may not be transferred for the four core courses (DPLS 700, 701, 703, & 720), or Proposal Seminar (DPLS 730), 5) transfer of other required courses will require faculty approval, 6) transfer credits will be applied to the elective 18 credits (which include Individualized Study credits), and 7) coursework to be transferred must fit the mission of the Doctoral Program.

After an initial conference with a student or potential student who wishes to transfer credit, the program chairperson will send a letter (with a copy placed in the student's file) informing him or her as to what credits will be accepted and what stipulations, if any, have been made.

Pass/Fail Option:

Doctoral students may opt either for a letter grade or for a pass/fail option in each course. Students wishing to explore this option should consult their advisor. The student is responsible for filing a pass/fail petition with the Registrar prior to the published deadline. A pass/fail request is considered a private matter between the student and the Registrar. If this request is filed, the Registrar will substitute a "P" or an "F" in place of the assigned grade. A "P" will be recorded for an assigned grade of C or higher, while an "F" will be recorded for an assigned grade of C- or lower. The decision to put a course on a pass/fail basis is irrevocable, and once made cannot be changed for any reason.

Individualized Study:

Students may undertake individualized study to acquire more advanced knowledge in an area or to pursue topics not currently covered in regularly scheduled classes. Application for individualized study must be made on a form available from the program secretary. It is the responsibility of the student to demonstrate the relevancy of the proposed study and to negotiate the course content and timelines with a qualified instructor. A maximum of 12 credits of individualized study is permitted.

Advanced Credits:

Credit for doctoral-level courses completed at Gonzaga University prior to admission of a student to regular status may be accepted by the Doctoral Program upon recommendation of the program chairperson as credits toward a degree. Such credits are termed "advanced credits" and are normally limited in number to 12.

Residence:

Residence is defined as work taken in a recognized Gonzaga graduate program. In the Doctoral Program, the matriculation policy is defined as three out of four consecutive semesters of study on campus upon admission to the Doctoral Program. For students who are admitted to the Doctoral Program with the intent to attend summers only, the continuity of matriculation requirement may be satisfied by attending three out of four consecutive summer sessions upon being admitted to the Program.

Students enrolled in the Doctoral Program in the School of Professional Studies will have satisfied all continuity of matriculation requirements for the doctoral degree when they have completed three out of four consecutive semesters of graduate study earning a minimum of six credit hours per semester.

It is the student's responsibility to adhere to the tenets of the continuity of matriculation policy, with the student's temporary and permanent advisor(s) monitoring the compliance process from the date of admission to the completion of the Doctoral Program. Any deviation from this policy must be entered as a formal request for a "Leave of Absence." The formal request for a leave of absence must be submitted by the student and approved by the temporary or permanent advisor and the program chairperson in the semester prior to the semester in which the leave will take effect.

Doctoral Advisors and Committee Members:

A pre-candidacy advisor is assigned to each student at the time of admission to the program, whose responsibilities are to assist the student in making program decisions and to facilitate the student through the candidacy process. Once students have been advanced to candidacy, they select a chairperson and two or more additional committee members for their dissertation committee. Students should realize that it is not unusual for a chairperson or other committee members to change as a result of changes in the faculty or in response to the needs of the student. Before the defense of the proposal, students reach final agreement with their dissertation chairperson and with two or more additional dissertation committee members. Students who are not making timely progress on their proposal or dissertation and have had no contact with their dissertation chairperson for a semester or more should expect to confirm whether the individual is still available to work with them.

It is expected that the chairperson of the committee and at least one of the remaining committee members will be selected from among the core faculty of the Doctoral Program. A student may petition to 1) have a core faculty member of the program as the chairperson of the committee and all other committee members from outside the program, or 2) have the chairperson of the committee from outside the program and at least two of the remaining members from the program. Given the importance of the committee chairperson in facilitating the student's completion of the dissertation, chairpersons selected from outside the core faculty must be prepared to work closely with committee members from the program and invest sufficient time to fully understand the unique requirements of the Gonzaga Doctoral Program. Any exceptions to the expected committee configuration should be carefully discussed with the advisor before individuals from outside the program are approached about participation on the committee. Written approval of the entire core doctoral faculty is required for any exceptions.

Admission to Proposal Seminar:

The purpose of DPLS 730: Proposal Seminar is to craft the structure of the student's dissertation. Before students can enroll in DPLS 730 they must have achieved candidacy and have completed or be enrolled in the DPLS 722 and DPLS 723. In addition, enrollment in DPLS 730 requires a written petition to the doctoral faculty, submitted through a student's dissertation chairperson at least 60 days before enrolling in the class. (Specifications for the petition are available on the Doctoral Program website, from the doctoral faculty, or from the program secretary). Students who anticipate taking DPLS 730 should discuss timing with their dissertation committee chairperson. Ideally, students should be able to defend the dissertation proposal soon after taking this course.

Doctoral Dissertation:

A scholarly research study must be completed by each

student under the guidance of a dissertation committee. The dissertation process in the Gonzaga Doctoral Program includes a formal defense of the dissertation proposal (defined as the first three chapters of the dissertation). The dissertation committee will also review and approve the final copy of the dissertation, which then must be filed with the appropriate administrative office for final approval and acceptance by the university. Specific arrangements should be made with the Doctoral Program for microfilming and binding of the dissertation.

Detailed dissertation procedures can be obtained from the program secretary or the program chairperson.

Outline (60 credits)

Note: the curriculum is subject to change as a result of the recent program self-study. Please consult the Doctoral website for the most recent curriculum information (<http://www.gonzaga.edu/doctoral>).

Theory and Practice of Leadership Component

Required (9 credits)

DPLS 700 Leadership Theory	3 credits
DPLS 701 Organizational Theory	3 credits
DPLS 703 Policy Analysis	3 credits

Electives

DPLS 710 Planning for Change	3 credits
DPLS 711 Human Resources Development	3 credits
DPLS 712 Organizational Finance	3 credits
DPLS 718 Curriculum Development for Adult Learners	1 credit
DPLS 719 Organizational Change & Reform I	3 credits
DPLS 721 Instruction for Adult Learners	1 credit
DPLS 742 Organizational Change & Reform II	3 credits
DPLS 743 Organizational Development	3 credits
DPLS 760-769 Individually Directed Study	variable credit
DPLS 772 -779 Special Topics	variable credit

Research and Dissertation Component

Required (18 credits)

DPLS 720 Principles of Research	3 credits
DPLS 722 Quantitative Data Analysis	3 credits
DPLS 723 Qualitative Research Theory and Design	3 credits
DPLS 730 Proposal Seminar	3 credits
DPLS 735 Proposal Defense	1 credit
DPLS 736 Dissertation Research (4 credits total is required)	1 to 4 credits
DPLS 737 Dissertation Completion	1 credit

Electives

DPLS 714 Writing for Publication	1 credit
DPLS 715 Writing for Funding	1 credit
DPLS 716 Introduction to Statistics	1 credit
DPLS 717 Instrument Design	3 credits
DPLS 724 Multiple Regression	1 credit
DPLS 725 MANOVA	1 credit
DPLS 726 Qualitative Data Analysis and Reporting	2 credits
DPLS 727 Factor Analysis	1 credit
DPLS 728 Literature Review	3 credits
DPLS 729 Computer Analysis of Qual Data	1 credit

Liberal Arts Component 15 credits

Required (3 credits)

DPLS 750 Leadership and Ethics	3 credits
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Electives

DPLS 705 Leadership and Social Justice	3 credits
DPLS 706 Leadership and Diversity	3 credits
DPLS 707 Leadership and Technology	3 credits
DPLS 708 Leadership and Applied Ethics	3 credits
DPLS 709 Leadership and Spirituality	3 credits
DPLS 713 Leadership and Law	3 credits
DPLS 744 Leadership, Language, & Culture	3 credits
DPLS 751 Leadership and History	3 credits
DPLS 752 Leadership and Philosophy	3 credits
DPLS 753 Leadership and Religious Studies	3 credits
DPLS 754 Leadership and Sociology	3 credits
DPLS 755 Leadership and Communications	3 credits
DPLS 756 Leadership and Psychology	3 credits
DPLS 757 Leadership and Political Science	3 credits
DPLS 758 Leadership and Literature	3 credits
DPLS 759 Leadership and Economics	3 credits

Opportunities for Additional Scholarly Involvement: Leaders in today's organizations are experiencing unprecedented levels of change. To assist students who are interested in current research on change and reform, elective courses are offered, which could lead to a strong emphasis in this area upon completion of the degree. In support of organizational change, doctoral students may choose to work with the Center for Organizational Reform (COR), which focuses on issues of organizational health and justice. The Doctoral Program also partners with the Institute for Action Against Hate, a community of scholars devoted to expanding theory and research with regard to hate studies; and Leadership Connections, a community oriented networking opportunity that draws professional speakers on cutting edge issues of leadership. Students are encouraged to avail themselves of the many scholarly activities offered by the university.

Course Descriptions

DPLS 700 Leadership Theory 3 credits
This course focuses on theoretical and philosophical aspects of leadership and asks students to begin to develop a personalized model for their current and future leadership roles. Emphasized throughout the course is the importance of vision and values in the leadership process.

DPLS 701 Organizational Theory 3 credits
Emphasis on organizational structure from a sociological point of view. The categories of learning include diversity and common elements of organizational structure; rational, natural, and open systems perspectives; and applications to business, public bureaucracies, hospitals, and schools. Competing perspectives for evaluating and analyzing the structure of organizations will be described and discussed.

DPLS 703 Policy Analysis 3 credits
Emphasis on both policy analysis and policy development. Based on the development of empirical data, the student utilizes both a deductive and an inductive decision-making process for problem analysis.

DPLS 705 Leadership and Social Justice 3 credits

This course explores issues of leadership and social justice from the perspectives of personal and collective responsibilities of leaders. Central justice themes include: a) just society theories, b) the significance of public commitment to marginalized persons, and c) the right use of public resources (financial, ecological, etc.). Leadership foci include: a) learning and applying the skills of social analysis, b) understanding the concepts of vision and forgiveness as they are applied to issues of justice, and c) creating and leading in "justice rich" work environments.

DPLS 706 Leadership and Diversity 3 credits

This course is designed to provide students with conceptual models and successful examples for exercising leadership in a diverse culture. The goal of the course is to develop organizational leadership that aims to transform the workplace through global awareness and enhancement of human potential.

DPLS 707 Leadership and Technology 3 credits

Philosophical perspectives on technology in today's societies and the role of leadership in enhancing organizations through technology are discussed.

DPLS 708 Leadership and Applied Ethics 3 credits

This course centers on a variety of moral dilemmas that prevail in societies and organizations. Students gain a deep understanding of the complexity of such moral dilemmas through critical analysis and application of ethical principles. This course presupposes a good grasp of ethical theory either through DPLS 750: Leadership and Ethics or through extensive background reading.

DPLS 709 Leadership and Spirituality 3 credits

This course is based on the premise that spiritual development is essential to human development, and emphasizes the importance of leaders awakening their own spirit in management and in life. Students are required to analyze theoretical and philosophical perspectives on spirituality in general and on spirituality as it applies to the workplace. Students are invited to examine the condition of their own inner lives and how their lives can become more whole.

DPLS 710 Planning for Change 3 credits

Planned change provides a holistic vision of the future and outlines procedures for moving toward the future. This course focuses on the nature of change and the capacity of organizations to engage in system-wide change.

DPLS 711 Human Resource Development 3 credits

This course covers basic understandings of managing human resources, but focuses primarily on more critical and social meanings associated with the development of human resources. An etymological approach to human resource development is pursued and provides the foundation for deep examination of leadership and the nature of community.

DPLS 712 Organizational Finance 3 credits

The role of leadership through fiscal policy development. Emphasis is focused on development of the budget and fiscal leadership strategies.

DPLS 713 Leadership and Law 3 credits

An analysis of selected legal principles affecting leaders in educational institutions. The principles illustrated are derived from decisions and opinions of the U.S. Supreme Court. Stress is also placed on an analysis of the leadership function exercised by the Court in such areas as freedom of speech and press, freedom of religion, personal civil rights, and the rights of criminal defendants.

DPLS 714 Writing for Publication 1 credit

Students learn how to identify outlets for various kinds of writing, prepare publishable work in different categories of writing, discuss ethical issues related to authorship, and work effectively in an editorial relationship.

DPLS 715 Writing for Funding 1 credit

Students learn how to identify private and governmental sources of grant funding and prepare fundable proposals.

DPLS 716 Introduction to Statistics 1 credit

This course prepares students who have limited background in statistics for the DPLS 722 course. Students learn the basics of statistics and become familiar with using SPSS for windows on the computer. Prerequisite: DPLS 720.

DPLS 717 Instrument Design 3 credits

Principles of measurement and procedures for developing a variety of instruments and for determining their validity and reliability are presented.

DPLS 718 Curriculum Development for Adult Learners 1 credit

This course explores several issues in curriculum with special attention to critical theory, social reproduction, spirituality, and educational reform.. Students analyze existing curriculum practices from a variety of theoretical positions and articulate their conceptions of appropriate curricula for selected learners.

DPLS 719 Organizational Change and Reform I 3 credits

This course explores the ways organizations change in both planned and unplanned ways from six theoretical perspectives. Pre-requisite: DPLS 701 Organizational Theory.

DPLS 720 Principles of Research 3 credits

Focusing on the pursuit of truth, this course gives a comprehensive perspective on research design, including both quantitative and qualitative methods. Emphasis is on self-understanding in the context of research and the pursuit of truth, and the appropriate use of various research methodologies. Students conceptualize their own research design as well as become more knowledgeable consumers of extant literature.

DPLS 721 Instruction for Adult Learners 1 credit

This course focuses on principles of learning for the adult learner and how leaders in an organizational setting can facilitate learning, growth, and development of adults within the workplace.

DPLS 722 Quantitative Data Analysis 3 credits

Selecting appropriate data analysis techniques for research designs and the practical logic and applications of the statistics used for these research designs are presented. Both descriptive and inferential statistics (including parametric and non-parametric) are covered. Prerequisite: DPLS 720.

DPLS 723 Qualitative Research Theory and Design 3 credits

The assumptions, theories, and practice of qualitative research are introduced. Students design, conduct, and report a pilot study that demonstrates their qualitative research skills. Prerequisite: DPLS 720.

DPLS 724 Multiple Regression 1 credit

Linear structural modeling of data using regression techniques is explored. SPSS for windows is used for data analysis, and interpretations of computer printouts are discussed. Prerequisites: DPLS 720 and DPLS 722.

DPLS 725 MANOVA 1 credit

Analysis of Variance models that are multivariate in nature are explored. SPSS for windows is used for data analysis, and interpretations of computer outputs are discussed. Prerequisites: DPLS 720 and DPLS 722.

DPLS 726 Qualitative Data Analysis and Reporting 2 credits

Building upon the knowledge and experience acquired in DPLS 723, this course provides students with structured opportunities to analyze, interpret, and report qualitative research, using their own or sample data banks.

DPLS 727 Factor Analysis 1 credit

The basic principles of Factor Analysis as a way discovering underlying constructs among data are discussed. SPSS for windows is used to analyze data and interpretations of outputs are discussed. Prerequisites: DPLS 720 and DPLS 722.

DPLS 728 Literature Review 3 credits

The goals of this course are to assist students to create a structure for the reading and analysis necessary for composition of Chapter 2 of the dissertation. By necessity, this course is individualized to the student's own place in the dissertation proposal process.

DPLS 729 Computer Analysis of Qual Data 1 credit
This course provides students the opportunity to learn how to use computer software designed for the purpose of analyzing qualitative data. Prerequisites: DPLS 720 and DPLS 723.

DPLS 730 Proposal Seminar 3 credit
Development of the dissertation research proposal is the focus of this course. Prerequisites DPLS 722 or DPLS 723, candidacy status, and permission of the dissertation chairperson.

DPLS 735 Proposal Defense 1 credit
Students are to enroll in this course the semester in which they plan to defend their dissertation proposal.

DPLS 736 Dissertation 1-4 credits
Students must register for a total of four (4) credits. Registration can occur over one or seven semesters.

DPLS 737 Dissertation Completion 1 credit
Students must register for this course the semester they plan to complete their dissertation.

DPLS 742 Organizational Change and Reform II 3 credits
This course is designed to provide an application of various theoretical paradigms in "real world" settings. The course is organized in a seminar/laboratory format to model how a community of consultants might mutually diagnose, analyze, and assess attempts at promoting increases in organizational effectiveness. Prerequisite: DPLS 719.

DPLS 743 Seminar in Organizational Development 3 credits
Organizational Development is a specific strategy for assisting organizations to improve. Emphasis is on assisting organizational members to improve their skills in interpersonal communication, team building, collaborative problem solving and decision making, facilitating effective meetings, and conflict resolution and management. Prerequisite: DPLS 719.

DPLS 744 Leadership, Language and Culture 3 credits
This course is designed for students who are interested in socio-cultural and critical perspectives on identity and language and their intersection in diverse cultural communities.

DPLS 750 Leadership and Ethics 3 credits
Focus on five (5) ethical models, in connection with which hypothetical case studies or moral decisions to be made by leaders are critically considered and discussed.

DPLS 751 Leadership and History 3 credits
This course focuses on the theme of leadership within unique historical contexts. The course considers the significant issues and dilemmas confronted by religious leaders, civic leaders, political leadership, reform leadership, female leadership, and business leadership. The historical contexts span from the 17th century Massachusetts Bay Colony to the 20th century using a biographical and case study approach to examine leadership dilemmas.

DPLS 752 Leadership and Philosophy 3 credits
This reviews the major schools of philosophical thought as they relate to leadership development and style.

DPLS 753 Leadership and Religious Studies 3 credits
Approaches to the nature of religion and its resulting impact on leadership are discussed. Emphasis is placed on leadership styles in religion.

DPLS 754 Leadership and Sociology 3 credits
The focus is on a range of sociological theories available for use in the understanding of leadership in social relations or organizations.

DPLS 755 Leadership and Communication 3 credits
This course focuses on the relation of the theories and techniques of group processes and persuasion to styles of leadership.

DPLS 756 Leadership and Psychology 3 credits
Systems and developmental approaches to psychology are integrated with personal and interpersonal understandings of leadership in this course. Dialogue regarding the nature of a person is engaged in order to strengthen critical knowledge of psychology, social justice, and the leader as servant.

DPLS 757 Leadership and Political Science 3 credits
This course centers on the importance of political theory to leadership style both in the world of politics and organizations.

DPLS 758 Leadership and Literature 3 credits
This course invites students to fall in love with various forms of literature which speak of leading and leadership. The course draws students into a deeper understanding of leadership through critical reviews and intellectual discoveries of such literature.

DPLS 759 Leadership and Economics 3 credits
The application of economic principles to the solution of current problems with emphasis on capitalism and North American economies are the foci of this course.

DPLS 760, 761, 762, 763 Readings 1-3 credits
Curriculum, reading lists, and credit are determined based on an individual proposal.

DPLS 764, 765, 766 Projects 1-3 credits
Curriculum, reading lists, and credit are determined based on an individual proposal.

DPLS 767, 768, 769 Research Other than Dissertation 1-3 credits
Research and design are based on an individual proposal.

DPLS 772-779 Special Topics 1-3 credits
Special topics seminars are designed based on individual student and faculty interests.

SUMMER SESSION

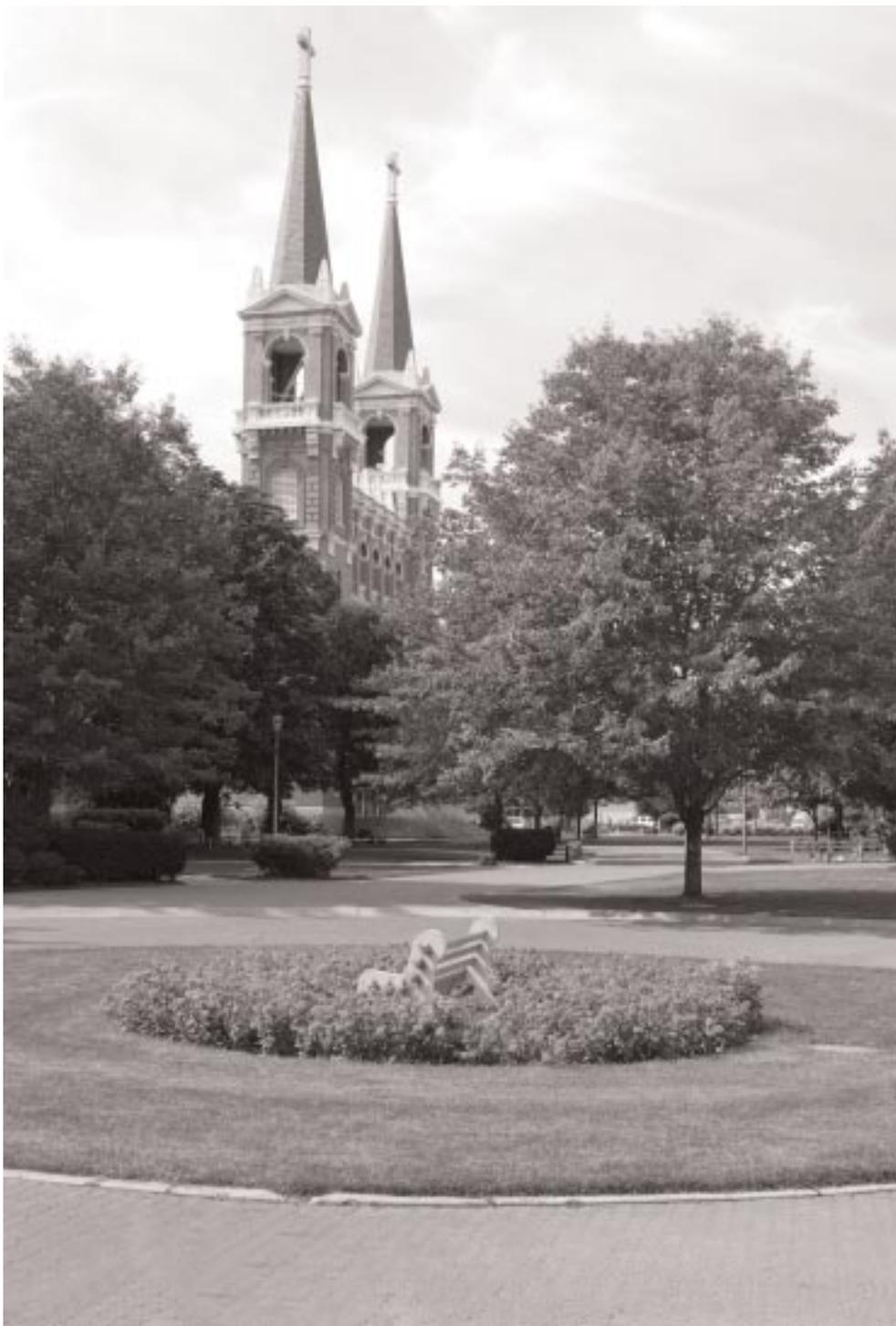
The Summer Session

Gonzaga University's summer session is administered by the School of Professional Studies. Courses available during the various summer terms are designed to meet diverse student interests and needs. Offerings range from doctoral to graduate to undergraduate, credit to non-credit, and traditional to innovative. More detailed information on the courses available and alternative session terms may be obtained from the office of the Dean of the School of Professional Studies or the Registrar.

Admission to or attendance at a summer session neither presupposes nor implies acceptance into a degree program. Students from other colleges and universities

have an opportunity to take Summer Session courses at Gonzaga that may not be available to them at their home campus or fulfill requirements that can be transferred to that institution.

Graduate students will typically find several classes applicable to their program of study and in some instances will find complete academic programs offered in the Summer Session. Attendance in graduate-level courses for summer students who have not been accepted into a degree program requires permission from the appropriate Department Chairperson. Courses, institutes, and workshops are also available to students who are interested in continuing their education. Select courses are offered on-line in the summer.



THE ENGLISH LANGUAGE CENTER

www.gonzaga.edu

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English Language Center

Master of Arts in Teaching English as a Second Language

Director, International Student Programs & English Language Center: Raymond Fadeley

Director of Graduate Program: Mary T. Jeannot

Assistant Professors: M. Jeannot, R. Harris, L. Huntington, M. Runyan

Instructors: H. Doolittle, J. Hunter, M. Savage

The MA/TESL Program offers a program of studies and a practicum for students who are interested in the learning and teaching of English to speakers of other languages. The MA/TESL degree is designed to prepare professional and knowledgeable ESL teachers as well as language specialists who help students develop competencies for participating in a pluralistic world. In addition to persons interested in pursuing TESL education preparation, current and future teachers of foreign languages are also invited to enroll in coursework dealing with language acquisition and language teaching methodology, which have broad applicability in a variety of settings.

Theory is combined with practice as the MA/TESL degree candidate explores the philosophical, historical, and theoretical foundations of TESOL (Teaching English to Speakers of Other Languages) learning and teaching. The MA/TESL degree candidate will receive training in the nature of first and second language learning and acquisition and its role in curriculum development, reform, and evaluation. Students, with faculty, conduct research into effective strategies for critical awareness and self-evaluation for those involved in second language teaching.

Students in consultation with an advisor create individual programs of study. The program consists of 36 credit hours of course work, a minimum of three field-based experiences, a practicum, and a Master's thesis or project. Theory and practice are integrated rather than sequenced. Courses and projects aim to provide authentic, holistic, and integrated opportunities to plan, teach, reflect, research, and lead in the schools, community, and at the university. Through these opportunities, students refine and develop the knowledge, skills, and attitudes needed to create equitable learning environments for the students and provide leadership in helping others to do so.

MA/TESL courses and experiences are rich and complex enough to support students from diverse backgrounds, with diverse goals, at varying stages of development. In addition, students from the diverse cultures and perspectives represented in the program are important resources, helping us to better understand issues of second language acquisition and learning and teaching in a pluralistic world. All members of the program are at once researchers, teachers, and learners. In consultation with a faculty advisor and peers, students select experiences and courses that will meet their own goals, the stated goals of the MA/TESL program, and the University requirements for a Master's degree.

The program encourages the students and faculty to engage in research and critical reflection on the form and substance of language learning and teaching in order to understand the factors of communication and community building. The MA/TESL knowledge base examines these areas:

knowledge about language, language use and culture and their interrelationship; understanding of how the target language is taught; knowledge of both the theoretical and practical bases for language teaching and learning in schools and communities; knowledge of the process of language acquisition as it concerns first and subsequent language learning and an understanding of the principles of language pedagogy.

Distinctive features of the MA/TESL include a variety of pre-practicum and practicum experiences which include planning how to teach about language, language use and culture in an integrated fashion, language use and culture through peer teaching and student presentations, tutoring, assisting English Language Center faculty, and student teaching. Students will identify and select criteria for evaluating their practices based upon knowledge and use of existing tools for the evaluation of student progress in learning and use of language.

Prerequisites

Applicants are required to have a bachelor's degree from an accredited U.S. college or university. Students from other countries must have the equivalent of an American bachelor's degree. The undergraduate GPA should be at least a 3.0 on a 4.0 scale. Applicants should also have two years of successful university-level instruction in a modern language, or other evidence of second language competence deemed satisfactory by the Program Director. This requirement is waived for students whose first language is not English. Students may be admitted without this language background, but they will be required to gain it while enrolled in the program.

Admissions

Each applicant must submit the following materials:

- (1) A completed application form (see appendix) and a non-refundable fee;
- (2) A written statement of purpose (750-1000) words addressing the applicant's interest in graduate studies, outlining the applicant's current strengths and what the applicant hopes to gain from MA/TESL study;
- (3) Two letters of recommendation sent directly from the recommending persons using the official confidential recommendation form (see appendix);
- (4) Two official transcripts from each college or university attended (International applicants must submit foreign transcripts in the original language and in English); and

International students must also provide

- (5) Official TOEFL score of at least 550 if English is not the student's native language or a recommendation from Gonzaga University's English Language Center,
- (6) Completed Financial Declaration form (see appendix) with original supporting bank statements, and
- (7) Upon completion of all above requirements, students will be asked to come to campus for an interview. When this is not possible, applicants are asked to submit a video responding to the interview questions, which will be provided to the applicant via email. Interviews and the procedures for the interviews will be arranged by invitation by the program director.

Program Outline: (36 credits)**Required Courses (25 credits)**

*MTSL 500 (400) Methods and Materials for ESL Teachers	3 credits
and/or	
MTSL 501 (401) Theory and Practice of Language Teaching	3 credits
MTSL 502 (402) Pedagogical Grammar	3 credits
*MTSL 504 (404) Social Linguistics and Literacies	3 credits
*MTSL 508 (408) Principles of Second Language Acquisition	3 credits
MTSL 510 Testing and Evaluation for ESL Teachers	3 credits
*MTSL 600 Research Perspectives in Second Language Education	3 credits
MTSL 602 Master's Research Thesis	3 credits
or	
MTSL 604 Master's Research Project	3 credits
MTSL 610 MA/TESL Practicum	1-3 credits
MTSL 680 Professional Seminar	1 credit

Electives (11 credits)

MTSL 512 (312) Language & Cultural Identity	3 credits
MTSL 513 The Ethnographic Study of Non-native Communication and Learning	3 credits
*MTSL 514 (414) Research in Reading & Writing	3 credits
MTSL 516 Technology in Second Language Ed.	3 credits
MTSL 517 Phonology Workshop	1 credit

* Those courses that are asterisked are courses that fulfill the requirements necessary for a Washington State ESL endorsement.

Course Descriptions**MTSL 500 (400) Methods and Materials for
ESL Teachers** 3 credits

This course will familiarize students with approaches, methods, and materials currently used with second-language and bilingual students and will help students develop criteria for evaluating and choosing appropriate materials and techniques. Students will become familiar with student-centered, interactive, reflective, heterogeneous, and cooperative classroom communities through the experience of participating in a course designed on those principles.

**MTSL 501 (401) Theory and Practice of
Language Teaching** 4-5 credits

This course is a special intensive summer course that explores current methods, materials and principles used in teaching languages. Students learn how to apply these methods to the specific needs of language learners during a language camp practicum offered through MTSL 480/680.

MTSL 502 (402) Pedagogical Grammar 3 credits
This course will focus on language analysis for ESL teachers. Issues and insights of interlanguage development, contrastive analysis, discourse analysis, and pedagogical grammar will be interwoven throughout this course. Students will apply this knowledge to some of the tasks of teaching a second or foreign language including providing feedback, selecting and designing presentation materials, and focusing activities.

MTSL 504 Social Linguistics and Literacies 3 credits
This course will examine how communication in ESL education shapes relationships with non members and members of a community. In particular, it will examine how the control of communication in bilingual and ESL education affects cognitive, social-cultural, affective, and linguistic development in bilingual and ESL classrooms. Theories studied in this course will help build an understanding of how to observe and analyze the effects of communication patterns on learning opportunities for ESL students.

**MTSL 508 (408) Principles of Second
Language Acquisition** 3 credits

This course will investigate some of the major theoretical concepts that have developed in the field of second language learning and teaching with emphases on the concepts of interaction, learner strategies, routines, negotiating meaning, motivation, and developmental processes within sociocultural contexts.

MTSL 510 Testing and Evaluation for the ESL Student 3 credits
This course will familiarize students with the principles of test design and construction for all language skills at various levels including both standardized and teacher made tests for a variety of purposes. The course will include reading and testing theories and opportunities to create and administer testing instruments and practice in interpreting the results.

MTSL 512(312) Language and Cultural Identity 3 credits
This course explores the meanings and practices of various discourse communities, the relationship between language, culture and identity, and the significance of linguistic and cultural identity in the 21st century, particularly as the themes relate to English language learners and non-standard varieties of English.

**MTSL 513 The Ethnographic Study of Non-Native
Communication and Learning** 3 credits

This course is concerned with learning and using a non-native language. It will look at the ethnography of communication in a variety of speech communities and investigate the interplay of theory, field work, and data analysis.

MTSL 514 (414) Research in Reading and Writing 3 credits
This course will involve discussion and review of relevant research in reading and writing. It also includes a critical investigation of research to implementation in the language classroom.

MTSL 516 Technology in Second-Language Education 3 credits
This course explores current trends in technological approaches to second-language teaching and learning. It familiarizes students with tools available on the Internet and World Wide Web. Hands on components will enable students to practice searching and retrieving information for classroom use. Student projects include student produced web pages and materials.

MTSL 517 Phonology Workshop 1 credit †

This course introduces the International Phonetic Alphabet and covers basic techniques for improving second language learners' pronunciation. Students record second language speakers and design materials to address pronunciation difficulties.

MTSL 570(ENGL 570) History of English Language 3 credits
This course examines the development of the English language from its beginnings to present.

**MTSL 600 Research Perspectives
in Second Language Education** 3 credits

This course introduces research methods and approaches in second language development and socialization. It is a prerequisite for MTSL 602 and 604

MTSL 602 Master's Research Thesis 3 credits

This course involves the identification and in-depth exploration of a topic or issue in TESL. The thesis will include a comprehensive literature review, statement of purpose, description of methodology, presentation of findings, and discussion of implications and relevance of the research. Pre-requisites: graduate standing and permission from advisor.

MTSL 604 Master's Research Project 3 credits

This course involves the identification and in-depth exploration of a topic or issue in TESL for the final oral presentation. The project is one that contributes to TESL, multicultural, multilingual development. The project must be completed and submitted in written form or as a manuscript suitable for publication. Pre-requisites: graduate standing and permission from advisor.

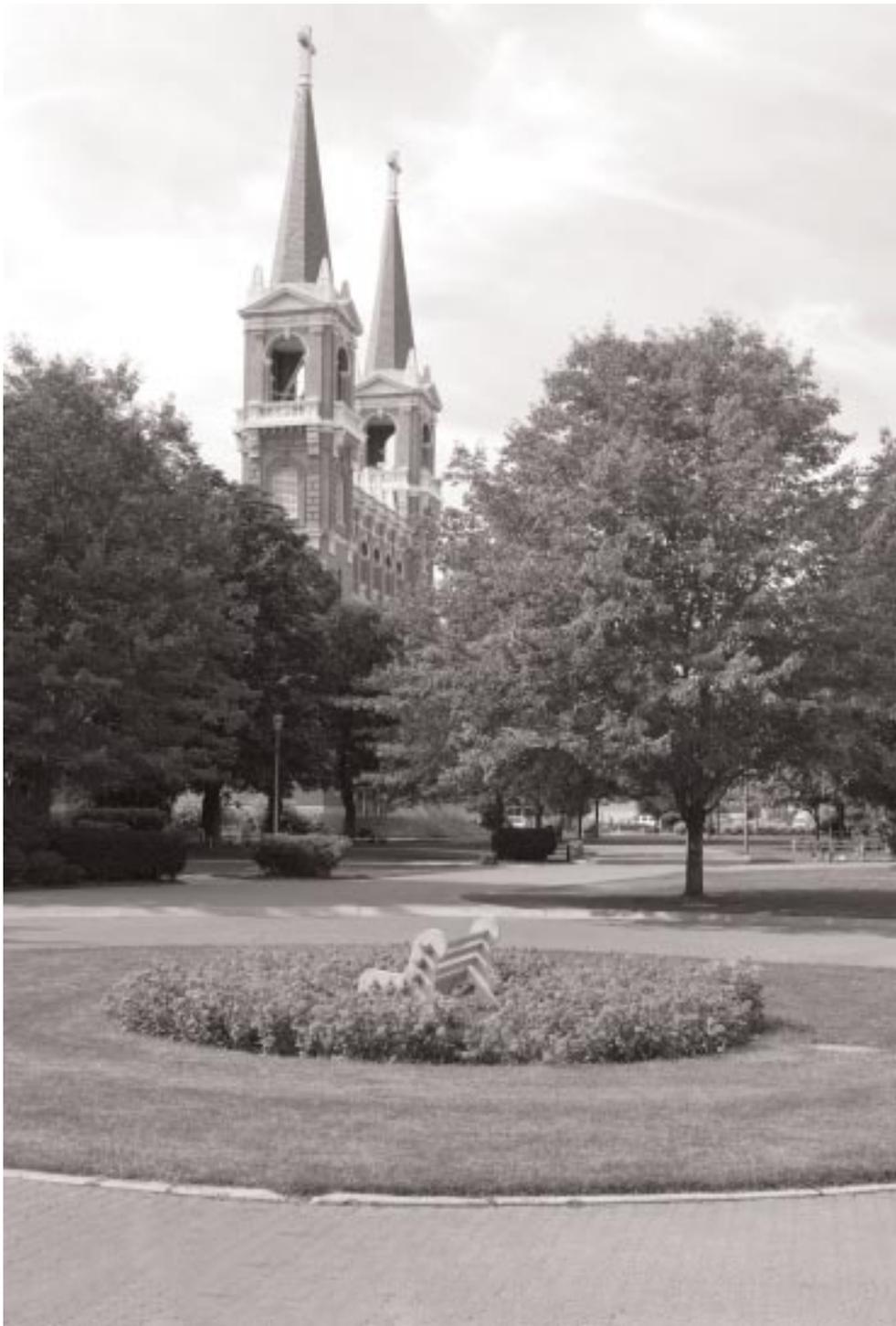
MTSL 610 (480) Practicum 1-3 credits

The Practicum in combination with the Professional Seminar (Pro Sem) is the opportunity for MA/TESL students to teach either in the English Language Center or in a site of their choosing. Depending on the student's prior experience and program goals, the practicum lasts from three to sixteen weeks. After a period of observation, the intern moves toward increased responsibility for planning and teaching up to three classes. Concurrent with the Practicum is the Professional Seminar in which students meet to discuss practical and theoretical issues related to their teaching site.

In conjunction with the Spokane Public Schools, a practicum is offered to participants concurrently enrolled in summer's MTSL 401/501 to work with ESL students of various ages, nationalities and proficiency levels.

MTSL 680 Professional Seminar 1 credit

This course is a complementary course to either MTSL 610 or MTSL 602/604. Students meet to discuss practical and theoretical issues related to their teaching or research. Students also compile a professional portfolio.



THE SCHOOL OF LAW

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The School of Law

Dean: Daniel Morrissey

Gonzaga University School of Law was established in 1912 by the trustees of Gonzaga University with the active support of many prominent members of the bench and bar in Washington State. The School of Law has produced many exceptional lawyers. It is fully accredited by the American Bar Association. This entitles School of Law graduates to take the bar exam in any state. The School of Law is also a member of the Association of American Law Schools.

Objectives of the School of Law

Gonzaga University School of Law belongs to a long and distinguished tradition of humanistic Jesuit education. The School is committed to preserving that tradition and communicating it to the students. Accordingly, the School of Law seeks to challenge its students to incorporate the knowledge of the past with the innovations of the present in order to better serve society. The education and development of the whole person is emphasized and there is a desire to instill in the students a strong commitment to social justice and to encourage them to assume personal responsibility for and take individual initiative in the betterment of society.

It is recognized that the School has a responsibility not only to its students, but also to the public and the legal profession. As a result, the School of Law endeavors to graduate attorneys who, as capable problem-solvers, will be able to translate their thoughts into effective, productive action on behalf of their clients. Toward this end, an emphasis is placed on providing students with personal, individual attention.

One of the School's greatest strengths is the dedication and commitment of the faculty and staff to the students. Great pride is taken in providing students with a quality legal education that includes practical, hands-on experience which will ease their transition from the academic world to the world of legal practice.

Full and Part-Time Programs

The School of Law offers a full-time, three year, 90 semester credit degree along with a part-time, four or five year, 90 semester credit degree. Flexible scheduling allows working students the ability to successfully balance their legal educations with their personal and professional lives. Of the 90 units necessary for graduation, approximately 43 are required; the remaining units may be selected from electives and seminars. All degree credits must be completed within five years of matriculation.

Curriculum

There is a deliberate and delicate balance to legal education at Gonzaga. The rigorous, full, and rounded curriculum focuses on legal analysis, problem solving, values, and ethics. Equally as important is the emphasis on practical experience to develop real-world lawyering skills. As a capstone to this innovative approach to legal education, the School of Law offers special concentrations in public interest law, environment/natural resource law, and business law (including tax law). A few of the other elective courses include labor law, domestic law, criminal law, international law, and civil liberties.

The School of Law and the Graduate School of Business offer joint programs leading to the Juris Doctor/Master of Business Administration (JD/MBA) and the Juris Doctor/Master of Accountancy (JD/MAcc). These programs prepare attorneys with a business background to recognize and deal with the problems affecting business operations. Application must be made to the Graduate School of Business as well as to the School of Law.

Center for Law and Justice

An added dimension to the legal education for many Gonzaga law students is the opportunity to practice law while in school. Rule 9 of the Washington State Bar Association allows students who have completed two years of course work (60 semester credits) to practice law under the supervision of a licensed attorney. Clinical experiences are available through an on-campus clinic and through externship offerings in legal settings such as criminal prosecution and defense, child dependency, juvenile court, and legal services work. On-campus clinical offerings include a general practice clinic and specific subject area clinics in family law, criminal defense, elder law, international criminal justice, and administrative law.

Physical Facilities and Library

Rising from the banks of the beautiful Spokane River, the Gonzaga Law Center, which opened in May 2000, provides a stunning setting for research and learning. The law center offers a variety of classroom and library environments that support today's interactive teaching methods. Features throughout the building encourage students to greet each other and linger to talk and debate ideas in beautiful outdoor spaces, roof plazas and balconies, and comfortable lounges. Miles of state-of-the-art voice, data and video cable provide the "highway" for audio-visual, computer, and telecommunications technology throughout the building. The mix of classrooms, rooms for simulations of various sizes, and clinical teaching spaces provide flexibility to preserve the best of traditional law teaching while introducing new methods. The law library, designed to accommodate more than 250,000 volumes, reflects the changing patterns of legal research in a warm and inviting environment filled with natural light. Gonzaga's fine tradition of advocacy training and moot court competitions are promoted in the elegant Barbieri Courtroom.

Co-Curricular Activities

Students find it easy to become involved in a broad range of co-curricular activities at the School of Law. Gonzaga is a major player in national moot court competitions. The student-run Gonzaga Law Review, more than 30 years in existence, is circulated throughout the country. The award-winning Student Bar Association is a strong, active organization which encourages student involvement. There is also opportunity to participate in an intra-school moot court competition, the client counseling competition, the negotiation competition, legal fraternities, the Gonzaga Public Interest Law Project, the Dr. Martin Luther King, Jr. Committee, the Women's Law Caucus, the International Law Society, the Heidelberg Festival, the Environmental Law Caucus, the Asian Pacific Islander Law Caucus, and various other organizations and lecture committees. All law students are invited to join together in the Multi-Cultural Law Caucus to create a community that celebrates the diversity at Gonzaga and within the Spokane community.

Admissions

The School of Law endeavors to attract students with ambitious minds, professional motivation, and commitment to the highest ethics and values of the legal profession. The Admissions Committee, consisting of faculty and administrators, review all applications. The consideration of applicants is not restricted to impersonal statistics. The enriching qualities of applicants such as work and life experiences, personal accomplishment, and opinions of others reflected in letters of recommendation are considered.

The School of Law seeks to enroll a diverse student body to assure that the school and the legal profession are enriched through the participation of people from different cultural and ethnic backgrounds. Those individuals who desire diversity factors to be considered in their admission decision should include information about their experiences and background.

Students seeking to transfer to the School of Law who have completed 45 semester credits or their equivalent or less and who are in good standing at another ABA law school may apply for admission.

Summer Admission Programs

The Summer Academic Resource Program at Gonzaga grants admission to a limited number of applicants who do not meet regular admissions requirements but whose application file suggests there may be potential for success beyond what the statistics would normally predict. Those accepted are registered for Fall classes on the condition that they attend a seven-week summer program consisting of a five-credit, graded course and a legal research and writing seminar. All applicants are considered for the program upon review of their application.

Students admitted directly to the fall program also have the opportunity to attend classes during the summer and complete a five-credit course. The Early Start Summer Program offers an excellent opportunity to transition into law school and to lessen the course load during the fall and spring semesters.

For Admission information write or call:

Admissions Office
Gonzaga University School of Law
P.O. Box 3528
Spokane, WA 99220-3528
1-800-793-1710
email: admissions@lawschool.gonzaga.edu
www.law.gonzaga.edu

NOTES



GRADUATE FACULTY

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University Graduate Faculty

As of January, 2003.

A single date following the name indicates the beginning of service in the University. When two dates are given, the second, in parentheses, is the date of promotion to the present academic rank.

- DALE ABENDROTH, 1989, *Assistant Professor of Nursing* — A.A., Los Angeles Valley College, 1972; B.S.N., California State University at Los Angeles, 1976; M.N., University of California at Los Angeles, 1985.
- JEANNETTE ABI-NADER, H.M., 1988 (2002), *Professor Emeritus of Education and Associate Professor of Leadership Studies* — B.A., Seton Hill College, 1961; M.A., University of Notre Dame, 1969; Ph.D., Georgia State University, 1987.
- JOSEPH F. ALBERT, 1994, *Assistant Professor of Organizational Leadership* — B.S., St. Joseph's University, 1974; M.A., Gonzaga University, 1984; Ph.D., Gonzaga University, 1993.
- MARK ALFINO, 1989 (2001), *Professor of Philosophy* — B.A., George Washington University, 1981; M.A., University of Texas at Austin, 1984; Ph.D., University of Texas at Austin, 1989.
- KENNETH S. ANDERSON, 1986 (2000), *Professor of Management* — B.B.A., Gonzaga University, 1981; M.B.A., Gonzaga University, 1982; Ph.D., University of Nebraska, 1988.
- JON M. ANDRUS, 2001, *Assistant Professor of Accounting* — B.S., University of Montana, 1979; M.S., University of Arizona, 1987; Ph.D. University of Arizona, 1996.
- CLARENCE H. BARNES, 1973 (1996), *Professor of Economics and Dean of the School of Business Administration* — B.B.A., Ohio University, 1963; M.B.A., Xavier University, 1967; Ph.D., University of Tennessee, 1973.
- ANJALI BARRETTO, 2001, *Assistant Professor of Special Education* — B.A., Goa University, 1991; M.A., Gonzaga University, 1997; Ph.D., University of Iowa, 2001.
- JOHN H. BECK, 1988, (2003) *Professor of Economics* — B.A., Michigan State University, 1971; M.A., Michigan State University, 1973; Ph.D., Michigan State University, 1976.
- JAMES BEEBE, 1996, *Professor of Leadership Studies* — B.A., New York University, 1968; M.A., Stanford University, 1976; M.A., Stanford University, 1976; Ph.D., Stanford University, 1978.
- ELISABETH D. BENNETT, 1998, *Assistant Professor of Counselor Education* — B.S., Brigham Young University, 1983; M.S., University of Utah, 1989; Ph.D., University of Utah, 1994.
- RANDALL W. BENNETT, 1988 (1999), *Professor of Economics* — B.A., Washington State University, 1974; M.A., Washington State University, 1977; Ph.D., Michigan State University, 1984.
- BRIAN BENZEL, 2002, *Adjunct Assistant Professor of Administration, Curriculum, and Instruction* — B.A., Business Administration, Washington State University, 1970; Master in Public Administration, University of Washington, 1972; Ph.D., Gonzaga University, 1983.
- MIRJETA S. BEQIRI, 2002, *Assistant Professor of Operations Management* — B.B.A., University of Tirana, 1988; M.B.A., Southern Illinois University at Carbondale, 1996; Ph.D. Candidate, Southern Illinois University.
- JAMES K. BERRY, 2001, *Adjunct Instructor of Administration, Curriculum, and Instruction* — B.S., Montana State University, 1968; M.A. Whitworth College, 1972.
- ROBERT C. BIALOZOR, 1975, *Associate Professor of Administration, Curriculum, and Instruction* — B.S., University of Wisconsin, 1964; M.S.Ed., Northern Illinois University, 1966; Ed.D., Northern Illinois University, 1970.
- G. EDDY BIRRER, C.P.A., 1984, *Professor of Accounting* — A.B., Carroll College, 1966; M.B.A., Gonzaga University, 1969; Ph.D., University of North Dakota, 1981.
- CARL SCOTT BOZMAN, 1990 (1995), *Associate Professor of Marketing* — B.Sc., University of Idaho, 1980; M.A., University of Victoria, 1983; Ph.D., Washington State University, 1990.
- DANIEL G. BRAJCICH, 1946 (1996), *Professor Emeritus of Accounting* — B.B.A., Gonzaga University, 1943; J.D., Gonzaga University, 1945; M.B.A., Gonzaga University, 1970; LL.D., Gonzaga University, 1985.
- JEANNE BRODEUR BROWN, 2002, *Adjunct Instructor of Administration, Curriculum and Instruction* — B.A., Florida State University, 1980; MAT (English), Jacksonville University, 1987; Washington State Principal Certification, Gonzaga University, 2001.
- JANET Z. BROUGHNER, 1978 (1985), *Assistant Professor of Administration, Curriculum, and Instruction* — B.A., Linfield College, 1964; M.A., Gonzaga University, 1978; Ph.D., Gonzaga University, 1984.
- REBECCA BROWERS, 1997, *Adjunct Assistant Professor of Counselor Education* — B.S.Ed., University of West Georgia, 1971; M.Ed., South Dakota State University, 1976; Ed.D., University of South Dakota, Vermillion, 1988.
- LISA BROWN, 2001, *Associate Professor of Organizational Leadership* — B.A., University of Illinois, 1978; M.A., University of Colorado, 1981; Ph.D., University of Colorado, 1986.
- MARY A. BROWN, 1999, *Adjunct Instructor of Counselor Education* — B.A., Gonzaga University, 1968; Continuing Certification as Teacher, Counselor, and Principal, 1975; M.Ed., Gonzaga University, 1975.
- PATRICIA B. BULLER, 1999, *Adjunct Instructor of Sport and Physical Education* — B.S., University of Utah, 1975; M.A., Gonzaga University, 1992.
- PAUL F. BULLER, 1989, (1993), *Professor of Management, Kinsey Robinson Professor of Business, and Director, Hogan Entrepreneurial Leadership Program* — B.S., University of Utah, 1974; M.S.W., University of Utah, 1976; M.B.A., University of Washington, 1981; Ph.D., University of Washington, 1982.
- JANET BURCALOW, 1986 (2001), *Professor Emeritus of Teacher Education* — B.S., Winona State University, 1969; M.S., Winona State University, 1977; Ph.D., University of Minnesota, 1982.
- DAVID CALHOUN, 1989 (1996), *Associate Professor of Philosophy* — B.A., Louisiana State University, 1981; M.A., Northwestern University, 1985; Ph.D., Northwestern University, 1989.
- JUNE CANTY, 1994 (2002), *Professor of Teacher Education* — B.S. M.Ed., Oakland University, 1975; M.Ed., Wayne State University, 1978; Ed.D., University of Washington, 1983.
- JOHN S. CAPUTO, 1990, *Professor of Communication Arts* — B.A., California State University at Long Beach, 1969; M.A., California State University at Long Beach, 1971; M.A., Claremont Graduate School and University Center, 1976; Ph.D., Claremont Graduate School and University Center, 1977.
- MICHAEL LIEBERMAN CAREY, 1987 (1992), *Associate Professor of Organizational Leadership* — B.A., Loyola Marymount University, 1974; M.A., Gonzaga University, 1984; Ph.D., Gonzaga University, 1987.
- KAY C. CARNES, CPA, 1978 (2000), *Professor of Accounting* — B.A., University of Washington, 1960; B.B.A., Idaho State University, 1977; M.B.A., Idaho State University, 1978; Ph.D., Saint Louis University, 1990.
- RONALD (RON) CARSWELL, 1991 *Adjunct Associate Professor of Administration, Curriculum, and Instruction* — B.A., University of British Columbia, 1960; M.A.T., University of Florida, 1964; Ed.D., University of Florida, 1968.
- NANCY M. CHASE, 1999 (2002), *Assistant Professor of Management Information Systems* — B.M., Indiana University, 1974; M.M., Indiana University, 1976; Ph.D., Gonzaga University, 2002.
- CHOU-HONG JASON CHEN, 1985 (2001), *Professor of Management Information Systems* — B.S., National Taiwan Normal University, 1975; M.S., Eastern Washington University, 1981; Ph.D., University of Texas at Austin, 1985.
- TA-TAO CHUANG, 2001, *Assistant Professor of Management Information Systems* — B.S., National Chung-Hsing University, 1982; M.B.A., National Chiao Tung University, 1988; Ph.D., Texas Tech University, 1998.
- TIMOTHY R. CLANCY, S.J., 1998, *Assistant Professor of Philosophy* — B.A., Gonzaga University, 1980; M.A., Loyola University of Chicago, 1982; M.Div., Jesuit School of Theology at Berkeley, 1989; S.T.L., Jesuit School of Theology at Berkeley, 1991; Ph.D., Loyola University of Chicago, 1999.
- BRIAN B. CLAYTON, 1986 (1993), *Associate Professor of Philosophy* — B.A., Trinity College, 1978; M.A., University of Notre Dame, 1980; Ph.D., University of Notre Dame, 1987.
- JOHN E. CLUTE, 1991, *Professor of Law* — B.A., Gonzaga University, 1960; J.D., Gonzaga University, 1963.
- GORDON ALLEN COCHRANE, 1999, *Adjunct Assistant Professor of Counselor Education* — B.A., Simon Fraser University, 1984; M.A., Gonzaga University, 1994; Ph.D., University of Calgary, 1998.
- DENNIS A. CONNERS, 1992, *Assistant Professor of Administration, Curriculum, and Instruction* — B.A., University of Dayton, 1971; M.Ed., University of Houston, 1977; Ed.D., University of Houston, 1980.

- MICHAEL L. COOK, S.J., 1989 (1995), *Professor of Religious Studies* — A.B., Gonzaga University, 1959; M.A., Gonzaga University, 1960; S.T.L., Alma College, 1967; S.T.M., Santa Clara University, 1967; Th.D., Graduate Theological Union, 1974.
- PAUL COOLEY, 1997, *Adjunct Instructor of Teacher Education* — B.A., Eastern Washington State College; M.Ed., Gonzaga University.
- BERNARD J. COUGHLIN, S.J., 1974, *Professor of Sociology and Chancellor of the University* — A.B., Saint Louis University, 1946; Ph.L., Saint Louis University, 1949; S.T.L., Saint Louis University, 1956; M.S.W., University of Southern California, 1959; Ph.D., Brandeis University, 1963.
- JONAS A. COX, 2001, *Assistant Professor of Teacher Education* — B.S., Oregon State University, 1983; M.A.T., Lewis and Clark College, 1989; Ph.D., University of Iowa, 1997.
- CANDACE CURRY-LITTLE, 1999; *Adjunct Assistant Professor of Counselor Education* — B.E., University of Calgary, 1977; M.A., Gonzaga University 1991.
- JOHN D'ABOY, 1979, *Professor Emeritus of Education* — B.D., American Baptist Seminary of the West, 1962; M.A., Fresno State College, 1969; Ph.D., Arizona State University, 1972.
- JAMES DALLEN, 1982 (1994), *Professor of Religious Studies* — A.B., Saint Mary's College, 1965; S.T.B., Catholic University of America, 1968; M.A., Catholic University of America, 1969; S.T.D., Catholic University of America, 1976.
- K. MARK DERBY, 1996 (2000), *Associate Professor of Special Education* — B.A., Eastern Washington University, 1988; Ph.D., The University of Iowa, 1994.
- JOAN DIXON, S.N.J.M., 1982 (1989), *Associate Professor of Administration, Curriculum, and Instruction* — B.S., Marylhurst College, M.Ed., Portland State University, 1967; Ph.D., Gonzaga University, 1987.
- HELEN DOOHAN, 1976 (2000), *Professor of Religious Studies* — B.S.N., Adelphi University, 1971; M.A., Gonzaga University, 1976; Ph.D., Gonzaga University, 1983.
- LEONARD DOOHAN, 1975 (2002), *Professor Emeritus of Religious Studies* — B.A., International Theological Institute, 1968; S.T.L., Teresianum, 1970; S.T.D., Teresianum, 1971.
- JOHN K. DOWNEY, 1982 (2000), *Professor of Religious Studies* — A.B., Marquette University, 1971; M.A., Marquette University, 1975; Ph.D., Marquette University, 1981.
- ROBERT J. EGAN, S.J., 1984 (1994), *Assistant Professor of Religious Studies* — B.S., Loyola University of Chicago, 1964; M.A., Loyola University of Chicago, 1967; M.Div., The Jesuit School of Theology of Chicago, 1976; Ph.D., The Graduate Theological Union, 1993.
- DAVID F. ELLOY, 1985 (1997), *Professor of Management* — B.A., University of Calcutta, 1967; B.S., Saint Joseph's University, 1971; M.B.A., University of Oregon, 1976; Ph.D., University of South Carolina, 1984.
- LU EMBREY, 1992, *Adjunct Instructor of Administration, Curriculum, and Instruction* — B.A., Central Washington University, 1966; M.Ed., Whitworth College, 1983.
- RAYMOND J. FADELEY, 1982, *Director, International Student Programs* — B.A., Eastern Washington University, 1971; M.A.T., Gonzaga University, 1985.
- ALBERT H. FEIN, 1998, *Assistant Professor of Administration, Curriculum, and Instruction* — B.A., University of Washington, 1968; M.Ed., University of Washington, 1974; Ph.D., Gonzaga University, 2001.
- SHANN R. FERCH, 1996, *Associate Professor of Leadership Studies* — B.A., Pepperdine University, 1990; M.A., Pepperdine University, 1993; Ph.D., University of Alberta, Edmonton, 1995.
- CYNTHIA FITZGERALD, 2000, *Instructor of Nursing* — B.A., Central Washington University, 1977; B.S.N., Washington State University, 1978; M.S.N., Gonzaga University, 1997.
- PATRICK J. FORD, S.J., 1974 (2001), *Professor Emeritus of Higher Education and Academic Vice President Emeritus* — A.B., Gonzaga University, 1966; M.A., Gonzaga University, 1967; M.Div., Jesuit School of Theology at Berkeley, 1974; Ph.D., Stanford University, 1972.
- BOYD FOSTER, 2001, *Assistant Professor of Sport and Physical Education* — B.S., Judson College, 1983; M.S., University of South Alabama, 1984; M.S., United States Sports Academy, 1985; Ph.D., Arizona State University, 1999.
- STEPHEN FREDMAN, 2002, *Academic Vice President, Professor of Biology, and Professor of Leadership Studies* — B.S., Loyola of Montreal, 1971; M.E.S., York University, 1974; Ph.D., University of California-Irvine, 1978.
- DAVID GAMON, 1998, *Adjunct Instructor of Teacher Education* — B.A., Pacific Lutheran University, 1994; M.A.T., Gonzaga University, 1997.
- MARY K. GARVIN, S.N.J.M., 1991, *Assistant Professor of Religious Studies* — B.A., Marylhurst College, 1962; M.A., University of Washington, 1971; M.A., Gonzaga University, 1981; D.Min., Andover Newton Theological School, 1990.
- MARY SUE GORSKI, 1998, *Assistant Professor of Nursing* — B.S.N., University of San Francisco, 1978; M.N., University of Washington, 1983.
- PATRICIA HAHN, 2000, *Instructor of Nursing* — Diploma, St. Lukes Hospital School of Nursing, 1979; B.S.N., Lewis Clark State College, 1990; M.N., Whitworth College, 1995; Post-Masters Certificate, Family Nurse Practitioner, Washington State University, 1996.
- WILLIAM CRAIG HALL, 2001; *Adjunct Assistant Professor of Counselor Education* — B.S., Brigham Young University, 1980; M.A., Georgia State University, 1987; Ph.D., Georgia State University, 1994.
- RONALD H. HARRIS, 1980 (2001), *Assistant Professor of MA/TESL* — B.A., University of California at Los Angeles, 1965; M.A., University of California at Los Angeles, 1967; Ph.D., University of California at Los Angeles, 1969.
- PATRICK J. HARTIN, 1995 (1999), *Professor of Religious Studies* — B.A., UNISA, 1966; STB, Gregorian, 1969; STL, Gregorian, 1971; D.Th, UNISA, 1981; D.Th, UNISA, 1988.
- PAUL B. HASTINGS, 1979 (1985), *Associate Professor of Counselor Education* — B.A., Western Washington University, 1973; M.Ed., Western Washington University, 1974; Ph.D., Washington State University, 1978.
- ROBERT J. HAUCK, 2002, *Assistant Professor of Religious Studies* — B.A., Seattle Pacific University, 1978; M.A., Trinity Evangelical Divinity School, 1980; Ph.D., Duke University, 1985.
- CLEDWYN (CLED) HAYDN-JONES, 1986; *Adjunct Assistant Professor of Administration, Curriculum, and Instruction* — B.S., Honours Degree, The University of London, 1969; B.Ed., The University of Saskatchewan, 1977; M.A., Gonzaga University, 1986; Ph.D., Somerset University, 1997.
- HARRY C. HAZEL, 1971 (1991), *Professor of Communication Arts* — A.B., Gonzaga University, 1960; Ph.L., Mount Saint Michael's, 1961; M.A., University of Washington, 1966; Ph.D., Washington State University, 1972.
- SCOTT R. HEDIN, 1992, *Assistant Professor of Operations Management* — B.S./M.B.A., University of Idaho, 1982; Ph.D., University of South Carolina, 1992.
- JAMES G. HELGESON, 1983 (1998), *Professor of Marketing* — B.A., Eastern Washington University, 1969; M.B.A., Eastern Washington University, 1980; Ph.D., University of Oregon, 1984.
- KENT A. HICKMAN, 1989 (2000), *Professor of Finance* — B.A., California State University, 1973; M.S., University of Northern Colorado, 1986; Ph.D., Washington State University, 1990.
- GEOFFREY HODGE, 1998, *Assistant Professor of Nursing* — A.D.N., College of the Desert, 1975; B.S.N., Sonoma State College, 1977; M.A., University of Iowa, 1980; P.M.C.N., Gonzaga University, 1995.
- JAMES HUNTER, 1997, *Instructor of MA/TESL* — B.A., University of Sheffield, 1990; R.S.A.C., Godmer House School of English, Oxford University, 1990; M.A., Eastern Washington University, 1997.
- LUCIA B. HUNTINGTON, 1986, (2001), *Assistant Professor of MA/TESL* — B.A., Colorado College, 1965; M.A., Eastern Washington University, 1986.
- NANCY ISAACSON, 1990 (1995), *Associate Professor of Leadership Studies* — B.S., University of Missouri at Columbia, 1970; M.S., University of Oregon, 1978; Ph.D., University of Oregon, 1981.
- MARY T. JEANNOT, 1992, *Assistant Professor of MA/TESL* — B.A., Seattle University, 1982; M.Ed., University of Massachusetts at Amherst, 1989; Ed.D., University of Massachusetts at Amherst, 1997.
- THOMAS M. JEANNOT, 1986 (2003), *Professor of Philosophy* — A.B., Saint Louis University, 1978; Ph.D., Saint Louis University, 1992.
- JOAN URDAL KINGREY, 2002; *Adjunct Assistant Professor of Administration, Curriculum, and Instruction* — B.A., Washington State University, 1969; M.Ed., Washington State University, 1980; Ph.D., Washington State University, 1990.
- STEVEN D. KOFFMAN, 2001, *Assistant Professor of Counselor Education* — B.A., Eastern Washington University, 1991; M.S., Eastern Washington University, 1993; Ph.D., Ball State University, 1998.
- TIMO KORKEAMAKI, 2001, *Assistant Professor Finance* — B.B.A., Umea Universitet, 1994; M.B.A., Gonzaga University, 1996; Ph.D., University of South Carolina, 2001.
- JOLANTA A. KOZYRA, 2001, *Adjunct Instructor of Counselor Education* — B.A., Gonzaga University, 1991; M.A., Gonzaga University, 1994; Ph.D., candidate, Gonzaga University.
- DOUGLAS L. KRIES, 1990 (1997), *Associate Professor of Philosophy* — B.A., Seattle University, 1982; Ph.D., Boston College, 1988.

- STEPHEN R. KUDER, S.J., 1977 (1983), *Associate Professor of Religious Studies*, — A.B., Gonzaga University, 1966; M.A., Boston College, 1970; Ph.D., Graduate Theological Union, 1975.
- VIRGINIA C. LANE, 2000, *Assistant Professor of Religious Studies and Director of Clinical Pastoral Education* — B.Min., University of Western Ontario, 1976; D.Min., Boston University, 1991.
- WILLIAM R. LARGE, 1988 (1993), *Associate Professor of Religious Studies* — B.A., University of Virginia, 1972; M.Div., Princeton Theological Seminary, 1975; Ph.D., Graduate Theological Union, 1985.
- DANIEL W. LAW, C.P.A., *Assistant Professor of Accounting* — B.S., Brigham Young University, 1991; M.A., Washington State University, 2001; Ph.D. Candidate, Washington State University.†
- CHERYL E. LEPPER, 1991, *Instructor of Teacher Education* — B.F.A., University of Nebraska, 1970; M.A., Eastern Washington University, 1974.
- QUANHUA LIU, 1995 (1999), *Associate Professor of Philosophy* — B.A., Beijing University, 1982; M.A., Beijing University, 1984; Ph.D., Duke University, 1994.
- PEGGY SUE LOROZ, 2000, *Assistant Professor of Marketing* — B.B.A., Gonzaga University, 1995; Ph.D., University of Colorado-Boulder, 2000.
- DANIEL J. MAHONEY, 1992 (1995), *Assistant Professor of Administration, Curriculum, and Instruction* — B.A., Evergreen State College, 1976; M.A., Gonzaga University, 1986; Ph.D., Gonzaga University, 1995.
- RICHARD T. McCLELLAND, 1999 (2002), *Associate Professor of Philosophy* — B.A., Reed College, 1970; B.A., Oxford University, 1975; M.A., Oxford University, 1980; Ph.D., Cambridge University, 1985.
- PATRICK T. McCORMICK, 1994 (2003), *Professor of Religious Studies* — B.A., Niagara University, 1975; M.Div., Mary Immaculate Seminary, 1978; Th.M., Mary Immaculate Seminary, 1979; S.T.L., Gregorian University, 1981; S.T.D., Gregorian University, 1984.
- DEBORAH A. McDONALD, 1992 (1998), *Associate Academic Vice President and Associate Professor of Education* — B.S., University of Pittsburgh, 1976; M.A., University of Missouri, 1980; Ph.D., University of Missouri, 1991.
- MARY MCFARLAND, 1998, *Professor and Dean of the School of Professional Studies* - B.S.N., University of Iowa, 1978; M.S., University of Portland, 1984; Ph.D., Gonzaga University, 1993.
- NANCY A. MCKAY, 1995, *Adjunct Assistant Professor of Administration, Curriculum, and Instruction* - B.A., Eastern Washington University, 1968; M.A., Eastern Washington University, 1975; J.D., Gonzaga University School of Law, 1992.
- THOMAS F. McLAUGHLIN, 1976 (1982), *Professor of Special Education* — B.A., Eastern Washington State College, 1966; M.S., Eastern Washington State College, 1972; Ph.D., University of Kansas, 1975.
- PHILIP McREYNOLDS, 2001, *Assistant Professor of Philosophy* — B.A., Mississippi State University, 1990; M.A., Vanderbilt University, 1994; Ph.D., Vanderbilt University, 2000.
- DOSS B. MELLON, 1980, *Instructor of MA/TESL* — B.A., University of Washington, 1973; M.A., Gonzaga University, 1984.
- MARGARET (MAGGIE) MEYERS, 1987, *Adjunct Instructor of Administration, Curriculum, and Instruction* — B.G.S., Gonzaga University, 1980; M.A.E., Gonzaga University, 1981.
- MARGARET R. MEYERS, 1982, *Adjunct Instructor of Education* — B.G.S., Gonzaga University, 1980; R.N., Sacred Heart Hospital, 1971; R.N.A., Sacred Heart Hospital, 1973; M.A.E., Gonzaga University, 1980.
- JOY M. MILOS, C.S.J., 1987 (1996), *Associate Professor of Religious Studies* — B.A., College of St. Rose, 1971; M.A., St. Bonaventure University, 1976; M.A., Catholic University of America, 1983; Ph.D., Catholic University of America, 1988.
- KENNETH L. MOLL, 1966 (1972), *Professor Emeritus of Education* — B.S., Morningside College, 1951; M.A., Colorado State College, 1957; Ed.D., Colorado State College, 1965.
- JOSEPH G. MONKS, 1977 (1998), *Professor Emeritus of Operations Management* — B.S., Gonzaga University, 1955; M.B.A., University of Washington, 1965; Ph.D., University of Washington, 1967.
- DANIEL J. MORRISSEY, 2001, *Professor of Law and Dean, School of Law* — A.B., Georgetown University, 1971; J.D., Georgetown University, 1974.
- JOHN P. MOSSI, S.J., 1990 (1998), *Associate Professor of Religious Studies* — A.B. Gonzaga University, 1968; M.Div., Jesuit School of Theology at Berkeley, 1973; Th.M., Jesuit School of Theology at Berkeley, 1974; D.Min., Catholic University of America, 1985.
- JENNIFER T. NELSON, 1991 (2002), *Professor of Teacher Education* — B.A., University of Natal, 1970; B.A., University of South Africa; M.Ed., Eastern Washington University, 1988; Ed.D., Washington State University, 1991.
- ARMAND M. NIGRO, S.J., 1965 (1999), *Professor Emeritus of Religious Studies* — A.B., Gonzaga University, 1950; M.A., Gonzaga University, 1951; S.T.L., Alma College, 1957; Ph.D., Gregorian University, 1963.
- SUSAN L. NORWOOD, 1991 (1999), *Professor of Nursing* — B.S.N., Pacific Lutheran University, 1976; M.N., University of Washington, 1979; Ed.D., Gonzaga University, 1991.
- DAVID R. PERRY, 1997, *Instructor of Teacher Education* — B.Ed., University of Saskatchewan, 1987; M.Ed., Gonzaga University, 1993; M.A., Gonzaga University, 1998.
- WAYNE P. POMERLEAU, 1977 (1998), *Professor of Philosophy* — A.B., Georgetown University, 1968; M.A., Northwestern University, 1972; Ph.D., Northwestern University, 1977.
- ALBERT (BERT) POWELL, 1999, *Adjunct Instructor of Counselor Education* — B.S., University of Florida, 1970; M.A., Whitworth College, 1974.
- LINDA JO POWERS, 2001, *Adjunct Assistant Professor of Administration, Curriculum, and Instruction* — B.A., Central Washington University, 1970; M.A., University of Idaho, 1978; Ed.D., University of Idaho, 1990.
- GAIL J. RAY, 1989, *Associate Professor of Nursing* — B.S.N., University of Cincinnati, 1966; M.S.N., Catholic University of America, 1969; Ph.D., Gonzaga University, 1986.
- GLENDA REIMER, SC, 2001, *Associate Professor of Nursing* — B.S.N., Incarnate Word College, 1981; M.S.N., University of Colorado, 1981; M.B.A., Xavier University, 1983; D.N.S.c., Catholic University, 2001.
- RAYMOND F. REYES, 1988, *Assistant Professor of Teacher Education and Associate Vice President for Diversity* — B.A., Eastern Washington University, 1977; M.A., Baruch College of the City University of New York, 1984; Ph.D., Gonzaga University, 2002.
- KAY RIECKERS, 2000, *Adjunct Instructor of Teacher Education* — B.A., Washington State University; M.Ed., Seattle University.
- CHARLES PHILLIP ROSE, 1994, *Adjunct Assistant Professor of Administration, Curriculum, and Instruction* — B.Ed. University of Alberta at Calgary, 1965; M.A., University of Calgary, 1989; Ph.D., University of Alberta, 1997.
- THOMAS F. RUKAVINA, 1958 (1999), *Professor Emeritus of Philosophy* — Ph.L., Gregorian University, 1944; M.A., Indiana University, 1957; Ph.D., Indiana University, 1959.
- MARILYN JACKSON RUNYAN, 1996 (2002), *Assistant Professor of Instructor of MA/TESL* — B.A., Eastern Washington University, 1992; M.A., Eastern Washington University, 1994.
- MATTHEW W. RUTHERFORD, 2001, *Assistant Professor of Management* — B.S., Ball State University, 1993; M.B.A., University of Southern Indiana, 1997; Ph.D., Auburn University, 2001.†
- WILLIAM F. RYAN, S.J., 1971 (1993), *Associate Professor of Philosophy* — A.B., Gonzaga University, 1955; M.A., Gonzaga University, 1961; M.A., St. Mary's University (Halifax), 1963; S.T.L., Regis College (Toronto), Ph.D., University of Louvain, 1971.
- CHARLES (CHUCK) V. SALINA, 1987, *Adjunct Assistant Professor of Administration, Curriculum, and Instruction* — B.A., University of Washington, 1975; M.A., Gonzaga University, 1985; Ph.D., Gonzaga University, 1991.
- LINDA S. SCHEARING, 1993 (1997), *Associate Professor of Religious Studies* — B.A., Southeastern College, 1968; M.A.T., Rollins College, 1970; M.Div., Candler School of Theology, 1981; Ph.D., Emory University, 1992.
- ROBERT E. SCHEBOR, 1999, *Adjunct Instructor of Sport and Physical Education* - B.A., Pittsburg State University, 1984.
- JOHN B. SEVERINGHAUS, 1999, *Adjunct Assistant Professor of Counselor Education* — B.A., Indiana University, 1976; M.A., University of Idaho, 1979; Ph.D., Washington State University, 1991.
- PAT SHARP-BROWN, 1979, *Adjunct Instructor of Teacher Education* — B.A., Gonzaga University; M.Ed., University of Washington.
- JERRI SIMMS SHEPARD, 1990, *Assistant Professor of Administration, Curriculum, and Instruction* — B.A., Arizona State University, 1970; M.C., Arizona State University, 1976; Ed.D., University of San Francisco, 1989.
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- CATHERINE L. SIEJK, 1991 (1997), *Associate Professor of Religious Studies* — B.A., Duquesne University, 1972; M.A., Duquesne University, 1974; Ph.D., Boston College, 1992.

CHARLES D. SKOK, 1980 (1992), *Professor Emeritus of Religious Studies* — B.A., St. Edward's Seminary, 1948; M.Div., St. Edward's Seminary, 1952; B.Ed., Gonzaga University, 1956; S.T.L., University of Saint Thomas Aquinas (Rome), 1961; S.T.D., University of Saint Thomas Aquinas, 1962.

HARRY H. SLADICH, 1962 (1984), *Assistant Professor of Management and Vice President* — B.B.A., Gonzaga University, 1959; M.B.A., Gonzaga University, 1967.

ROBERT SPITZER, S.J., 1998, *Professor of Philosophy and President of the University* — B.B.A., Gonzaga University, 1974; M.A., Saint Louis University, 1978; M.Div., Gregorian University, 1983; Th.M., The Western School of Theology, 1984; Ph.D., Catholic University of America, 1989.

BRIAN K. STEVERSON, 1992 (1996), *Associate Professor of Philosophy* — B.S., Francis Marion College, 1984; M.A., Tulane University, 1987; Ph.D., Tulane University, 1991.

SHARON STRAUB, 1996, *Adjunct Instructor of Teacher Education* — B.A., Whitworth College; M.Ed., Whitworth College.

JON D. SUNDERLAND, 1979 (1986), *Associate Professor of Sport and Physical Education* — B.A., California Polytechnic State University, 1968; M.A., California Polytechnic State University, 1971; Ph.D., University of Oregon, 1981.

DUANE SUTHERLAND, 1989, *Adjunct Instructor of Administration, Curriculum, and Instruction* — B.Ed., University of Victoria, 1967; M.Ed., University of British Columbia, 1980.

WALTER R. TEETS, C.P.A., 1994 (1999), *Associate Professor of Accounting* — B.Mus.Ed., University of Colorado, 1973; M.Music, University of Wisconsin, 1976; M.S., University of Wisconsin, 1981; M.S., University of Wisconsin, 1985; Ph.D., University of Chicago, 1989.

WILLBANN D. TERPENING, 1985 (2003), *Professor of Operations and Information Systems* — B.A., University of Montana, 1970; M.A., Southern Illinois University at Carbondale, 1974; Ph.D., Southern Illinois University at Carbondale, 1976.

MICHAEL W. TKACZ, 1991 (1997), *Associate Professor of Philosophy* — B.A., Valparaiso University, 1975; M.M.S., University of Notre Dame, 1982; M.A., The Catholic University of America, 1989; Ph.D., The Catholic University of America, 1993.

JOHN TRAYNOR, 2002, *Adjunct Instructor of Teacher Education* — B.A., University of Washington.

DIANE C. TUNNELL, 1987 (1991), *Associate Professor of Sport and Physical Education* — B.S., Northeastern Oklahoma State University, 1975; M.S., Northeastern Oklahoma State University, 1976; Ed.D., Oklahoma State University, 1987.

BERNARD J. TYRRELL, S.J., 1971 (1982), *Professor Emeritus of Philosophy and of Religious Studies* — A.B., Gonzaga University, 1957; M.A., Gonzaga University, 1958; M.A., University of Santa Clara, 1966; Ph.D., Fordham University, 1972.

JIM UHLENKOTT, 2001, *Adjunct Instructor of Teacher Education* — B.A., Eastern Washington University, 1976; M.A., Eastern Washington University, 1984; Ph.D., Gonzaga University, 1989.

EDWARD F. VACHA, 1981 (1992), *Professor of Sociology* — B.A., University of California at Santa Cruz, 1968; M.A., University of California at Santa Barbara, 1970; Ph.D., University of California at Santa Barbara, 1975.

ROSE MARY VOLBRECHT, 1981 (2002), *Professor of Philosophy* — B.A., Houghton College, 1974; M.A., Trinity Evangelical Divinity School, 1977; Ph.D., Notre Dame University, 1983.

JOHN V. WAGNER, 1981 (1989), *Associate Professor of Philosophy* — B.A., Catholic University of America, 1970; M.A., Catholic University of America, 1971; Ph.D., Catholic University of America, 1979.

FOSTER WALSH, 2001, *Assistant Professor of Teacher Education* — B.A., Whitworth College, 1968; M.Ed., Whitworth College, 1971; Ph.D., Washington State University, 1992.

JEANNE WARDIAN, 1948 (1989), *Professor Emeritus of Education* — A.B., Gonzaga University, 1952; M.A., Columbia University, 1956; Ed.D., Washington State University, 1962.

J. KEVIN WATERS, S.J., 1983 (1996), *Professor of Music and Dean Emeritus of the College of Arts and Sciences* — A.B., Gonzaga University, 1957; M.A., Gonzaga University, 1958; B.A., University of Washington, 1964; S.T.B., University of Santa Clara, 1964; M.A., University of Santa Clara, 1965; D.M.A., University of Washington, 1970.

GARY J. WEBER, 1995, *Assistant Professor of Accounting* — B.S., Bowling Green State University, 1981; Ph.D., Arizona State University, 1997.

KIMBERLY P. WEBER, 1998 (2002), *Associate Professor of Special Education* — A.A., Sacramento City College, 1985; B.A., California State University, 1987; M.A., University of the Pacific, 1988; Ph.D., The Ohio State University, 1995.

LEONARD J. WEBER, 2002, *John L. Aram Professor of Business Ethics* — B.A., Josephinum College, 1964; M.A. Marquette University, 1967; Ph.D., McMaster University, 1974.

JOHN WEISBROD, 1989, *Adjunct Instructor of Administration, Curriculum, and Instruction* — B.S.N., University of Wisconsin-Milwaukee, 1976; M.A.E., Gonzaga University, 1983.

RANDY L. WILLIAMS, 1979 (1983), *Professor of Special Education* — B.A., Pomona College, 1970; M.A., Western Michigan University, 1973; Ph.D., University of Kansas, 1976.

SHIRLEY J. WILLIAMS, 2002, *Professor of Education and Dean of the School of Education* — B.A., College of St. Francis, 1975; M.S., Illinois State University, 1985; Ed.D., Northern Illinois University, 1991.

SANDRA M. WILSON, 1982 (1986), *Associate Professor of Leadership Studies* — B.S., Michigan State University, 1966; M.Ed., Michigan State University, 1973; Ph.D., Michigan State University, 1980.

A. CLARK WISEMAN, 1981 (1995), *Professor of Economics and Erwin Graue Professor of Economics* — B.A., Washington State University, 1960; M.A., Washington State University, 1964; Ph.D., University of Washington, 1968.

ANN A. WOLF, 2002, *Assistant Professor of Teacher Education* — B.A., Rutgers University, 1977; M.S., Syracuse University, 1981; Ed.D., University of Northern Colorado, 1997.

QUAN ZHANG, 2002, *Assistant Professor of Management Information Systems* — B.S., Nankai University, 1990; M.S. Northeastern University (China), 1997; Ph.D., Northeastern University (China), 1998; Ph.D., City University of Hong Kong, 2002.

Address all correspondence regarding this catalogue to:

University Registrar
Gonzaga University
AD Box 83
Spokane, Washington 99258-0001
Area Code
509-323-6592

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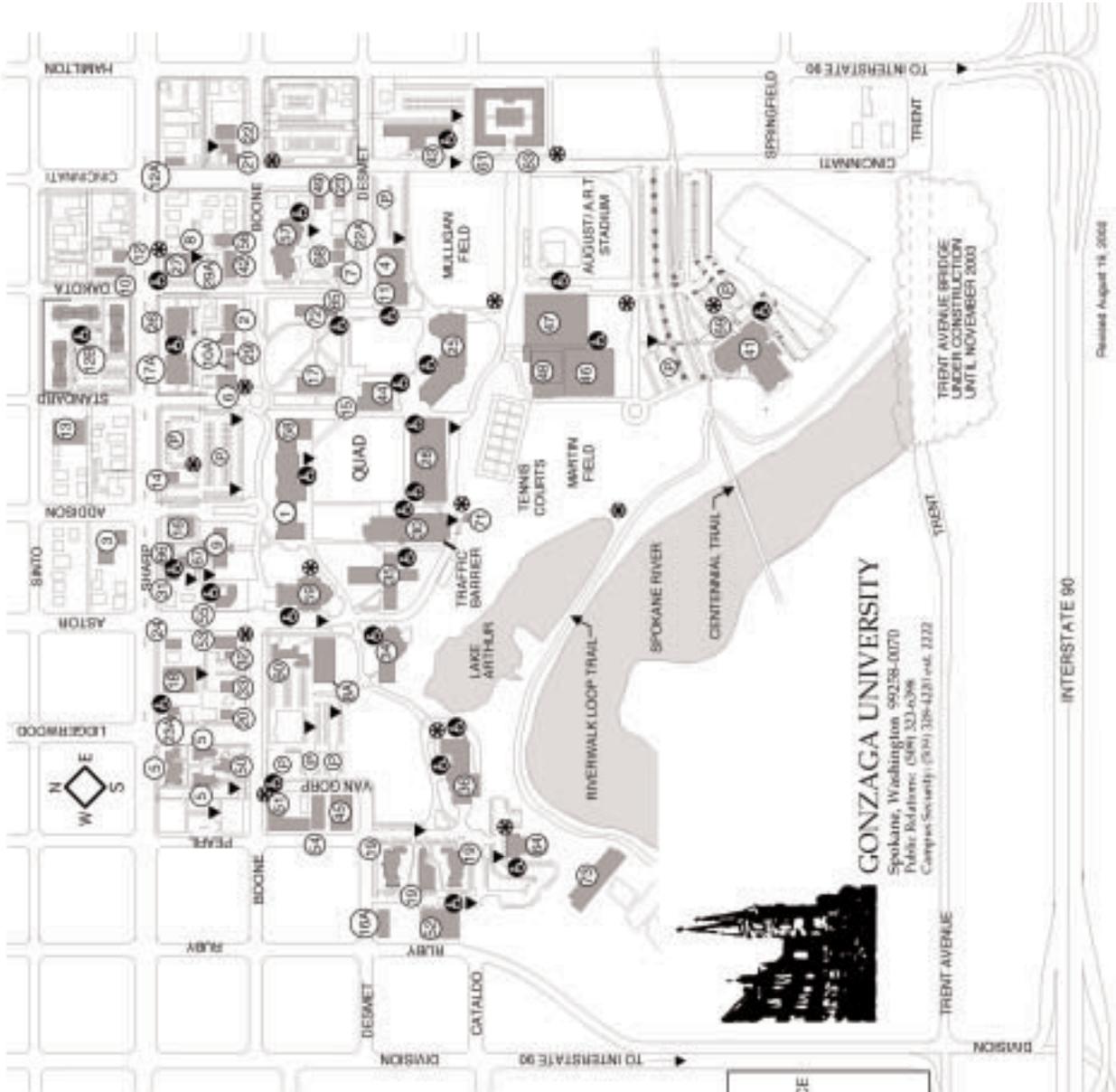
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- 4. Bookstore (COG) (A) (E)
- 5. Burch Apartments (A)
- 6. Campion Residence Hall (A)
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- 9A. Cardinal Bea House (A)
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- 13. Convent Apartments (A)
- 14. Crosby Alumni House (A)
- 15. Crosby Student Center (A) (E)
- 16. Crosby collection (A)
- 16. Cushing Residence Hall (A)
- 17. DeSmet Residence Hall (A)
- 17A. Dillon Residence Hall (A)
- 18. Doolley Residence Hall (A)
- 19. Dussault Apartments (A)
- 20. E 301 Boone Apartments (A)
- 21. E 801 Boone Apartments (A)
- 22. E 811 Boone Apartments (A)
- 22A. E. 711 Desmet Apartments (A)
- 23. Encoe House (A)
- 23A. English Language Center (A)
- 24. Environmental Health & Safety/Employee Benefits (A) (E)
- 25. Foley Center (Library) (A) (E)
- 26. Goller Residence Hall (A)
- 27. Health Center (A) (E)
- 28. Herak Center (Engineering) (A) (E)
- 29. Hopkins House (Honors Program) (A)
- 29A. Housing and Residence Life (A)
- 30. Hughes Hall (Sciences) (A) (E)
- 31. Human Resources/Friends in Service (A)
- 32. International Cultural Center M/ATEL (A)
- 33. International Student Programs (A)
- 34. Jipson Center (A) (E)
- 35. Jesuit House & Chapel (A) (E)
- 36. Junot Art Center and Museum (A)
- 41. Law School (A)
- 42. Lincoln Residence Hall (A) (E)
- 43. Madonna Residence Hall (A) (E)
- 44. Mail Services (A)
- 45. Crosby Student Center (A) (E)
- 45. Maintenance Building (A)
- 47. Mann Centre Fieldhouse (A)
- 48. Mann Centre Pavilion (Athletics) (A) (E)
- 48. Mann Centre Pool and Fitness Center (A)
- 49. Mosque (A)
- 50. Music Building (Monaghan Mansion) (A)
- 51. Music Building Annex (A)
- 52. Plant Services/Planning & Construction (A)
- 53. Reibman Residence Hall (A)
- 54. Receiving/Warehouse (A)
- 55. Robinson House (English/Religious Studies) (A)
- 56. Roncalli Residence Hall (A) (E)
- 57. Rossier Center (Education) (A) (E)
- 58. Russell Theatre (A) (E)
- 58. St. Aloysius Church (A)
- 60. St. Aloysius Rectory (A)
- 61. St. Catherine Residence Hall (A)
- 63. St. Monica Residence Hall (A)
- 64. Schwenberg Center (Professional Studies) (A) (E)
- 65. Security (Watch) (A) (E)
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- 67. Sharp House (A)
- 68. Unity House Cultural Education Center (A)
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- 71. Vachon Art Studio (A)
- 72. Welch Residence Hall (A)
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Revised August 18, 2008

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Academic Calendar for 2003 — 2004

FALL SEMESTER 2003

New Faculty Conference	August 26
Fall Faculty Conference	August 27 & 28
Residence Halls Open For New Students	August 29
Residence Halls Open For Returning Students	August 31
New Student Orientation	August 29-September 13
President's Reception	August 31
Academic Convocation	September 1
New Students Meet with Assigned Advisors	September 1
Fall Validation Day	September 1
Classes Begin	September 2
Last day to Add/Drop	September 10
Mass of the Holy Spirit	September 17
(11:00 AM and Noon classes canceled)	
Labor Day Holiday Observed	September 19
Incompletes Revert to Provisional Grades	October 8
Mid-semester exams	October 13-17
Founder's Day Holiday	October 20
Mid-semester Grades Due in Registrar's Office	October 22
Fall Family Weekend	October 24-26
Last Day to Withdraw	November 14
Thanksgiving Holiday	November 26-28
Prep Week	December 8-12
Semester Examinations	December 15-18
Christmas Holiday Begins after Exams	December 19
Final Grades Due in Registrar's Office	December 23

SPRING SEMESTER 2004

Residence Halls Open	January 11
New Student Orientation	January 12
Spring Faculty Conference	January 12
Spring Validation Day	January 12
Classes Meeting Monday's ONLY Begin	January 12
Classes Begin	January 13
Last Day to Add/Drop	January 21
Martin Luther King Holiday	January 19
Incompletes Revert to Provisional Grades	February 18
President's Day Holiday	February 16
University Charrette	February 24
(Classes canceled 8:00 AM – 12:45 PM)	
Mid-semester exams	March 1-5
Spring Vacation	March 8-12
Mid-semester Grades Due in Registrar's Office	March 9
Last Day to Withdraw	March 26
Easter Holiday	Noon, April 9-12
Academic Honors Convocation	April 20
(Classes canceled from 3:15 - 4:45 PM)	
Prep Week	April 26-30
Semester Examinations (100/200 Courses)	May 3-7*
Semester Examinations (300/400 Courses)	May 3-5*
Senior Week Activities	May 5-7
Graduate and Law School Commencement	May 8
Graduate Studies Mass	May 8
Baccalaureate Mass	May 8
Undergraduate Commencement	May 9
Final Grades Due in Registrar's Office	May 11
*Exams may start on Saturday, May 1	

SUMMER SESSION 2004

Session I	May 17 - June 25
Session II	June 28 - August 6

Academic Calendar for 2004 — 2005

FALL SEMESTER 2004

New Faculty Conference	August 24
Fall Faculty Conference	August 25 & 26
Residence Halls Open For New Students	August 27
Residence Halls Open For Returning Students	August 29
New Student Orientation	August 27-September 11
President's Reception	August 29
Academic Convocation	August 30
New Students Meet with Assigned Advisors	August 30
Fall Validation Day	August 30
Classes Begin	August 31
Last Day to Drop/Add	September 8
Mass of the Holy Spirit	September 15
(11:00 AM and Noon classes canceled)	
Labor Day Holiday Observed	September 17
Incompletes Revert to Provisional Grades	September 30
Mid-semester Exams	Oct 11-15
Founder's Day Holiday	October 18
Mid-semester Grades Due in Registrar's Office	October 20
Fall Family Weekend	October 22-24
Last Day to Withdraw	November 12
Thanksgiving Holiday	November 24-26
Prep Week	December 6-10
Semester Examinations	December 13-16
Christmas Holiday Begins after Exams	December 17
Final Grades Due in Registrar's Office	December 21

SPRING SEMESTER 2005

Residence Halls Open	January 9
New Student Orientation	January 10
Spring Faculty Conference	January 10
Spring Validation Day	January 10
Classes Meeting Monday's ONLY Begin	January 10
Classes Begin	January 11
Martin Luther King Holiday	January 17
Last Day to Add/Drop	January 19
Incompletes Revert to Provisional Grades	February 10
President's Day Holiday	February 21
University Charrette	February 22
(Classes canceled 8:00AM – 12:45 PM)	
Mid-semester Exams	February 28-March 4
Spring Vacation	March 7-11
Mid-semester Grades Due in Registrar's Office	March 8
Last Day to Withdraw	March 25
Easter Holiday	Noon, March 25-28
Academic Honors Convocation	April 19
(Classes canceled from 3:15 - 4:45 PM)	
Prep Week	April 25-29
Semester Examinations (100/200 Courses)	May 2-6*
Semester Examinations (300/400 Courses)	May 2-4*
Senior Week Activities	May 4-6
Graduate and Law School Commencement	May 7
Graduate Studies Mass	May 7
Baccalaureate Mass	May 7
Undergraduate Commencement	May 8
Final Grades Due in Registrar's Office	May 10
*Exams may start on Saturday, April 30	

SUMMER SESSION 2005

Session I	May 16 - June 24
Session II	June 27 - August 5



Gonzaga University

Graduate Program

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Student Name _____ SS# / SIN# _____
Last First M. Initial

Former Last Name(s), if any _____

Mailing Address _____ Phone _____

Permanent Address _____ Phone _____
street city state zip

E-Mail Address _____ Fax # _____

Employer _____ Title _____

Employer Address _____ Phone _____
street city state zip

Male Female Country of Citizenship _____
Date of Birth (mo/day/year) _____ Visa Type or Alien Registration # _____

Anticipated start Term: Fall _____ year Spring _____ year Summer _____ year

Have you ever attended Gonzaga University? Yes No If yes, when? _____

INDICATE DEGREE PROGRAM: _____

School of Education

- Master of Arts in
 - Counseling Psychology
 - Administration & Supervision
 - Educational Administration
 - Sport & Athletic Administration
 - Teaching
 - Counseling (Canada only)
 - Curriculum & Instruction

- Master of Education in

- Special Education

- Master of

- Anesthesiology Education
- Initial Teaching

- Certification

- Professional Certification

School of Business

- Master of

- Accountancy
- Business Administration
- Business Administration/JD
- Accountancy/JD

College of Arts and Sciences

- Master of Arts in

- Philosophy
- Pastoral Ministry
- Religious Studies
- Spirituality

- Master of

- Divinity

English Language Center

- Master of Arts in

- Teaching English as a Second Language

School of Professional Studies

- Doctor of Philosophy in

- Leadership Studies
- Certification in Advanced Leadership

- Master of

- Arts in Organizational Leadership
- Science in Nursing

- Post-Master's Certificate

- Family Nurse Practitioner
- Nurse Education
- Nursing Administration
- Physiological Nursing
- Psychiatric Mental Health

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